

The Aylesbury Vale Academy Trust



The Aylesbury Vale Academy

Including Berryfields Primary

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 schools 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 Principal/Headteacher
Other related AVA policies and procedures:	Health and Safety Policy, SEN Policy, Whistleblowing Policy, Allegations of Abuse Against Staff Policy, Annual Child Protection Report, Equality Policy
Governor Committee:	Full Governing Body
Approved by the Governing Board on:	7.11.18
Latest Date for Next Review:	7.11.19
Version + Schedule of Amendments:	
Signed:	Rosalind Rochefort
Date of Signature:	7.11.18
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. SCHOOL CONTACTS

Executive Principal:

Roger Burman
Contact Details: 01296 528551
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Headteacher primary phase, 'Berryfields':

Sarah Luton
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Senior Designated Safeguarding Lead:

Jane Gibbs
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jgibbs@theacademy.me

Members of the Safeguarding team Aylesbury Vale Academy

Roger Burman
Jane Gibbs (**Secondary Lead**)
Sarah Luton (**Primary Lead**)
Nicci Street
Maureen Kirkham
Sarah Moore
Andrea Lloyd
Nick O'Leary
Emma Kitter
Laura Smith
Ally Morgan
Claire Heale

Designated Governor for Safeguarding

Ros Rochefort
CoG@theacademy.me

2. ADDITIONAL CONTACTS

Contacts in County:

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- First Response Team (including Early Help, Channel) 01296 383962
- Local Authority Designated Officer (LADO): 01296 382070
- RU Safe? (Barnardos - Child Sexual Exploitation Service)
01494 461112
- Children's Services, Out of Hours: 0800 999 7677
- Equalities Manager/Management of Bullying/Prevent Lead for schools
01296382461
- Thames Valley Police 101(999 in case of
emergency)
- Buckinghamshire Safeguarding Children Board
for procedures, policies and practice guidelines
- Bucks Family Information Service 0845 688 4944
- Schools Web
School bulletin, Safeguarding links, A-Z guide to information and services

Other Contacts:

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Female Genital Mutilation 0800 0283550
Email: fgmhelp@nspcc.org.uk
- Samaritans 0845 790 9090
- [CEOP](#) (Child Exploitation and Online Protection)
- Foreign and Commonwealth Office 0207 008 0151
(Forced Marriages Section)
- Crimestoppers 0800 555 111

3. THE AYLESBURY VALE ACADEMY COMMITMENT

3.1 The Aylesbury Vale Academy is committed to safeguarding and promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse eg. Those with Special Educational needs, Looked After Children and those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at our school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our students in a personalised and bespoke manner.

3.2 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'
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges. Sept 2018
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015. (Currently under review July 2018)
- Children Missing Education; Statutory Guidance for Local Authorities Sept 2016
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015
- Sexual Violence and Sexual Harassment between Children – May 2018
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC)

3.3 We believe clear governance and leadership is central to imbedding a safeguarding culture. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard and promote the welfare of children; and to work 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 Annex A of Keeping Children Safe in Education Sept 2018 and have an auditable system in place to evidence this. In addition all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the Behavioural Policy for children.

3.4 We recognise all staff and Governors have a full and active part to play in protecting our pupils from harm and actively promoting their welfare and that the child's welfare is our paramount concern.

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

3.6 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 will remain vigilant and alert to these potential risks

3.7 As a school we will adopt the LSCB statutory guidance for safeguarding children.

4. PURPOSE & AIMS

4.1 The purpose of the Academy's Child Protection Policy is to ensure every child who is a registered student is safe and protected from harm. This means we will always work to:

- Protect children and young people from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people grow up in circumstances consistent with the provision of safe and effective care;
- Ensure that children and young people are educated to keep themselves safe;
- Ensure students recognise when they are at risk and how to get help when they need it.
- Undertake that role so as to enable children and young people to have the best outcomes.

4.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children.

4.3 The elements of our policy are prevention, protection and support.

4.4 This policy applies to all students, staff, parents, sponsors, governors, volunteers and visitors.

What is Abuse?

Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Additional guidance on other safeguarding issues such as Child Sexual Exploitation, Children Missing from Education, Female Genital Mutilation, Forced Marriage and Preventing Radicalisation is contained in Part One and Annex A of 'Keeping Children Safe in Education 2018'.

5. OUR ETHOS

5.1 The child's welfare is of paramount importance. The Academy will establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children at The Aylesbury Vale Academy will be able to talk freely to any member of staff if they are worried or concerned about something.

5.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that all staff play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating.

All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.

5.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

5.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

5.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

6. ROLES AND RESPONSIBILITIES

6.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of our students. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

6.2 The Governing Body of the school is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our students, we also have a named member of the governing body who champions safeguarding within the school.

6.3 The Governing Body will ensure that:

■ The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with relevant guidance and the requirements of the Local Safeguarding Children Board policies and procedures;

■ The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);

■ The school has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. See appendix 3 for definition of radicalisation.

■ The school has due regard to the new **mandatory** reporting duty, commencing in October 2015, of the Female Genital Mutilation Act 2003 which will place a statutory duty on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years. See appendix 3 for definition of FGM.

■ A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role;

■ All staff receive a safeguarding induction and are provided with a copy of this policy and Part One and Annex A of 'Keeping children safe in Education' 2018;

■ All staff undertake appropriate child protection training that is updated regularly;

■ Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;

■ Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2018);

■ They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

6.4 The governing body will receive a safeguarding report at every Governing Body meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual students.

The Executive Principal

6.5 The Executive Principal is responsible for:

■ Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);

■ Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;

■ Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;

■ Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;

■ Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

6.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education', 2018*. The DSL will provide advice and support to other staff on child welfare and child protection matters.

6.7 The DSL/Deputy DSL/other trained staff at The Aylesbury Vale Academy will represent our school at child protection conferences and meetings. Through appropriate training, knowledge and experience our DSL and their team will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

6.8 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the Buckinghamshire Safeguarding Children's Board.

6.9 The DSL is to be available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence the DSL will ensure deputies are available (the DSL and deputies are both trained to the same level within our school).

7. TRAINING & INDUCTION

7.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead is. They will also be provided with information on how to record and report a concern.

7.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of *'Keeping Children Safe in Education' (2018)* and will be expected to read this.

7.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis, at least every year. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team briefings, newsletter and email updates.

7.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.

7.5 The DSL, the safeguarding team and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Buckinghamshire Local Safeguarding Children's Board at least once every two years.

7.6 Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

8. PROCEDURES FOR MANAGING CONCERNS

8.1 The Aylesbury Vale Academy adheres to child protection procedures that have been agreed locally through the Buckinghamshire Local Safeguarding Children's Board.

8.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

8.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

8.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

8.5 The Designated Safeguarding Lead (DSL) or the Primary/Secondary Leads should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the Safeguarding Team. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

8.6 All concerns about a child or young person should be reported without delay and recorded in writing. This should be given to the DSL or a member of the Safeguarding Team.

8.7 Following receipt of any information raising concern, the Safeguarding Team will consider what action to take and seek advice from Children's Social Care as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

8.8 All referrals will be made in line with Buckinghamshire Local Safeguarding Children's Board procedures

8.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Executive Principal. Concerns should always lead to help for the child at some point.

8.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Social Care or the police if:
■ the situation is an emergency and the designated senior person, their deputy and the Executive Principal are all unavailable;

■ they are convinced that a direct report is the only way to ensure the pupil's safety.

8.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Executive Principal or Headteacher, Primary. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact the Buckinghamshire Local Safeguarding Board directly with their concerns.

8.12 If staff members have concerns about another staff member then this should be referred to the Executive Principal or Headteacher, Primary. Where there are concerns about the Executive Principal this should be referred to the Chair of Governors.

9 TRANSFER OF RISK

9.1 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.

10 WHISTLEBLOWING

10.1 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.

10.2 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).

11. RECORDS AND INFORMATION SHARING

11.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern in the agreed manner. Any concerns should be passed to the Safeguarding Team without delay.

11.2 Any information recorded will be kept on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. Access to these files is strictly controlled to the DSL/Deputy DSL/the Safeguarding Team and the Executive Principal/Headteacher.

11.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

11.4 The Data Protection Act 2019 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

11.5 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

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);
- 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 Principal and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Executive Principal and the Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2018).

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. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

15.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

15.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

15.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the appropriate procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO).

15.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Executive Principal immediately. Should an allegation be made against the Executive Principal, this will be reported to the Chair of Governors.

15.5 The Executive Principal, Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

15.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Executive Principal, Headteacher or Chair of Governors should contact the LADO directly on 01296 382070.

15.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

16. PREVENTION

16.1 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.

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

16.3 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 and FGM.

17 ANTI-BULLYING

17.1 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.*

17.2 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.

17.3 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

17.4 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.

18. E-SAFETY

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

18.1 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.

18.2 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.

18.3 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.

18.4 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.

18.5 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.

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

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

19.1 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.

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 USE OF PHOTOGRAPHY

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

20.1 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

20.2 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

21. PEER ON PEER ABUSE

21.1 Staff should be aware children can abuse other children. All staff should therefore be aware and consider peer on peer abuse as a safeguarding issue and explore this with the DSL.

21.2 Peer on peer abusive behaviours should always be reported to the safeguarding team. Staff will need support to ensure they are mindful of the language used. Terms such as perpetrator and victim should be avoided. Further guidance can be found on the BSCB website;

<http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Children Who Exhibit Problematic or Harmful Sexual Behaviour Procedure .pdf>

21.3 All schools and colleges should have systems in place to support the young people involved. Any referrals made to Social Care will require a separate referral to me made for each child involved. Together with Social Care, school should carry out a risk assessment as part of the support plan.

22 SEXTING

‘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.

22.1 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.

22.2 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

23 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

23.1 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.

24 PHYSICAL INTERVENTION/POSITIVE HANDLING

24.1 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.

24.2 Headteachers 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.

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

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

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

24.6 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.

25 CONTEXTUAL SAFEGUARDING

25.1 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.

25.2 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.

26 CULTURAL ISSUES

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.

26.1 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.

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

26.3 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.

26.4 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.

26.5 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.

26.6 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.

26.7 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.

26.8 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.

26.9 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.

26.10 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.

27 THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

27.1 Where services or activities are provided separately by another body using the school premises, the governing body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

28 RELEVANT POLICIES

28.1 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

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

29. STATUTORY FRAMEWORK

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

■ 'Keeping Children Safe in Education' DfE (2018)

■ 'Working Together to Safeguard Children' DfE (2018)

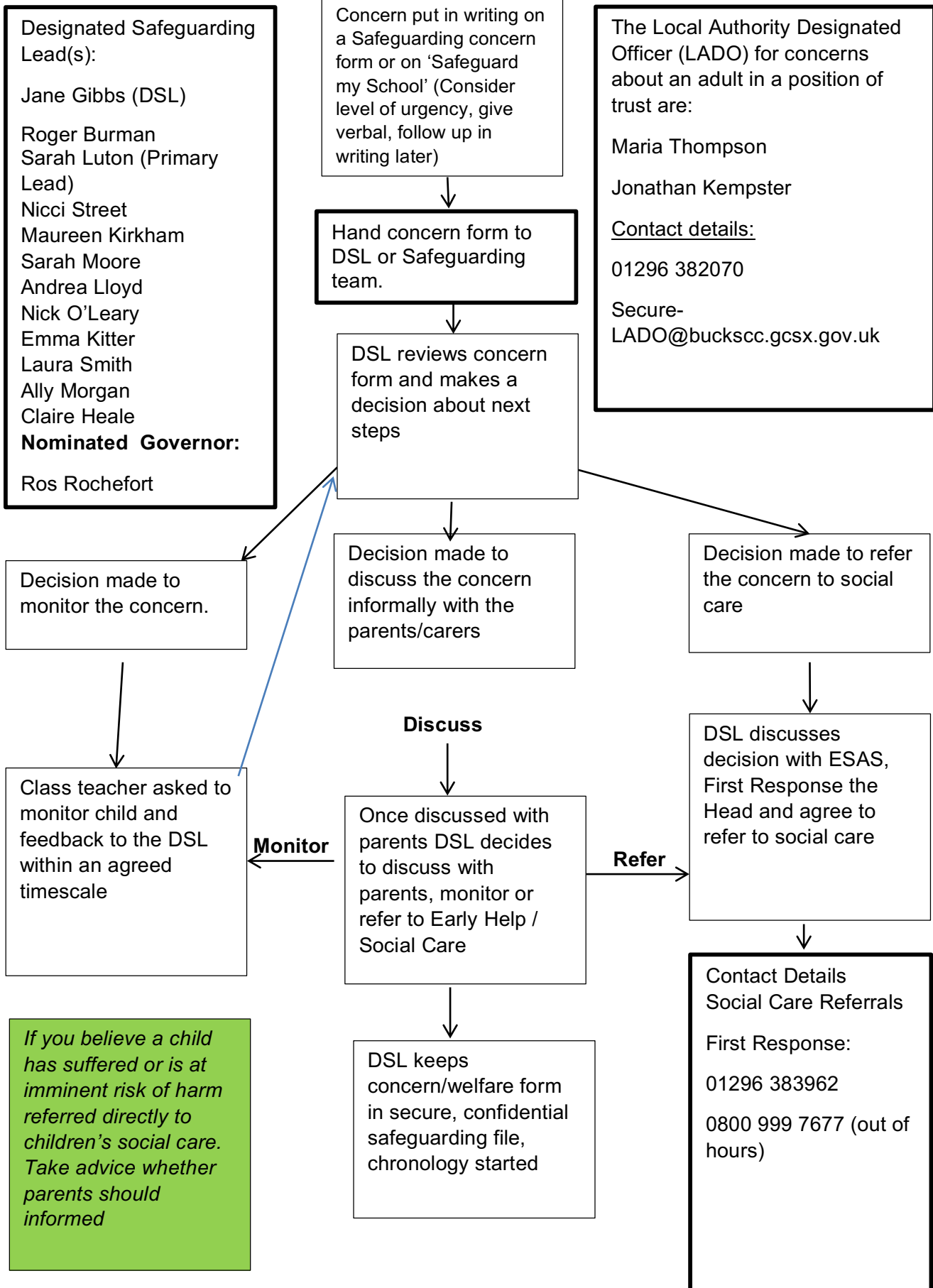
■ Guidance for Safer Working Practices for Adults who work with Children and Young People

30. POLICY REVIEW

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: Making a Referral to Buckinghamshire Children's Social Care

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix 2 Types 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 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 or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing

and touching outside of clothing. 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.

Appendix 3 – 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 nonpenetrative 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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

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

([https://data15\users\\$tmcalorum\ESASwww.gov.uk/government/publications/serious-violence-strategy](https://data15.users$tmcalorum\ESASwww.gov.uk/government/publications/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" 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"

- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Private Fostering

Parents must inform the Aylesbury Vale Academy if there are any changes to where a student is living. School has a mandatory duty to inform the local authority via the First Response Team, if a child under the age of 16 years, 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.

Appendix 4 Link to Keeping Children Safe in Education 2018

Keeping Children Safe in Education, September 2018

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>