




The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

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:	Principal
Other related AVA policies and procedures:	Health and Safety Policy, SEN Policy, Whistleblowing Policy, Allegations of Abuse Against Staff Policy, Annual Safeguarding Report, Equality Policy, Designated Teacher for Looked After Students
Governor Committee:	Full Governing Body
Approved by the Governing Board on:	20.09.2023
Latest Date for Next Review:	September 2024
Version + Schedule of Amendments:	
Signed:	
Date of Signature:	20.09.2023
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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APPENDIX

1. Contacts

School contacts:

Principal	Gavin Gibson Contact Details: 01296 428551 <u>Ggibson@theacademy.me</u>
Primary Headteacher	Caroline Baughan Contact Details: 01296 674263 <u>Cbaughan@theacademy.me</u>
Designated Safeguarding Lead (DSL)	Senior Designated Safeguarding Leads: Catherine Fleetwood and Emma Kitter Contact Details: 01296 428551 <u>cfleetwood@theacademy.me</u> <u>ekitter@theacademy.me</u>
Deputy Designated Safeguarding Lead(s)	Members of the Safeguarding Team: Gavin Gibson, Principal Caroline Baughan, Primary Head Teacher Catherine Fleetwood, Senior Designated Safeguarding Lead Emma Kitter, Senior Designated Safeguarding Lead Maureen Kirkham Laura Smith Sarah Moore Nicci Howe Mary O'Loughlin Didi Collins Lisa Ripley Victoria Haydon Lianne Khan Hayley Bryant Zoe Clark
Nominated Safeguarding Governor	Robin Scott <u>CoG@theacademy.me</u>
Chair of Governors	Robin Scott <u>CoG@theacademy.me</u>

Contacts in The Local Authority

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 Secure-esasduty@buckinghamshire.gov.uk
First Response Team (aka MASH) (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677 Secure-cypfirstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070 Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	

Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Buckinghamshire Council School Improvement and Traded Delivery Manager	01296 382461 Yvette.thomas@buckinghamshire.gov.uk

Buckinghamshire Council Prevent Co-ordinator	01296 674784 Alisonwatts1@buckinghamshire.gov.uk
Thames Valley Police	101 (999 in case of emergency)

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

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

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child protection is part of the safeguarding process and it refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm.

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

Children includes everyone under the age of 18.

2. Introduction

The aims of this policy are:

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

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

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

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

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

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

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

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

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

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

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

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

- Children Act 1989 (amended 2004)

- “Working Together to Safeguard Children 2018” - July 2018 [Working Together To Safeguard Children July 2018](#)
- “Keeping Children Safe in Education” 2023 - statutory guidance for schools and further education colleges - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf
- 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](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- What to do if you’re worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](#)

- 2.1. Clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education 2023**.
- 2.2. All staff are required to read and adhere to the **Staff Code of Conduct**.
- 2.3. Every member of The Aylesbury Vale Academy school community is responsible for contributing to a positive culture of safeguarding. The school recognises that, as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks. We are committed to safeguarding children and young people, adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

Staff should share any concerns they have about a child with the Designated Safeguarding Leaders (DSLs). However, it should be remembered ‘that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise

their experiences as harmful... This should not prevent staff from having a professional curiosity and [speak] to the DSL'.

2.4. The aims of this policy are:

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

3. Responsibilities

- 3.1. All staff, supply staff, volunteers, visitors, governors and contractors understand safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Catherine Fleetwood or Emma Kitter, or in their absence a member of the safeguarding team named in section 1. In the absence 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.
- 3 Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding](#)

[Children Partnership \(buckssafeguarding.org.uk\)](http://buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

3.2 Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.3 Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
- Looked after children and previously looked after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Abuse, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ+ group
- Children who are at risk of discrimination due to faith and belief, race or ethnicity.

3.4 The Governing Body understands and fulfils its safeguarding responsibilities.

It must:

- 3.5.1.** Ensure that the Principal, the Primary Headteacher and (when not the Principal or Headteacher) the DSL creates and maintains a strong, positive culture of safeguarding within the school.
- 3.5.2.** Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.
- 3.5.3.** Regularly monitor and evaluate the effectiveness of this Child Protection Policy.
- 3.5.4.** Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. If not the DSL, the Principal still maintains overall responsibility for safeguarding and child protection within the school.
- 3.5.5.** Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
- 3.5.6.** Ensure that all staff complete safeguarding training to include their roles and responsibilities with regards to the school IT system's online filtering and monitoring.

- 3.5.7.** Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis and at least annually. Ensure robust structures are in place to challenge the Principal and Primary Headteacher where there are any identified gaps in practice or procedures are not followed.
- 3.5.8.** Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand to keep themselves safe.
- 3.5.9.** Ensure that school is following the statutory RSE guidance –Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- 3.5.10.** Ensure safe and effective recruitment policies and disciplinary procedures are in place.
- 3.5.11.** Ensure resources are allocated to meet the needs of pupils requiring Child Protection or early intervention.
- 3.5.12.** Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.
- 3.6.** It is the duty of the Chair of Governors, Robin Scott, to liaise with relevant agencies if any allegations are made against the Principal. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.
- 3.7.** The Governing body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part four of [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf) must be followed if there were any such concerns. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf
- 3.8.** The Governing Body must ensure that a named teacher is designated for Looked After Children and that an up-to-date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.
- 3.9.** The governing body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with Buckinghamshire Safeguarding Children Partnership procedures, Local Authority procedures and

guidance issued by the Department for Education. The Nominated Governor must:

- 3.9.1.** Work with the DSL to produce the Child Protection Policy annually.
- 3.9.2.** Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.
- 3.9.3.** Ensure child protection is regularly discussed at Governing Body meetings
- 3.9.4.** Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files.
- 3.9.5.** Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

Education inspection framework (EIF) - GOV.UK (www.gov.uk)

- 3.10.** All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance.
- 3.11.** The governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.
- 3.12.** We have a Designated Safeguarding Lead (DSL) who is responsible for:
 - 3.12.1.** Creating a culture of safeguarding within the school where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
 - 3.12.2.** Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.
 - 3.12.3.** Ensuring referrals to partner agencies, are followed up in writing, including referrals to First Response and Early Help (FSS).
 - 3.12.4.** Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
 - 3.12.5.** Ensuring all child protection files are held separately from pupils' educational records.
 - 3.12.6.** Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
 - 3.12.7.** Being the designated point of contact for staff to be able to discuss and share their concerns.

- 3.12.8.** Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.
- 3.12.9.** Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term- time during working hours with the expectation that all meetings in school holidays are attended including those convened at short notice.
- 3.12.10.** During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- 3.12.11.** Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
- 3.12.12.** Providing the Principal with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.
- 3.12.13.** Meeting at least once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record should be kept of these meetings. Providing the Principal with up-to-date information of any issues.
- 3.12.14.** Meeting the statutory requirement to keep up-to-date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.12.15.** Referring immediately to the Police, using the guidance, [When to call the Police](#) for any cases where a criminal offence may have been committed or risk of harm is imminent.

4. Procedures

- 4.1.** Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and Buckinghamshire Safeguarding Children Partnership safeguarding procedures, “Working Together to Safeguard Children 2018” Working Together to Safeguard Children 2018, “Keeping Children Safe in Education 2023” Keeping children safe in education 2023 (publishing.service.gov.uk) and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk).
- 4.2.** We will ensure visitors must be:
 - Clearly identified with visitor/contractor passes.
 - Met and directed by school staff/representatives.

- Signed in and out of the premises by school staff.
 - Given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern
 - Given restricted access to only specific areas of the school, as appropriate.
 - Escorted by a member of staff/representative as required.
 - Given access to pupils restricted to the purpose of their visit.
- 4.3.** 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. All new staff will receive safeguarding and child protection training on induction including online safety.
- 4.4.** All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy.

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

- Staff must ensure the child is in a safe place and in receipt of support;
 - Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
 - Staff must make a written report using the school record keeping process;
 - All concern forms are located on CPOMS (hard copies are available in the staff room if CPOMS is inaccessible for any reason, paper forms must be handed to a member of the safeguarding team as a matter of urgency);
 - Staff must ensure the time and date of the incident is recorded;
 - A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
 - Use a body map to record any injuries seen or reported by the child;
 - Staff must sign and date the report giving details of their role within school;
 - The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved
 - The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.
- 4.5.** Through our Attendance Policy, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. Any absences not reported by parents on day one of an absence will be addressed with a text and/or phone call.
- 4.6.** All children attending our school are required to have a minimum of two identified emergency contacts.
- 4.7.** Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a child missing or absent from education (CME) using the Buckinghamshire CME Protocol.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

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

- 4.8.** When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.
- 4.9.** Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.
- 4.10.** Parents/carers must inform school if there are any changes to a pupil's living arrangement. The Aylesbury Vale Academy has a mandatory duty to inform the local authority, via the First Response Team, if they become aware that a child under the age of 16 years old is living with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.
- 4.11.** 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.
- 4.12.** 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.

- 4.13.** The school operates Safer Recruitment practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.
- 4.14.** Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).
- 4.15.** Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.
- 4.16.** Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time.

5. Record-Keeping and Retention of Records

- 5.1.** When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.
- 5.2.** Records should include:
- a clear and comprehensive summary of the concern
 - a clear, detailed and robust chronology must be maintained
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached and the outcome.
- 5.3.** There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1st day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.
- 5.4.** The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- 5.5.** We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

6. Alternative Provision

When a child is accessing an alternative provision, the school will ensure that the provision has secure and robust safeguarding arrangements in place. A member of staff, from school, will regularly visit the provision and meet with the child to hear their voice.

7. Confidentiality

- 7.1. We recognise that all matters relating to child protection are confidential.
- 7.2. The Principal, Primary Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need-to-know basis
- 7.3. Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.
- 7.4. All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 7.5. We will 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 data Protection Act 2018 must not be a barrier for sharing information regarding safeguarding concerns in line with **'Working Together'**.

Gov guidance link:

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

8. Recognising abuse

- 8.1. In the event of a child disclosing abuse staff must refer to the following guidance:
"What to do if You're Worried a Child is Being Abused" [Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
Listen to the child, allowing the child to tell what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.
- 8.2. Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- 8.3. Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.
- 8.4. Reassure the child that they did the right thing in telling someone.

- 8.5. Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- 8.6. In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.
- 8.7. If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.
- 8.8. 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.
- 8.9. Following a report of concerns the DSL must:
 - 8.9.1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, [When to call the police](#), rationale for this decision should be recorded by the DSL.
 - 8.9.2. The school will try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making 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.
 - 8.9.3. If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).
 - 8.9.4. If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken and to take advice about informing parents/carers

9. Multi-agency working

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

10. Supporting Staff

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

11. Safer Recruitment

The Aylesbury Vale Academy follows the guidance as set out in Keeping Children Safe in Education 2023, together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.

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

- 11.2. We will ensure that the Principal and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Principal and the Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2022).
- 11.3. At Aylesbury Vale Academy we will use the shortlisting, 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.
- 11.4. We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

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

- 12.2. Here at The Aylesbury Vale Academy, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.
- 12.3. KCSIE 2023 - Part four contains comprehensive guidance covering the two levels of allegations/concern:
 - Allegations that may meet the harms threshold
 - Allegations/concerns that do not meet the harms threshold - referred to for the purpose of this guidance as 'low level concerns'.
- 12.4. All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.
- 12.5. We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made,

the member of staff notified of the allegation will immediately inform the Principal or Primary Headteacher, or the most senior teacher if the Principal is not present. If the allegation is made against the Principal, the Chair of Governors must be informed.

- 12.6.** At The Aylesbury Vale Academy, we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor has:
- Behaved in a way that has harmed a child, or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.
- 12.7.** The Principal/Primary Headteacher/Senior Teacher/Chair of governors (where the allegation is in reference to the Principal) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 12.8.** The Head Teacher/Senior Teacher must:
- 12.8.1.** Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, volunteers and contractors within the workplace.
- 12.8.2.** Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
- 12.8.3.** Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- 12.9.** The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors, a copy of which can be found on the school website here:
<https://www.theacademy.me/attachments/download.asp?file=558&type=pdf>
- 12.10.** If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.
- 12.11.** Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.
- 12.12.** Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.
- 12.13.** Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Principal. 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.

13. Whistleblowing

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

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

13.4. Low level concerns

At The Aylesbury Vale Academy, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to Gavin Gibson, Catherine Fleetwood or Emma Kitter. Staff are made aware of what a low level concern might look like using the examples from the Keeping Children Safe in Education 2023 page 101. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

14. Physical intervention/Positive handling

14.2. Our policy on physical intervention/positive handling by staff is set out separately and can be found in the following folder: P:\Policies\CURRENT POLICIES. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

14.3. The Principal and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

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

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

15. Anti-Bullying

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

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

16. Discriminatory Incidents

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

17. Health and Safety

- 17.2. We recognise the importance of safeguarding pupils throughout the school day. Our Health and Safety policy <https://www.theacademy.me/page/?title=POLICIES&pid=29> reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.
- 17.3. Part of the safeguarding measures we have in place include the safe drop off and collection of pupils at the start and end of the school day, including before and after school wrap around provision or extended school days.
- 17.4. Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task.
- 17.5. In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.
- 17.5 When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.
- 17.6 At The Aylesbury Vale Academy we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.
- 18. Prevent Duty**
- 18.2. We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.
- 18.3. All school staff and governors have completed Prevent training and we have training logs to evidence this.
- 18.4. We have in place and monitor appropriate web filtering systems.
- 18.5. The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)
- 18.6. Recognising Extremism**
- Early indicators of radicalisation or extremism may include:
- 19. showing sympathy for extremist causes
 - 20. glorifying violence, especially to other faiths or cultures
 - 21. making remarks or comments about being at extremist events or rallies outside school
 - 22. evidence of possessing illegal or extremist literature
 - 23. advocating messages similar to illegal organisations or other extremist groups
 - 24. out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people

can come across online so involvement with particular groups may not be apparent.)

25. secretive behaviour
26. online searches or sharing extremist messages or social profiles
27. intolerance of difference, including faith, culture, gender, race or sexuality
28. graffiti, art work or writing that displays extremist themes
29. attempts to impose extremist views or practices on others
30. verbalising anti-Western or anti-British views
31. advocating violence towards others

Online Safety

- 18.1** All staff are aware of the school policy for E-Safety which sets out our expectations relating to:
- Creating a safer online learning environment,
 - Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
 - Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
 - Use of camera equipment, including smart phones.
 - What steps to take if there are concerns and where to go for help.
 - Staff use of social media as set out in the Staff Conduct and Discipline Policy
- 18.2** Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- 18.3** School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.
- 18.4** Children are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- 18.5** Pupils, staff and parents/carers are supported to understand the risks posed by:
- the CONTENT accessed by pupils
 - their CONDUCT online
 - who they have CONTACT within the digital world
 - COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- Further information can be found in our online safety policy.

- 18.5. The Aylesbury Vale Academy have online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material. These systems are regularly monitored, at least annually, by the DSL, IT provider and nominated governor. A record will be kept of the reviews.
- 18.6 School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.
- 18.7 Use of mobile phones is outlined in our E-Safety and Behaviour policies here: <https://www.theacademy.me/page/?title=POLICIES&pid=29>
- 18.8 Visitors to our school are respectfully asked to turn all mobile devices off.
- 18.9 Staff use of mobile technology whilst on site is set out in the Staff Conduct and Discipline Policy.
- 18.10 All staff receive online awareness training in order to understand the risks children are exposed to. On induction and at least once per academic year.
- 18.10 All staff have an understanding of expectations roles and responsibilities with regards to the online filtering and monitoring processes.

19 Use of Mobile Devices for Teaching Staff and 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 Sending nude or semi-nude images

Sending nude images or semi-nude images, 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 children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. Further advice and guidance can be found using the link below:

Sharing nudes and semi-nudes

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

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

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

21 Child on Child Abuse, including sexual violence and sexual harassment.

21.1 The Aylesbury Vale Academy believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.

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

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

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

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

21.5 The following will be considered when dealing with incidents:

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

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

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns

- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the Behaviour Policy and/or the Anti-Bullying Policy.

21.7 We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Principal, Primary Headteacher, DSL or most senior member of staff.

21.8 Reference will be made to the following government guidance and part 5 of the Keeping Children Safe in Education 2023 to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensure that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

21.9 Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE 2023, all staff maintain an attitude of '**it could happen here**' and it is never acceptable.

21.10 All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

21.11 All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

21.12 Support will be given to both victims and perpetrators as required.

22 Cultural Issues

22.1 As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

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

23 So-Called 'Honour' Based Abuse

23.1 Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. Mandatory reporting of female genital mutilation: procedural information - GOV.UK

23.2 Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. The Aylesbury Vale Academy staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fco.gov.uk

23.3 We are aware of the signs of FGM Female genital mutilation (FGM) | NSPCC

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

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

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

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

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

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

24. Female Genital Mutilation (FGM)

24.1. Female Genital Mutilation reporting procedures

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

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

24.2. Risk factors for FGM include:

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

24.3. Symptoms of FGM

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

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

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

24.5. Where there is a disclosure of FGM it is important that staff know what their statutory response should be. Keeping Children Safe in Education (2023), paragraph 44 says 'whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.

24.6. The mandatory reporting procedures say:

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

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

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

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

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

24 Contextual Safeguarding and extra-familial harms

- 24.1** Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system often during the adolescent years.
- 24.2** At The Aylesbury Vale Academy, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- 24.3** All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- 24.4** Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 24.5** In such cases the individual needs and vulnerabilities of each child will be considered.

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

25 Serious Violence

- 25.1** All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 25.2** At The Aylesbury Vale Academy, we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. Preventing youth violence and gang involvement - Practical advice for schools and colleges (publishing.service.gov.uk)

26 Domestic Abuse

All staff recognise that children can witness and be affected by domestic abuse that occurs within their home between family members. They may also experience abuse

within their own intimate relationships, referred to as 'teenage relationship abuse' and can suffer long lasting emotional and psychological effects. Staff will report any concerns using the school's safeguarding procedures.

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

- 27.1** Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.
- 28** We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm. We take these needs into account when making plans to support pupils who have a social worker.
- 28.1** The Aylesbury Vale Academy will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.
- 28.2** Informed decisions, will be made by staff with regards to safeguarding for those children who are being supported by a social worker.
- 28.3** The Virtual School lead the support for this cohort of children and The Aylesbury Vale Academy, will work in partnership with them and the Local Authority to improve outcomes for these children.

29 Mental Health

- 29.1** At The Aylesbury Vale Academy, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.
- 29.2** Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.
- 29.3** Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.
- 29.4** Where there are concerns for a child's mental health The Aylesbury Vale Academy, will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

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

30 Looked After Children

- 30.1** The Aylesbury Vale Academy, has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children.
- 30.2** The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.
- 30.3** The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

31 Online Learning

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

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

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

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

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

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

30.Children with family members in prison

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

[NICCO](#)

31. Homelessness

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

32. Modern Slavery and the National referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If school are concerned that a child is being affected by modern slavery, they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

[Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/modern-slavery-how-to-identify-and-support-victims)

33. Allegations against pupils

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

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

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

Appendix

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

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

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

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. 'Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.' (Keeping Children Safe in Education 2023)

Domestic Abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

The Aylesbury Vale Academy is part of Operation Encompass. Operation Encompass provides a notification to the school's trained Designated Safeguarding Lead after an incident of police attended domestic abuse where there are children related to either of the adult parties. Operation Encompass also provides a help and support line for staff members from education settings who may be concerned about children who have experienced domestic abuse: 8am to 1pm, Monday to Friday 0204 513 9990 (charged at local rate).

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

Exploitation

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

Child Sexual Exploitation (CSE)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited.

Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);

Recent bereavement or loss;

- Social isolation or social difficulties;

- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child Criminal Exploitation (CCE)

Information about Child Criminal Exploitation can be found in KCSIE (2023) page 37 – 39 and Annex B pages 140 - 142.

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child 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. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines

'County Lines' is:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.’

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2023) page 143/144.

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Harmful sexual behaviour (HSB)

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