

The Aylesbury Vale Academy Trust



The Aylesbury Vale Academy

COLLABORATING *for* EXCELLENCE

**Child Protection Policy and Procedures
(including EYFS)**

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:	Executive Director/Headteachers
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
Governor Committee:	Full Governing Body

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

1.1 School Contacts

Executive Director: Roger Burman

Contact Details: 01296 428551

Rburman@theacademy.me

Secondary Headteacher: Gavin Gibson

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Ggibson@theacademy.me

Primary Headteacher: Caroline Baughan

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Senior Designated Safeguarding Lead: Emma Kitter

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Members of the Safeguarding Team:

Roger Burman
Emma Kitter (Senior Designated Safeguarding Lead)
Gavin Gibson
Caroline Baughan
Sarah Luton
Maureen Kirkham
Sarah Moore
Nicci Street
Laura Smith
Andrea Lloyd
Nick O'Leary
Beth Goldsack
Domenique Schembri
Joe Sandalls

Designated Governor for Safeguarding: Ros Rochefort

CoG@theacademy.me

1.2 Contacts in County

<p>Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.</p>	01296 382912
<p>First Response Team (including Early Help, Channel) The First Response Team processes 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.</p>	01296 383962 Out of hours 0800 999 7677
<p>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</p>	01296 382070
<p>Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education</p>	01296 383065
<p>Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines</p>	
<p>Schools Web School bulletin, Safeguarding links, A-Z guide to information and services</p>	
<p>BCC Equalities & School Improvement Manager</p>	01296 382461
<p>BCC Prevent Co-ordinator</p>	01296 674784
<p>Thames Valley Police</p>	101 (999 in case of emergency)

1.3 Other contacts

NSPCC NSPCC	0800 800 5000
ChildLine ChildLine	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fm@fco.gov.uk
Crime stoppers Crime stoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

2. INTRODUCTION

2.1. At Aylesbury Vale Academy, we believe that a policy on child protection is founded on the right of all children people to be safe and feel safe, and that it is the fundamental obligation on all schools to robustly secure this right.

This aim of this policy is to provide staff, governors and volunteers with the framework they need to keep children in Aylesbury Vale Academy safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

This policy has been developed in accordance with the principles established by the **Children Acts 1989 and 2004**; and in line with the following:

- “Working Together to Safeguard Children 2018” - July 2018 [Working Together To Safeguard Children July 2018](#)
- “[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)”, published 27th March 2020
- “[Keeping Children Safe in Education](#)”- statutory guidance for schools and further education colleges - Sept 2019
- Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#) – DfE July 2018
- 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](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – May 2018 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](#)
- 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](#)

2.2. We believe 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 to safeguard and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1, Part 5 and Annexe A of Keeping Children Safe in Education, Sept 2019. They must ensure that there is an auditable system in place to evidence this.

2.3. All staff are required to read and adhere to the Staff Conduct and Discipline Policy, which governs behaviours expected of them, as well as having an understanding of the Behaviour Policy for children.

2.4. We recognise all staff and Governors have a full and active part to play in protecting our pupils from harm, actively promoting their welfare and ensuring that every child's welfare is our paramount concern. Each member of staff is responsible for contributing to a positive culture of safeguarding in Aylesbury Vale Academy.

2.5. All staff believe our school must provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual children.

2.6. The school recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.

2.7. The aims of this policy are:

2.7.1. To support pupils' development in ways that will foster security, confidence and resilience, free from discrimination.

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

2.7.3. Children feel confident that they know how to approach adults if they are in difficulties.

2.7.4. To ensure all teaching staff, non-teaching staff and volunteers:

- are aware of the need to safeguard and promote the wellbeing of children
- identify the need for support early to promote well-being
- promptly report cases of actual or suspected abuse, in line with guidance from the Buckinghamshire Threshold Document
- are trained to recognise signs and indicators of potential abuse

2.7.5. To provide a 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.

2.7.6. To acknowledge the need for effective and appropriate communication, ensuring staff know how and when to share information to protect children in a way that is legal, ethical and timely.

2.7.7. To ensure Aylesbury Vale Academy has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children.

2.7.8. To have a clearly understood structured procedure within the school which will, in cases of suspected abuse, be promptly followed by all members of the school community.

2.7.9. To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded. These records are securely stored.

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

2.7.11. 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 Conduct and Discipline Policy, which stipulates their duty to report where behaviours of colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.

2.7.12. To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment, which supports children's welfare and development. We reserve the right to decline access to use the school facilities where we believe their ethos or practice is not aligned with this policy.

2.7.13. This policy is published on our website and hard copies are available from the school office.

3. RESPONSIBILITIES

3.1. All staff, visitors and volunteers understand safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to Jane Gibbs (Designated Safeguarding Lead; DSL) or, in their absence, to the safeguarding team (name and contact details section 1). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 4 and 7, and allegations against staff in section 9).

3.2. Staff must maintain a good working knowledge of the [Buckinghamshire Threshold Document](#) and any updates, how it can be used to safeguard and promote the wellbeing of pupils and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.

3.3. Staff understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.4. Staff understand increased vulnerability and that barriers exist when recognising abuse and neglect for children with Special Educational Needs or Disabilities.

3.5. The Governing Body understands and fulfils its safeguarding responsibilities. It must:

3.5.1. Ensure that the Executive Director and the DSL 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 (see section 4). This will be reviewed at least annually in line with changes to guidance and legislation.

3.5.3. Regularly monitor and evaluate the effectiveness of this Child Protection Policy and be satisfied that it is being complied with.

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 Executive Director has overall responsibility for safeguarding within the school; they can be the DSL or can delegate that work to a member of the SLT. The SLT must report to the Executive Director on a regular basis. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.

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 measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Executive Director where there are any identified gaps in practice or procedures are not followed.

3.5.7. 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 in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.

3.5.8. Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to Keeping Children Safe in Education, September 2019 and legislation referred to therein.

3.5.9. Ensure resources are allocated, as a priority, to meet the needs of pupils requiring child protection or early intervention.

3.5.10. Ensure the DSL completes an Annual Safeguarding Report for Governors, demonstrating how we are meeting our statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy of this report is shared with the Education Safeguarding Advisory Service within the specified time frame.

3.6. It is the duty of the Chair of Governors, Ros Rochefort, to liaise with relevant agencies if any allegations are made against the Executive Director. 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 a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council 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.

3.8. The governing body has a statutory duty to appoint a Nominated Governor for Child Protection. 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:

3.8.1. Work with the DSL to produce the Child Protection Policy annually.

3.8.2. Undertake appropriate safeguarding training, to include Prevent Training.

3.8.3. Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.

3.8.4. Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.

3.9. All governors must complete safeguarding training on appointment, to also include Prevent training.

3.10. Overall responsibility for the safeguarding of pupils remains with the Headteacher, although tasks may be delegated to other members of the team, including the nominated DSL if appropriate. We have a Designated Safeguarding Lead (DSL) who is responsible for:

3.10.1. Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a pupil.

3.10.2. Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support or protection (see Appendix 1 for definitions of the categories of abuse).

3.10.3. Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact, including referrals to First Response.

3.10.4. Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the BSCP website.

3.10.5. Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential. That:

- the DSL must share information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy.
- all child protection files are held separately from pupil educational records.

3.10.6. Maintaining the record of staff safeguarding training. Ensuring that the Aylesbury Vale Academy most up to date Child Protection Policy is widely available (this may be on the website), publishing the Safeguarding Statement and other relevant information on the school website. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.

3.10.7. Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence the DSL will ensure the Deputy DSL, or most senior member of staff, is available (The DSL and the Safeguarding Team are all trained to the same level within our school).

3.10.8. Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.

3.10.9. During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

3.10.10. Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, this could include:

- participating in Strategy discussions;
- attending Child Protection Case Conferences;
- submitting reports to the conference, which must be shared in advance with the parents/carers;
- contributing effectively and taking shared responsibility for core group meetings with all other agencies involved;
- engaging fully, as requested, in any other multi-agency planning meetings;
- contributing to the Framework for Assessments process;
- ensuring coverage is available at all times during the year

3.10.11. Providing the Executive Director, 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.

3.10.12. Meeting regularly 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.

3.10.13. 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.

3.10.14. Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

4. PROCEDURES

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire County Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, “Working Together to Safeguard Children 2018”, “Keeping Children Safe in Education” 2019 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

We will ensure:

4.1 We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the BSCP. Our Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the BSCP.

4.2 We have fully trained member(s) of staff who will act in the DSL’s absence and who have/has also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.

4.3 All adults (including supply teachers and volunteers) new to our school are made aware of the school’s policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under “Keeping Children Safe in Education 2019”. They will have this explained, as part of their induction into the school.

4.4 Visitors must be :

4.4.1 Clearly identified with visitor/contractor passes.

4.4.2 Met and directed by school staff/representatives.

4.4.3 Signed in and out of the school by school staff.

4.4.4 Given a safeguarding leaflet to read, or directed to a poster informing them of how to report a concern

4.4.5 Given restricted access to only specific areas of the school, as appropriate.

4.4.6 Escorted by a member of staff/representative as required.

4.4.7 Given access to pupils restricted to the purpose of their visit.

4.5 All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.

4.6 All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy, which is available on our website. Hard copies are also available from the school office.

4.7 All staff must follow the reporting procedures as follows when reporting any child protection concerns:

4.7.1 Staff must ensure the child is in a safe place and in receipt of support;

4.7.2 Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;

4.7.3 Staff must make a written report using the school record keeping process;

4.7.4 All concern forms are located in the staff room. Staff can also record concerns on 'Safeguard my School'. All members of staff have access to this platform in or out of school.

4.7.5 Staff must ensure the time and date of the incident is recorded;

4.7.6 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;

4.7.7 Use a body map to record any injuries seen or reported by the child:

4.7.8 Staff must sign and date the report giving details of their role within school;

4.7.9 The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved.

4.8 All children attending our school are required to have a minimum of two identified emergency contacts.

4.9 Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carers, will be reported as a Child Missing in Education (CME) using the Buckinghamshire CME Protocol.

4.10 Any absence, without satisfactory explanation, of a pupil 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. Aylesbury Vale Academy has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives 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, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities.

4.15 Allegations against members of staff, including volunteers, 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.

5. RETENTION OF RECORDS

5.1 When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, 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 There is a statutory requirement for our school to pass any child protection records to the pupil's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the pupil's general file.

5.3 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.

5.4 We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

6. CONFIDENTIALITY

6.1 We recognise that all matters relating to child protection are confidential.

6.2 The Executive Director or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.

6.3 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.

6.4 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.

6.5 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

7. DEALING WITH A DISCLOSURE

In the event of a child disclosing abuse staff must:

7.1 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.

7.2 Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.

7.3 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.

7.4 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.

7.5 Reassure the child that they did the right thing in telling someone.

7.6 Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

7.7 In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.

7.8 **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**

7.9 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.

7.10 Following a report of concerns the DSL must:

7.10.1 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. The rationale for this decision should be recorded by the DSL.

7.10.2 Normally the school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain 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 should also be taken into account.

7.10.3 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 in first instance and then completing the Multi Agency Referral Form (MARF) making a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family

7.10.4 If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.

7.10.5 If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

8. SUPPORTING STAFF

8.1 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.

8.2 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 Executive Director or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.

8.3 In consultation with all staff, we have adopted a Staff Conduct and Discipline Policy for staff working in our school. This forms part of staff induction, copies are also kept in the staff room. All staff know how to access the Staff Conduct and Discipline Policy to refer to it.

8.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the Staff Conduct and Discipline Policy.

9. ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (INCLUDING GOVERNORS)

9.1 All school staff and volunteers 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 (See also section 7 above). There must be no 1:1 contact between staff and pupils which is not “open to the casual observer”.

9.2 We understand that a pupil may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Executive Director or the most senior teacher if the Executive Director is not present.

9.3 The Executive Director/Senior Leaders on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action.

9.4 The Executive Director/Senior Teacher must:

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

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

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

9.5 If the allegation made to a member of staff concerns the Executive Director, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Executive Director first.

9.6 The school will follow the local safeguarding procedures for managing allegations against staff and volunteers, a copy of which can be found in in the staff room.

9.7 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.

9.8 If a suspension is made, restrictions will apply to all staff and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.

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

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

10 TRANSFER OF RISK

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

11 WHISTLEBLOWING

11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason, we have a separate Whistleblowing Policy, which can be found in the staff room. Staff are required to familiarise themselves with this document during their induction period.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Designated Governor for Safeguarding or the Local Authority Designated Officer (LADO).

12. WORKING WITH PARENTS & CARERS

12.1 The Aylesbury Vale Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

12.2 When new students join our school, parents and carers will be informed that we have a child protection policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Social Care.

12.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

12.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Social Care in those circumstances where it is appropriate to do so.

12.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Two emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about students with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

13. SAFER RECRUITMENT

13.1 We will ensure that the Executive Director and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Executive Director and the Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2019).

13.2 At Aylesbury Vale Academy we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

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

14. SAFE WORKING PRACTICE

14.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

14.2 All staff will be provided with a copy of our school's staff handbook at induction. They will be expected to know our school's policies; especially those associated with Safeguarding and they are expected to carry out their duties in accordance with them. There will be occasions when some form of physical contact is inevitable, for example, if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policies must be adhered to.

14.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

14.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children.

15. PREVENTION

15.1 We recognises school plays a significant part in prevention of harm to our students by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We recognise the role the school plays in recognising and

preventing the political indoctrination of students, either by self-radicalisation or through exposure to extremist views/ideologies.

15.2 We will provide filters and monitor students' use of online materials as a safeguard.

15.3 We will provide opportunities which equip students with the skills they need to stay safe from both physical and emotional harm and to know whom they should turn to for help. This will include Radicalisation, Up-skirting and FGM.

16 ANTI-BULLYING

16.1 At our Aylesbury Vale Academy, we have an agreed definition of bullying which is "*Bully n. a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable*". Students, staff, parents and carers are supported to understand this definition.

16.2 We have an Anti-Bullying Policy and measures 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.

16.3 This policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all pupils

16.4 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

17. E-SAFETY

17.1 All staff have a duty to support students in staying safe online. This is extended to students' use of mobile technology.

17.1 All staff are aware of our expectations relating to:

- Creating a safer online learning environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
- Use of mobile technology both within school and on school trips/ outings
- Use of camera equipment, including camera 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 Code of Conduct.

17.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion.

17.3 Students, staff and parents are supported to understand the risks posed by the **CONTENT** accessed by students – their **CONDUCT** on line– and who they have **CONTACT** with in the digital world.

17.4 We have a separate mobile phone policy (outlined in the Behaviour Policy) which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

17.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students and not use them in the presence of students.

17.6 Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct.

18. USE OF MOBILE DEVICES FOR TEACHING STAFF INCLUDING THOSE IN EYFS

18.1 Personal mobile phones/cameras/iPads must not be used or on display (switched off or silent mode) during the school day in any public area or in the presence of students.

18.2 Staff should not use their personal mobile devices to contact or photograph students or their families within or outside of school.

18.3 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.

19 USE OF PHOTOGRAPHY

19.1 We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students

19.2 As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 *before* any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a schools bulletin for all parents, on the child's individual development record etc.*) Our agreement with parents and students includes how images will be stored, how long they will be stored for and how they will be disposed of

19.3 We acknowledge the right of parents and students to withhold or withdraw consent at any point in time of the duration the student is at the school

20. PEER ON PEER ABUSE

20.1 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 peer on peer abuse.

20.2 All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as 'banter' or 'just growing up'.

20.3 All staff recognise that peer on peer issues may include, but may not be limited to:

20.3.1 Bullying (including cyber bullying)

20.3.2 Racial abuse

20.3.3 Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm

20.3.4 Sexual violence and sexual harassment

20.3.5 Abuse related to sexual orientation or identity

20.3.6 Sexting as set out in section 17

20.3.7 Initiation type violence and rituals

20.3.8 Emotional abuse

20.4 The following will be considered when dealing with incidents:

20.4.1 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 LAC

20.4.2 Whether the perpetrator has previously tried to harm or intimidate pupils

20.4.3 Any concerns about the intentions of the alleged perpetrator

20.5 In order to minimise the risk of peer on peer abuse taking place, school must:

20.5.1 Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them

20.5.2 Have systems in place for any pupil to be able to voice concerns

20.5.3 Develop robust risk assessments if appropriate

20.5.4 Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and the **Anti-Bullying Policy**.

20.6 We recognise that 'Up skirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Up skirting' is a criminal offence and must promptly report any such incidence to the Executive Director, DSL or most senior member of staff.

20.7 Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education, Sept 2019** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)

21 SEXTING

22.1 ‘Sexting’, also referred to as ‘youth produced sexual imagery’, is one of a number of ‘risk-taking’ behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated.

22.2 Staff, pupils and parents 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 imagery of pupils themselves if they are under the age of 18.

22.3 Any youth produced sexual imagery disclosures 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 the publication ‘Sexting in Schools and Colleges’ produced by the UK Council for Child Internet Safety. This requires us to share reports of sexting with the police

22 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

22.1 Children with special educational needs and disabilities can face additional safeguarding challenges. Aylesbury Vale Academy recognises that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to child’s disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers. To address additional challenges, Aylesbury Vale Academy will ensure pastoral support is put in place for children with SEN and disabilities to ensure their voices are heard and their concerns recorded and actioned appropriately.

23 PHYSICAL INTERVENTION/POSITIVE HANDLING

23.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. 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.

23.2 The Executive Director 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.

23.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

23.4 Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.

23.5 Staff who are likely to need to use physical intervention must be appropriately trained.

23.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

24 CONTEXTUAL SAFEGUARDING

24.1 Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or occur between children outside the school or college. All staff, but especially the designated lead (or deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

24.2 Children's social care assessments should consider such factors; Aylesbury Vale Academy will provide as much information as possible as part of the referral process to allow any assessment to consider all the available evidence and the full context of abuse.

25 CULTURAL ISSUES

25.1 As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

25.2 As a staff team we are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.

25.3 Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

25.3 We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm

and they should turn to someone they trust or an organisation such as ChildLine for help and support.

25.4 We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

25.5 At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our child protection processes to safeguard the pupil concerned.

25.6 Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL.

25.7 School are 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 students, 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.

25.8 We recognise both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.

25.9 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL and the Forced Marriage Bureaux as well as First Response.

25.10 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in some instances where there may be cultural differences of opinion on abuse. Staff will report concerns to the DSL who will liaise with First Response, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

26 RELEVANT POLICIES

26.1 To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded this Safeguarding Policy is supported by a number of other policies which have aspects of safeguarding within them. For example;

Behaviour Policy

Whistleblowing Policy

Anti-Bullying Policy

Attendance Policy

Staff Conduct and Discipline Policy

Policies are included as part of the induction process of all new staff and are accessible to all staff in the staffroom also; P:\Policies

27. POLICY REVIEW

27.1 The governing body is responsible for reviewing this policy annually and ensuring that it is compliant with current legislations and good practice. Also for ensuring that the school maintains an up to date list of key contacts and related policy and procedures are kept up to date.

APPENDIX 1 CATEGORIES OF ABUSE

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 and young 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. The [Brook Sexual Behaviours Traffic Light Tool](#) can be used as guidance to support professionals in identifying and responding to sexual behaviour in 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.

APPENDIX 2 ADDITIONAL INFORMATION

Exploitation

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

Child Sexual Exploitation

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

[CSE Guidance Core Document](#)

We recognise that exploitation includes the trafficking of children and Modern Day Slavery.

[Victims of modern slavery – frontline staff guidance](#)

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.

County Lines

As set out in the Serious Violence Strategy (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation

As set out in the [Serious Violence Strategy](#) published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal

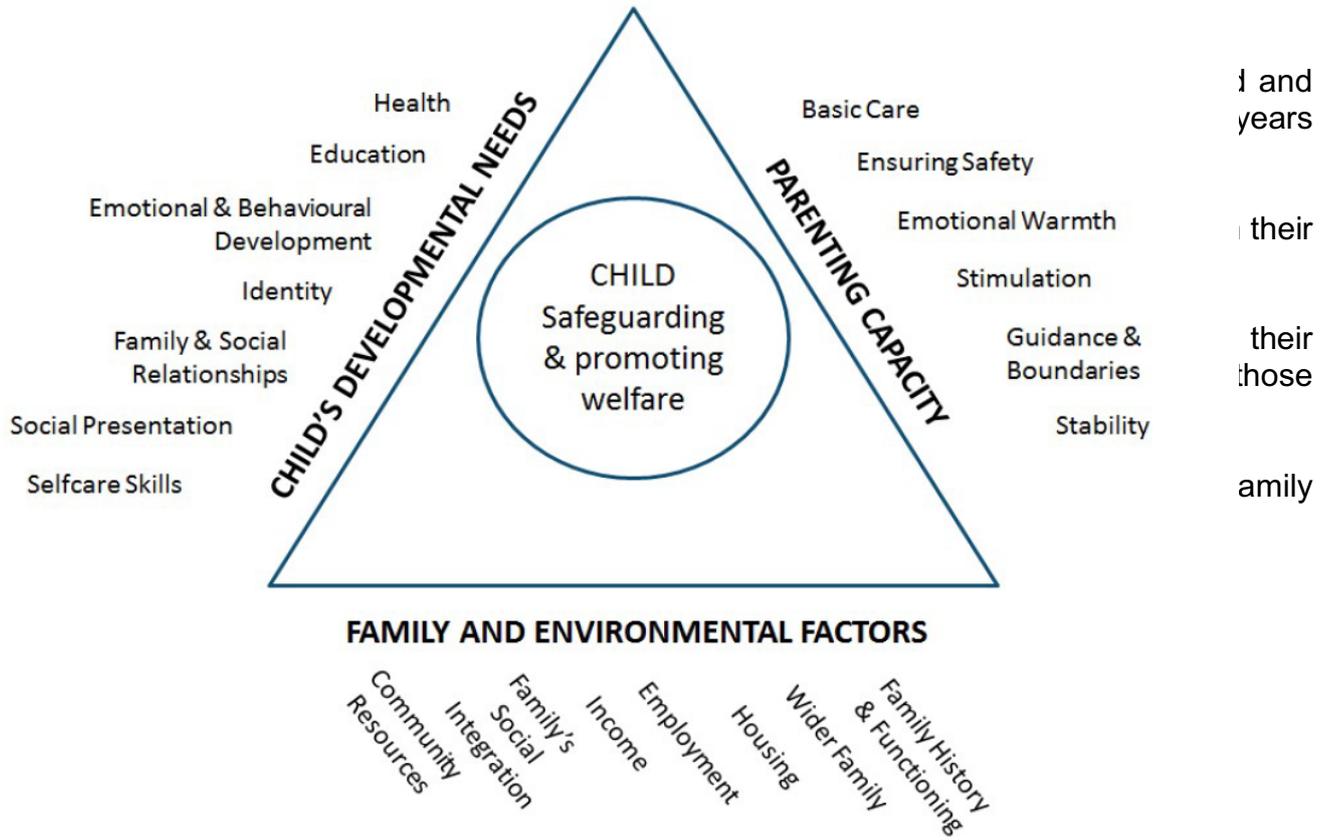
exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from "[Working Together to Safeguard Children](#)" 2018

APPENDIX 3

Assessment Framework

(from Working Together to Safeguard Children, July 2018)



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APPENDIX 4 COVID-19

COVID-19 school closure arrangements for Safeguarding and Child Protection at The Aylesbury Vale Academy

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of The Aylesbury Vale Academy Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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2. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Case by case assessments will be made, in consultation with parents, regarding the health and well-being of those with an EHC plan to determine whether they should continue to be offered a school or college place, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Senior Designated Safeguarding Lead (and the safeguarding team) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The Aylesbury Vale Academy will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Emma Kitter

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and The Aylesbury Vale Academy will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, The Aylesbury Vale Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The Aylesbury Vale Academy will encourage our vulnerable children and young people to attend a school, including remotely if needed. Where it is not possible for students to attend school, regular contact between the school, home and social care will take place.

3. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The Aylesbury Vale Academy and social workers will agree with parents/carers whether children in need should be attending school. The Aylesbury Vale Academy will then follow up on any pupil that we were expecting to attend, who does not. The Academy will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend. The safeguarding team at The Aylesbury Vale Academy will keep in regular contact with the families of our most vulnerable students, particularly those families working with social care.

To support the above, The Aylesbury Vale Academy will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, The Aylesbury Vale Academy will notify their social worker.

4. Designated Safeguarding Lead

The Aylesbury Vale Academy has a Senior Designated Safeguarding Lead (DSL) and a team of Deputy DSLs. The Senior Designated Safeguarding Lead is: Emma Kitter

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating any concerns on Safeguard My School and liaising with the offsite DSL (or a deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff have access to a trained DSL (or deputy). Staff are aware of who the DSL is and the members of the team, they are able to contact us at any time regarding concerns.

The DSL and deputies will continue to engage with social workers, and attend all multi-agency meetings remotely.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection Policy; this includes making a report via Safeguard My School, which can be done remotely.

In the unlikely event that a member of staff cannot access Safeguard My School from home, they should email the Senior Designated Safeguarding Lead, Headteacher and Executive Director. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report this directly to the Executive Director, the Headteacher and the DSL. If there is a requirement to make a notification whilst away from school, this should be done by email directly to the Executive Director, the Headteacher and the DSL.

Concerns about the Executive Director or a Headteacher should be directed to the Chair of Governors: Ros Rochefort

6. Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus.

For the period COVID-19 measures are in place, a DSL who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter The Aylesbury Vale Academy, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check

- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual
- Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

7. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, The Aylesbury Vale Academy will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If The Aylesbury Vale Academy chooses to utilise volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The Aylesbury Vale Academy will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The Aylesbury Vale Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice' for making a referral.

During the COVID-19 period all referrals should be made by emailing

Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The Aylesbury Vale Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

8. Online safety in schools and colleges

The Aylesbury Vale Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

9. Children and online safety away from school and college

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.

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.

10. Supporting children not in school

The Aylesbury Vale Academy is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where a DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on the 'CP Contact Log' document, as should a record of contact that has been made. Details should also be recorded in Safeguard My School where required.

The communication plans can include; remote contact, phone contact, or doorstep visits where required.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

The Aylesbury Vale Academy recognises that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at The Aylesbury Vale Academy need to be aware of this in setting expectations of pupils' work where they are at home.

11. Supporting children in school

The Aylesbury Vale Academy is committed to ensuring the safety and wellbeing of all its students.

The Aylesbury Vale Academy will continue to be a safe space for children to attend and flourish. The Executive Director and Headteachers will ensure that appropriate staff are on site and staff-to-pupil ratio numbers are appropriate to maximise safety.

The Aylesbury Vale Academy will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

The Aylesbury Vale Academy will ensure that where we care for children of critical workers and vulnerable children on site, appropriate support is in place for them.

12. Peer-on-Peer Abuse

The Aylesbury Vale Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer-on-peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on Safeguard My School and appropriate referrals made.