



The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

Policy Reference:	AVA.021
Description:	This document provides a framework to ensure all students remain safe within both the primary and secondary phases and that the Academy Trust works effectively with external agencies to protect students.
Status:	Statutory Policy
Policy Audience:	Staff and parents/carers
Academy Contact:	Principal
Other related AVA policies and procedures:	Health and Safety Policy, SEN Policy, Whistleblowing Policy, Allegations of Abuse Against Staff Policy, Annual Safeguarding Report, Equality Policy, Designated Teacher for Looked After Students
Governor Committee:	Full Governing Body
Approved by the Governing Board on:	15 September 2026
Latest Date for Next Review:	15 September 2027
Version + Schedule of Amendments:	
Signed:	
Date of Signature:	15 September 2026
In reviewing this policy, the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.	

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1. Contacts

School contacts:

Academy Principal	Gavin Gibson Contact Details: 01296 428551 <u>Ggibson@theacademy.me</u>
Primary Headteacher	Richard Cooper Contact Details: 01296 674263 <u>Rcooper@theacademy.me</u>
Designated Safeguarding Lead (DSL)	Senior Designated Safeguarding Leads: Catherine Fleetwood & Emma Kitter Contact Details: 01296 428551 <u>cfleetwood@theacademy.me</u> <u>ekitter@theacademy.me</u>
Deputy Designated Safeguarding Lead(s)	Members of the Safeguarding Team: Gavin Gibson, Academy Principal Richard Cooper, Primary Head Teacher Emma Jefford, Secondary Head Teacher Catherine Fleetwood, Senior Designated Safeguarding Lead Emma Kitter, Senior Designated Safeguarding Lead Laura Smith, Lead Child Protection Officer Andrea Lloyd, Child Protection Officer Sarah Moore Didi Collins Lisa Ripley Louise Granville Lianne Khan Hayley Bryant
Nominated Safeguarding Governor	Louise Gabriel <u>CoG@theacademy.me</u>
Chair of Governors	Charlotte James <u>CoG@theacademy.me</u>

Contacts in The Local Authority

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 Secure-esasduty@buckinghamshire.gov.uk
First Response Team (aka MASH) (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677 Secure-cypfirstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070 Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383293
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	

Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Thames Valley Police	101 (999 in case of emergency)

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance
- Behaviour
- Children Looked After
- Complaints
- Equalities
- GDPR
- Lettings
- SEN/Inclusion
- Health & Safety (including managing children with medical needs) & First Aid
- Photography
- E-Safety (including use of mobile/electronic devices)
- Staff Code of Conduct
- PSHE
- Visitors
- Whistleblowing
- Safer Recruitment
- Record Keeping

Definitions

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.' (Working Together to Safeguard Children 2026)

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18.

2. Introduction

The aims of this policy are:

To provide an environment in which children feel safe, secure, valued and respected.

To ensure that senior leaders, teaching staff and non-teaching staff, supply staff, governors and volunteers:

- Are aware of the need to safeguard and promote the wellbeing of children
- Identify the need for Family Help / early support
- Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
- Are trained to recognise signs and indicators of abuse

To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

To ensure The Aylesbury Vale Academy has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.

To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

This policy is published on our website, <https://www.theacademy.me/policies> and hard copies are available from the primary and secondary staff rooms.

This policy has been developed in accordance with following legislation and guidance:

- Children Act 1989 (amended 2004)
- Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025 ("data protection laws").
- "Working Together to Safeguard Children 2026" – statutory guidance for multi-agency safeguarding and child protection.

- “Keeping Children Safe in Education 2026”
- Information Sharing Guidance for Safeguarding Practitioners [Information sharing advice for safeguarding practitioners - GOV.UK](#)
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](#)
- Early Years Foundation Stage (EYFS) statutory framework, Section 3, where relevant to children aged 0–5.
- Mobile phones in schools – statutory guidance 2026

- 2.1.** Clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Keeping Children Safe in Education 2026**.

Section 175 of the Education Act 2002, places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

- 2.2.** All staff are required to read and adhere to the **Staff Code of Conduct**.
- 2.3.** Every member of The Aylesbury Vale Academy school community is responsible for contributing to a positive culture of safeguarding. The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks. We are committed to safeguarding children and young people, adults in our school take all welfare concerns seriously

and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

Staff should share any concerns they have about a child with the Designated Safeguarding Leads (DSLs). However, it should be remembered 'that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful... This should not prevent staff from having a professional curiosity and [speak] to the DSL'.

2.4. The aims of this policy are:

- 2.4.1. To provide an environment in which children feel safe, secure, valued and respected.
 - 2.4.2. To ensure that senior leaders, teaching staff and non-teaching staff, supply staff, governors and volunteers:
 - Are aware of the need to safeguard and promote the wellbeing of children
 - Identify the need for Family Help / early support
 - Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
 - Are trained to recognise signs and indicators of abuse
 - 2.4.3. To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.
 - 2.4.4. To ensure The Aylesbury Vale Academy has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.
 - 2.4.5. To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.
 - 2.4.6. To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.
 - 2.4.7. To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.
 - 2.4.8. To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.
- 2.5. This policy is published on our website, <https://www.theacademy.me/page/?title=POLICIES&pid=29> and hard copies are available in the primary and secondary phase staff rooms.

3. Responsibilities

- 4. All staff, supply staff, volunteers, visitors, governors and contractors understand that safeguarding children is everyone's responsibility. All staff who work directly with children, and staff who do not work directly with children, must understand their safeguarding responsibilities and the systems used by the school to raise and respond to concerns. Any person who receives a disclosure, allegation or

safeguarding concern must report it immediately to a DSL or deputy, or to the most senior member of staff available where the DSL team cannot be contacted.

- 3 Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need: [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.
- 3.2 Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.
- 3.3 Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children who experiencing poor mental health
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
- Looked after children and previously looked after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Abuse, including FGM and forced marriage
- Children at risk of modern slavery, trafficking, including criminal or sexual exploitation, and financial exploitation.
- Children who are pregnant and/or are parents themselves.
- Children who have exhibited early signs of abusive, violent or harmful behaviour.
- Children who have been repeatedly removed from the classroom, have experienced multiple suspensions, are on a part-time timetable, or are at risk of permanent exclusion.
- Children who frequently go missing or whose attendance is a concern
- Children who are LGB or gender-questioning, who may be at increased risk of bullying, discrimination or other harms. The school will respond to safeguarding concerns on a case-by-case basis, considering the individual child's needs, wishes and feelings.
- Children who are at risk of discrimination due to faith and belief, race or ethnicity.
- Children who have English as an additional language (EAL)
- Children who are living in temporary accommodation.

- 3.4 The **Governing Body** understands and fulfils its safeguarding responsibilities.

It must:

- 3.5.1.** Ensure that the Academy Principal, Secondary and Primary Headteachers, and the DSL's, create and maintain a strong, positive culture of safeguarding within the school.
- 3.5.2.** Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.
- 3.5.3.** Regularly monitor and evaluate the effectiveness of this Child Protection Policy, including whether safeguarding arrangements are implemented effectively and whether practice is inclusive, anti-racist and anti-discriminatory.
- 3.5.4.** Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. If not the DSL, the Principal still maintains overall responsibility for safeguarding and child protection within the school.
- 3.5.5.** Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
- 3.5.6.** Ensure that all staff complete safeguarding training to include their roles and responsibilities with regards to the school IT system's online filtering and monitoring.
- 3.5.7.** Ensure measures are in place for the Governing Body to have effective oversight of safeguarding, including regular review of filtering and monitoring. The effectiveness of filtering and monitoring will be reviewed at least annually by the senior leader responsible, with support from the DSL and IT provider, including checks across internet-connected devices and relevant locations, with a record of the review retained.
- 3.5.8.** Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand how to keep themselves safe.
- 3.5.9.** Ensure that school is following the statutory RSE guidance –Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- 3.5.10.** Ensure safe and effective recruitment policies and disciplinary procedures are in place.
- 3.5.11.** Ensure resources are allocated to meet the needs of pupils requiring Child Protection or early intervention.
- 3.5.12.** Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

- 3.6.** It is the duty of the Chair of Governors, Robin Scott, to liaise with relevant agencies if any allegations are made against the Principal. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.
- 3.7.** The Governing body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low-level concerns). The guidance in Part four of Keeping Children Safe in Education 2026 must be followed if there were any such concerns.
- 3.8.** The Governing Body must ensure that a named teacher is designated for Looked After Children and that an up-to-date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.
- 3.9.** The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.
- 3.10.** Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.
- 3.11.** The Governing Body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:
- 3.9.1.** Work with the DSL to produce the Child Protection Policy annually.
 - 3.9.2.** Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.
 - 3.9.3.** Ensure child protection is regularly discussed at Governing Body meetings
 - 3.9.4.** Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files.
 - 3.9.5.** Ensure that filtering and monitoring systems are in place and take part in the review
 - 3.9.6.** Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance: [Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#)

- 3.10.** All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance.
- 3.11.** The governing body must ensure that relevant staff understand and apply the data protection laws (including the Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025). Data protection must not be used as a barrier to appropriate safeguarding information sharing. Information will be shared lawfully, proportionately and on a need-to-know basis, with safeguarding risk considered where appropriate.
- 3.12.** We have a **Designated Safeguarding Lead (DSL)** who is responsible for:
- 3.12.1.** Creating a culture of safeguarding within the school where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
 - 3.12.2.** Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.
 - 3.12.3.** Ensuring referrals to partner agencies, are followed up in writing, including referrals to First Response and Family Help / early support.
 - 3.12.4.** Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
 - 3.12.5.** Ensuring all child protection files are held separately from pupils' educational records.
 - 3.12.6.** Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
 - 3.12.7.** Being the designated point of contact for staff to be able to discuss and share their concerns.
 - 3.12.8.** Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.
 - 3.12.9.** Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns, with robust and reliable cover arrangements whenever the DSL is unavailable due to illness, leave or other circumstances. This may include a confidential shared safeguarding mailbox or equivalent system so concerns can be received, monitored and acted upon without delay.
 - 3.12.10.** During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
 - 3.12.11.** Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.

- 3.12.12.** Providing the Principal with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

The DSL will work with the Academy Principal, Primary and Secondary Headteachers and relevant strategic leads to promote the educational outcomes of children who have or have had a social worker, including understanding the impact of safeguarding and welfare issues on attendance, engagement and achievement and supporting appropriate academic support or reasonable adjustments.

- 3.12.13.** Meeting at least once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings. Providing the Principal with up-to-date information of any issues.
- 3.12.14.** Meeting the statutory requirement to keep up-to-date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.12.15.** Referring immediately to the Police, using the guidance, [When to call the Police](#) for any cases where a criminal offence may have been committed or risk of harm is imminent.
- 3.12.16.** Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.
- 3.12.17.** To fulfil the DSL responsibilities as set out in the KCSIE, Annexe B.
- 3.12.18.** Ensuring all child protection records are held separately from pupils' educational records
- 3.13.** The **Academy Principal** is responsible for:
- 3.13.1.** Ensuring that this policy is updated annually to reflect any changes to guidance and/or legislation.
- 3.13.2.** Ensuring that this policy is published on the school website.
- 3.13.3.** Recording, reviewing and making decisions on any low-level concerns, in conjunction with the DSL.
- 3.13.4.** Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.
- 3.13.5.** Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.

- 3.13.6.** Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.
- 3.13.7.** Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, [PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pace-code-c-2023) which advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part the school's Searching and Screening Policy.

4. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](https://www.buckinghamshire.gov.uk/safeguarding) safeguarding procedures, '**Working Together to Safeguard Children**' [Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children), "**Keeping Children Safe in Education**" [Keeping children safe in education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/keeping-children-safe-in-education) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/revised-prevent-duty-guidance-for-england-and-wales).

- 4.1.** We will ensure visitors must be:
- Clearly identified with visitor/contractor passes.
 - Met and directed by school staff/representatives.
 - Signed in and out of the premises by school staff.
 - Given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern
 - Given restricted access to only specific areas of the school, as appropriate.
 - Escorted by a member of staff/representative as required.
 - Given access to pupils restricted to the purpose of their visit.
- 4.2.** All members of staff will receive safeguarding and child protection training at induction, including online safety and their roles and responsibilities in relation to filtering and monitoring. Training will be regularly updated and staff will receive safeguarding and child protection updates at least annually, as required by KCSIE 2026 and local safeguarding arrangements.
- 4.3.** All staff, including staff who do not work directly with children, will read the Child Protection Policy and Keeping Children Safe in Education 2026: Part One in full at induction and whenever it is updated. The

school will provide mechanisms to ensure staff understand and can discharge their safeguarding responsibilities.

- 4.4.** All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy.

All staff, including supply staff, must follow the reporting procedures as follows when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support;
 - Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
 - Staff must make a written report using the school record keeping process;
 - All concern forms are located on CPOMS (hard copies are available in the staff room if CPOMS is inaccessible for any reason, paper forms must be handed to a member of the safeguarding team as a matter of urgency);
 - Staff must ensure the time and date of the incident is recorded;
 - A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
 - Use a body map to record any injuries seen or reported by the child;
 - Staff must sign and date the report giving details of their role within school;
 - The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved
 - The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.
- 4.5.** Through our Attendance Policy, we have a robust system for monitoring attendance and will act to address absenteeism (including unexplainable and/or persistent absence) with parents/carers and pupils promptly and identify any safeguarding issues arising. Any absences not reported by parents on day one of an absence will be addressed with a text and/or phone call. We involve the local authority attendance team at appropriate stages
- 4.6.** All children attending our school are required to have a minimum of two identified emergency contacts.
- 4.7.** Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a child missing or absent from education (CME) using the Buckinghamshire CME Protocol. Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.
- 4.8.** We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

- 4.9.** When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.
- 4.10.** Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.
- 4.11.** Parents/carers must inform school if there are any changes to a pupil's living arrangement. The Aylesbury Vale Academy has a mandatory duty to inform the local authority, via the First Response Team, if they become aware that a child under the age of 16 years old is living with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.
- 4.12.** All staff, parents/carers and children are made aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.13.** Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up to date Child Protection Policy of any organisation hiring the school's facilities.
- 4.14.** The school operates Safer Recruitment practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.
- 4.15.** Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

4.16. Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

4.17. Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time.

5. Record-Keeping and Retention of Records

5.1. When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.

5.2. Records should include:

- a clear and comprehensive summary of the concern
- a clear, detailed and robust chronology must be maintained
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

5.3. Where a pupil leaves the school, the DSL will ensure the child protection file is transferred securely to the new school as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Confirmation of receipt will be obtained. The transfer will be separate from the main pupil file and will include a clear, structured summary identifying current safeguarding concerns, relevant context and ongoing support needs.

5.4. The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

5.5. We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

6. Alternative Provision

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child.

The Aylesbury Vale Academy will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e., those checks that schools would otherwise perform on their own staff).

The Aylesbury Vale Academy will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements.

Alternative Provision DFE statutory guidance

[Alternative provision - GOV.UK](https://www.gov.uk/government/statutory-guidance/alternative-provision)

and

Education for children with health needs who cannot attend school - GOV.UK

(www.gov.uk) – DFE statutory guidance.

[Education for children with health needs who cannot attend school - GOV.UK](https://www.gov.uk/government/statutory-guidance/education-for-children-with-health-needs-who-cannot-attend-school)

7. Confidentiality

- 7.1. We recognise that all matters relating to child protection are confidential.
- 7.2. The Principal, Secondary Headteacher, Primary Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need-to-know basis
- 7.3. Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.
- 7.4. All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 7.5. We will normally discuss concerns with parents/carers and seek their views before making a referral, where appropriate. However, consent is not required where there is a lawful safeguarding basis for sharing information, and parents/carers will not be informed where doing so could place the child at greater risk of harm, prejudice a criminal investigation, or otherwise be contrary to the child's best interests. Data protection laws are not a barrier to appropriate safeguarding information sharing.

Gov guidance link:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

8. Recognising abuse, neglect and exploitation

- 8.1. In the event of a child disclosing abuse staff must refer to the following guidance:
“What to do if You’re Worried a Child is Being Abused” [Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused)
Listen to the child, allowing the child to tell what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.
- 8.2. **Do not ask leading questions.** Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

- 8.3. Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.
- 8.4. Reassure the child that they did the right thing in telling someone.
- 8.5. Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- 8.6. In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.
- 8.7. **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**
- 8.8. **Staff must report any concerns to a member of the safeguarding team using CPOMS. Any urgent reports, where a child is at risk or in danger, must be reported to a member of the safeguarding team immediately.**
- 8.9. The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded. At The Aylesbury Vale Academy are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report.
- 8.10. Following a report of concerns the DSL must:
 - 8.10.1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, [When to call the police](#), rationale for this decision should be recorded by the DSL.
 - 8.10.2. The academy must try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain informed consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views must also be taken into account.
 - 8.10.3. If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).
 - 8.10.4. If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken and to take advice about informing parents/carers

9. Multi-agency working

- 9.1. The Aylesbury Vale Academy know what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

- 9.2. When named as a relevant agency and involved in safeguarding arrangements, The Aylesbury Vale Academy will co-operate alongside other agencies with the published arrangements.
- 9.3. The Aylesbury Vale Academy will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.
- 9.4. The Aylesbury Vale Academy will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.
- 9.5. If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

10. Supporting Staff

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Principal, Secondary Headteacher, Primary Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme or trade union, as appropriate.

11. Safer Recruitment

The Aylesbury Vale Academy follows Part Three of Keeping Children Safe in Education 2026 and relevant Buckinghamshire safeguarding arrangements when recruiting and appointing staff, volunteers and other adults who may work with children. The academy will assess the duties and frequency of each role to determine the appropriate pre-employment and DBS checks. From 1 September 2026, the supervision exemption for regulated activity with children no longer applies; where a role is regulated activity, the required enhanced DBS check and, where applicable, children's barred list information will be obtained before the individual undertakes regulated activity. The same principles will be applied to volunteers, agency/supply staff, trainee teachers, contractors and self-employed individuals as applicable. The school will also complete the other checks required by KCSIE 2026, including identity, right to work, qualifications where required, references and prohibition or other statutory checks relevant to the role, and will maintain the Single Central Record. Online searches may be undertaken as part of due diligence on shortlisted candidates in accordance with KCSIE 2026.

[Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk)

- 11.2. We will ensure that the Principal and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Principal and the Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education'.
- 11.3. At the Aylesbury Vale Academy we will use fair and robust shortlisting, recruitment and selection processes to deter and reject unsuitable candidates.

Application forms, references, qualifications and other information will be scrutinised appropriately, gaps or anomalies will be explored, and all required pre-employment checks will be completed before appointment or before an individual undertakes regulated activity, as applicable. The school will use the DfE's current teacher-record checking arrangements where relevant and will assess self-employed and agency workers in accordance with KCSIE 2026.

- 11.4. We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

12. Allegations against staff, supply staff, volunteers and contractors (including Governors)

- 12.2. Here at The Aylesbury Vale Academy, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.

- 12.3. KCSIE - Part four contains comprehensive guidance covering the two levels of allegations/concern:

The school will apply Part Four of KCSIE 2026 to concerns or allegations involving staff, supply teachers, trainee teachers, volunteers, governors and contractors. Where appropriate, the school will consult the LADO at the earliest opportunity and will follow local procedures.

- Allegations that may meet the harms threshold
- Allegations/concerns that do not meet the harms threshold - referred to for the purpose of this guidance as 'low level concerns'.

- 12.4. All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

- 12.5. We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Principal, Secondary Headteacher or Primary Headteacher, or the most senior teacher if the Principal is not present. If the allegation is made against the Principal, the Chair of Governors must be informed.

- 12.6. At The Aylesbury Vale Academy, we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

- 12.7. The Principal/Secondary Headteacher/Primary Headteacher/Senior Teacher/Chair of governors (where the allegation is in reference to the Principal)

on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

12.8. The Head Teacher/Senior Teacher must:

12.8.1. Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, volunteers and contractors within the workplace.

12.8.2. Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

12.8.3. Ensure feedback is provided to the LADO about the outcome of any internal investigations.

12.9. The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors, a copy of which can be found on the school website here: <https://www.theacademy.me/policies>

12.10. If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

12.11. Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

12.12. Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

12.13. Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse, neglect and exploitation, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential transfer of risk to the workplace and the individual's own work with children

12.14. Where there are low level concerns recorded against a member of staff, these should be reviewed regularly, and if they are considered significant, the processes for allegations should be followed.

13. Whistleblowing

13.2. We have a **Whistleblowing Policy** which can be found in this folder on the shared area: P:\Policies\CURRENT POLICIES Staff are required to familiarise themselves with this document during their induction period.

13.3. All staff must be aware of their duty to raise concerns about the unsafe practice or the attitude or actions of colleagues and report their concerns to the Principal, Secondary Headteacher, Primary Headteacher or Chair of Governors.

13.4. Low level concerns

At The Aylesbury Vale Academy, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to Gavin Gibson, Emma Jefford, Richard Cooper, Catherine Fleetwood or Emma Kitter. Staff are made aware of what a low level concern might look like using the examples from the Keeping Children Safe in Education 2025 page 106. All reports

will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

14. Physical intervention/Positive handling

- 14.2.** Our policy on physical intervention/positive handling by staff is set out separately and can be found in the following folder: P:\Policies\CURRENT POLICIES. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 14.3.** The Principal and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 14.4.** If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 14.5.** Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

15. Anti-Bullying

Anti-Bullying is referenced within the Anti-Bullying Policy (which can be found here on the school website:

<https://www.theacademy.me/page/?title=POLICIES&pid=29> and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

16. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents.

17. Health and Safety

- 17.2.** We recognise the importance of safeguarding pupils throughout the school day. Our Health and Safety policy <https://www.theacademy.me/page/?title=POLICIES&pid=29> reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

17.1 Sport and activities

Where sport or other activities are provided by the school or third parties, safeguarding arrangements will be proportionate to the risks presented. The school

will ensure that staff, volunteers and external providers understand relevant safeguarding expectations and that concerns are reported through the school's safeguarding procedures.

- 17.3.** Part of the safeguarding measures we have in place include the safe drop off and collection of pupils at the start and end of the school day, including before and after school wrap around provision or extended school days.
- 17.4.** Pupils who leave the site during the school day do so only with the written permission of a parent/carers and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task.
- 17.5.** In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.
- 17.5** When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.
- 17.6** At The Aylesbury Vale Academy we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

Where the school premises are used by third parties, the school will have appropriate arrangements to safeguard children, including assurance that the provider has suitable safeguarding and safer recruitment arrangements and understands the school's expectations for reporting concerns.

The Academy will also apply the safeguarding and premises requirements in KCSIE 2026 relating to single-sex toilets and changing facilities, residential or overnight accommodation where relevant, and single-sex sport where applicable. Requests from children who are questioning their gender will be considered carefully in line with KCSIE 2026, the child's best interests, safeguarding duties and the Equality Act 2010.

18. Prevent Duty

- 18.2.** We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.
- 18.3.** All school staff and governors have completed Prevent training and we have training logs to evidence this.
- 18.4.** We have in place and monitor appropriate web filtering systems.
- 18.5.** The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)
- 18.6.** Recognising Extremism

Early indicators of radicalisation or extremism may include:

1. showing sympathy for extremist causes
2. glorifying violence, especially to other faiths or cultures
3. making remarks or comments about being at extremist events or rallies outside school
4. evidence of possessing illegal or extremist literature
5. advocating messages similar to illegal organisations or other extremist groups
6. out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
7. secretive behaviour
8. online searches or sharing extremist messages or social profiles
9. intolerance of difference, including faith, culture, gender, race or sexuality
10. graffiti, art work or writing that displays extremist themes
11. attempts to impose extremist views or practices on others
12. verbalising anti-Western or anti-British views
13. advocating violence towards others

Prevent and Channel

The Academy recognises its responsibilities under the Prevent Duty and will respond to concerns that a child may be at risk of being drawn into terrorism in accordance with the Prevent Duty Guidance and local safeguarding arrangements. Where appropriate, concerns may be referred through the local **Channel** process for assessment and support. Staff should report Prevent-related concerns to the DSLs in accordance with the Academy's safeguarding procedures.

Online Safety

- 18.1** All staff are aware of the school policy for E-Safety which sets out our expectations relating to:
- Creating a safer online learning environment,
 - Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
 - Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
 - Use of camera equipment, including smart phones.
 - What steps to take if there are concerns and where to go for help.
 - Staff use of social media as set out in the Staff Conduct and Discipline Policy

- 18.2** Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- 18.3** School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.
- 18.4** Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- 18.5** Pupils, staff and parents/carers are supported to understand the risks posed by:
- the CONTENT accessed by pupils - risks such as misinformation, disinformation, including fake news and conspiracy theories.
 - their CONDUCT online
 - who they have CONTACT within the digital world
 - COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Further information can be found in our online safety policy.
- 18.5.** The Aylesbury Vale Academy has online filtering and monitoring systems in place to help safeguard children from harmful online material. A review of their effectiveness will take place at least once every academic year, led by the senior leader responsible for filtering and monitoring with support from the DSL and IT support. The review will include checks that filtering is working appropriately on internet-connected devices and in relevant locations, and a record of the checks and any actions will be retained.
- 18.6** School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.
- 18.7** Use of mobile phones is outlined in our E-Safety and Behaviour policies here: <https://www.theacademy.me/page/?title=POLICIES&pid=29>
Pupils should not access mobile phones or other smart technology with similar communication or recording functionality throughout the school day, including lessons, time between lessons, breaktimes and lunchtime, except where an agreed exception or reasonable adjustment applies. Detailed arrangements, sanctions and exceptions are set out in the school's Behaviour and E-Safety/Mobile Phone policies.
- 18.8** Visitors to our school are respectfully asked to turn all mobile devices off.
- 18.9** Staff use of mobile technology whilst on site is set out in the Staff Conduct and Discipline Policy.
- 18.10** All staff receive online awareness training in order to understand the risks children are exposed to. On induction and at least once per academic year.
- 18.11** All staff have an understanding of expectations roles and responsibilities with regards to the online filtering and monitoring processes.
- 18.12** The academy recognises the safeguarding risks associated with generative artificial intelligence, including harmful, abusive or sexual content, manipulated images and deepfakes. Staff and pupils will be supported to use

AI safely and responsibly, and filtering and monitoring arrangements will take account of relevant AI-related risks in line with DfE guidance.

[Generative AI: product safety expectations - GOV.UK](https://www.gov.uk/government/publications/generative-ai-product-safety-expectations)

19 Use of Mobile Devices for Teaching Staff and those in EYFS

- 19.1** The academy implements a mobile phone policy consistent with the DfE statutory guidance Mobile phones in schools. Personal mobile phones and other smart technology must be managed in accordance with the school's mobile phone, staff code of conduct, behaviour and safeguarding arrangements.
- 19.2** Staff should not use their personal mobile devices to contact or photograph students or their families within or outside of school.
- 19.3** Should any member of staff become aware of inappropriate or non-essential use of a mobile phone, this should be reported to a member of SLT, and may be subject to disciplinary action.

20 Sending nude or semi-nude images

Making or sharing nudes or semi-nudes, including where generated or altered using artificial intelligence, is a safeguarding issue. This includes images created, sent or shared by children under 18, whether consensual or non-consensual. All incidents require a safeguarding response, with the child's welfare, safety and circumstances considered.

- 20.1** Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.
- 20.2** Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

21 Child-on-child abuse (including harassment and violence)

- 21.1** The Aylesbury Vale Academy believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.
- 21.2** All staff will respond to child-on-child abuse as a safeguarding issue and will not pass off incidents as "banter", "just growing up" or "boys/girls being boys/girls". Child-on-child abuse can affect both the victim and alleged perpetrator and may include serious physical harm, threats involving weapons, sexual harassment, sexual violence, harmful sexual behaviour, misogynistic or misandrist behaviour and online abuse.

21.3 All staff recognise that child on child issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful sexual behaviour HSB)
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

21.4 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child on child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

21.5 The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

21.6 In order to minimise the risk of child on child abuse taking place, as a school we must:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the Behaviour Policy and/or the Anti-Bullying Policy.

21.7 We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any

such incidents to the Principal, Secondary Headteacher, Primary Headteacher, DSL or most senior member of staff.

- 21.8 The school will use Part Five of Keeping Children Safe in Education 2026 as the statutory guidance for responding to reports of child-on-child sexual harassment and sexual violence.
- 21.9 Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE, all staff maintain an attitude of '**it could happen here**' and it is never acceptable.
- 21.10 All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.
- 21.11 All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.
- 21.12 Support will be given to both victims and perpetrators as required.

22 Cultural Issues

- 22.1 As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.
- 22.2 Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

23 So-Called 'Honour' Based Abuse

- 23.1 Mandatory reporting of female genital mutilation: procedural information - GOV.UK Staff understand that there is a specific legal duty on teachers to report to the police where, in the course of their professional duties, they discover that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18. All staff must also report concerns about FGM and so-called 'honour'-based abuse to the DSL in accordance with the school's safeguarding procedures.
- 23.2 Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. The Aylesbury Vale Academy staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmua@fco.gov.uk
- 23.3 We are aware of the signs of FGM Female genital mutilation (FGM) | NSPCC

23.4 We recognise both male and female pupils may be subject to honour-based abuse.

23.5 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

23.6 Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

23.7 In February 2023, the age of consent for marriage in England was raised to 18. The Marriage and Civil Partnership (Minimum Age) Act 2022 means that 16 and 17-year-olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent.

It is now an offence, under the Marriage and Civil Partnership (Minimum Age) Act to cause a child under the age of 18 to enter a marriage in any circumstances, without the need to prove that a form of coercion was used. This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families.

Any concerns related to under-age marriage must be reported to the DSL immediately.

24. Female Genital Mutilation (FGM)

24.1. Female Genital Mutilation reporting procedures

24.1.1.1. Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

24.1.1.2. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

24.2. Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

24.3. Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

24.4. Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.

- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (for example, withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

24.5. Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education, paragraph 44 says 'whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

24.6. The mandatory reporting procedures say:

'It is recommended that you make a report orally by calling 101, the single non-emergency number.'

'Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.

In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

The procedures also set out what information is needed, in order to make a report.

See here: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting>

25. Contextual Safeguarding and extra-familial harms

25.1. Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact.

25.2. At The Aylesbury Vale Academy, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

- 25.3.** All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- 25.4.** Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 25.5.** In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

26. Serious Violence

- 26.1.** All staff will be alert to indicators that children may be at risk from, or involved in, serious violence, including changes in attendance, friendships or relationships, unexplained injuries or possessions, a decline in wellbeing or attainment, involvement with older individuals or groups, and signs of exploitation. The academy will consider the child's wider context and vulnerabilities and will work with relevant agencies where required.
- 26.2.** At The Aylesbury Vale Academy, we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. Preventing youth violence and gang involvement - Practical advice for schools and colleges (publishing.service.gov.uk)

27. Domestic Abuse

Where applicable through local arrangements, the school will participate in Operation Encompass and will use information shared by the police following domestic abuse incidents to support safeguarding and appropriate pastoral responses.

All staff recognise that children can witness and be affected by domestic abuse that occurs within their home between family members. They may also experience abuse within their own intimate relationships, referred to as 'teenage relationship abuse' and can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff will report any concerns using the school's safeguarding procedures.

28. Children who need a social worker (Child Protection and Child In Need Plans)

- 28.1.** Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.
- 28.2.** We recognise that when a child has or has had a social worker, this can indicate increased vulnerability and may affect attendance, behaviour, learning

and mental health. The school will maintain high aspirations for these children, understand the impact of their circumstances on educational outcomes, and provide appropriate academic, pastoral and reasonable adjustment support where needed.

- 28.3. The Aylesbury Vale Academy will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.
- 28.4. Informed decisions, will be made by staff with regards to safeguarding for those children who are being supported by a social worker.
- 28.5. The Virtual School lead the support for this cohort of children and The Aylesbury Vale Academy, will work in partnership with them and the Local Authority to improve outcomes for these children.

29. Mental Health

- 29.1** The academy recognises that mental health problems can be an indicator that a child has suffered, or may be at risk of suffering, abuse, neglect or exploitation. Staff will consider mental health concerns in the context of the child's wider safeguarding circumstances and will refer safeguarding concerns to the DSL. The academy will seek appropriate professional support for mental health needs and will not treat mental health concerns in isolation where safeguarding concerns may also be present.
- 29.2** Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.
- 29.3** Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.
- 29.4** Where there are concerns for a child's mental health The Aylesbury Vale Academy, will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Our Mental Health Lead is Catherine Fleetwood.

30. Children with medical conditions

30.1 The Aylesbury Vale Academy recognises that children with medical conditions, including allergies and conditions requiring delegated healthcare tasks, are not in themselves at greater risk of safeguarding harm because of their medical condition.

30.2 The Academy will ensure that children with medical conditions are supported appropriately in accordance with their individual healthcare plans, medical needs, risk assessments and relevant school policies and procedures.

30.3 An incident relating to the management of a child's medical condition or allergy would not, in itself, automatically warrant a safeguarding referral. However, staff and the DSL should consider whether an incident indicates that a child may be at increased risk of neglect, abuse or exploitation because of their medical condition or allergy.

30.4 Where concerns arise that a child's medical condition is not being appropriately managed, that essential medication or treatment is repeatedly not provided, or that the child

may be experiencing neglect, abuse or exploitation linked to their medical needs, the concern must be reported to the DSL and managed in accordance with the Academy's safeguarding procedures.

30.5 Staff should follow the Academy's medical conditions policy and individual healthcare plans when responding to medical needs. Where there is uncertainty about whether a medical incident also raises a safeguarding concern, staff should seek advice from the DSL or a Deputy DSL.

31. Looked After Children

31.1 The Aylesbury Vale Academy, has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children.

31.2 The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

31.3 The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

32. Young carers

The school recognises that young carers may have additional responsibilities and pressures which can affect attendance, wellbeing, learning and safeguarding. Staff will be alert to signs that a child may be a young carer and will work with the child, family and relevant services to identify and provide appropriate support.

33. Online Learning

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

We ask that parents and carers check with their internet provider, including data plans provided by mobile phone companies, to ensure there are filtering and monitoring systems in place to alert you to any inappropriate behaviour online. Most of these providers are able to block websites that are a risk to young people. Further support can be found here: <https://www.saferinternet.org.uk/>

Online teaching should follow the principles laid out in the Child Protection Policy.

The Aylesbury Vale Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be plain or blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by The Aylesbury Vale Academy to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

34. Children with family members in prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children.

[NICCO](#)

35. Homelessness

The school will respond appropriately to notifications received under the temporary accommodation notification duty introduced from 1 September 2026, recognising that children living in temporary accommodation may need additional or different support. Information received will be handled in accordance with safeguarding and data protection requirements.

The Aylesbury Vale Academy recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16- and 17-year-olds could be living independently from their parents or guardians. If there are indicators that a family or individual are at risk, school will seek timely support from the local authority.

36. Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can include sexual exploitation, forced labour, slavery, servitude, forced criminality and removal of organs. Where a child may be a victim, the school will refer to the relevant Home Office guidance, seek advice from the local authority and consider whether a National Referral Mechanism referral is required. Children will be treated as victims of exploitation and safeguarded accordingly.

37. Allegations against pupils

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied.

Where there is a risk of significant harm, a child-on-child referral will be made to Children's Services for either victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by school.

Appendix

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

A form of abuse which 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

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child 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. They may also include 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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms:

Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Taken from – **Keeping Children Safe in Education**.

[Home Office – Serious Violence Strategy, April 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from “**Keeping Children Safe in Education**”

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of

different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Harmful sexual behaviour (HSB)

Children's sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as "Harmful Sexual Behaviour" (HSB).