Date approved by Governing Body	Autumn 2026
Date to be reviewed	Autumn 2027
Committee responsible for review	Personnel

Safeguarding and Child Protection Framework Policy for Schools

Revised July 2026

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Policy Version	Highlight Colour	Summary Changes
2024	Yellow	Changes highlighted in yellow.
2025	Green	Updates to: **Alternative Provision**, **Misinformation and Disinformation**, and **Generative AI**.

2026	Cyan	**Updates:**
		Governance and Oversight
		• Confirmation that all staff, including support staff, read and understand **Part One of KCSIE 2026**.
		• Enhanced governor oversight of safeguarding through termly safeguarding assurance reporting.
		• Continued emphasis on governor responsibility for filtering, monitoring and online safety arrangements.
		Child-Centred Safeguarding
		• Introduction of a dedicated **Child Voice** section.
		• Explicit inclusion of pupil reporting systems and safeguarding pathways.
		• Reinforcement of child-centred decision-making throughout the policy.
		KCSIE 2026 Safeguarding Updates
		• Adoption of **Family Help** terminology.
		• Inclusion of additional vulnerability groups identified within KCSIE 2026.
		• New section relating to children questioning their gender.
		• Recognition of child-to-parent abuse.
		• Strengthened harmful sexual behaviour procedures.
		• Enhanced AI and online safety provisions.
		Online Safety and Technology
		• Strengthened references to:
		  ○ Deepfakes
		  ○ AI-generated sexual imagery
		  ○ Nudification apps
		  ○ Misinformation and disinformation
		  ○ Filtering and monitoring arrangements.
		Record Keeping and Information Sharing

		• Introduction of KCSIE-compliant timescales for transfer of safeguarding files. • Continued emphasis on secure information sharing and auditable record keeping

1. Contacts

School contacts

Headteacher	Carol Macdonald, 01296 630276
Designated Safeguarding Lead (DSL)	Carol Macdonald, 01296 630276
Deputy Designated Safeguarding Lead(s)	Ali Astle, 01296 630276 Katherine Cole, 01296 630276 Melissa Garraway, 01296 630276 Claire Benny, 01296 630276 Kate Miles, 01296 630276 Claire Giles, 01296 630276
Designated Teacher for Children Looked After (DT for CLA)	Melissa Garraway, 01296 630276
Mental Health Lead	Carol Macdonald, 01296 630276
Prevent Lead	Carol Macdonald, 01296 630276
Nominated Safeguarding Governor	Katy Coats and Sean Hayward
Chair of Governors	Christine Moxham

Contacts in County

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 Family 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)	01296 382070

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	Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383293
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
BCC Equalities & School Improvement Manager	01296 382461
BCC Prevent Co-ordinator	01296 674784
Thames Valley Police	101 (999 in case of emergency)

Other contacts

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

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 Policy
- Behaviour policy which includes the use of reasonable force
- Children Looked After
- Child Missing in Education (Guidance to Local Authorities 2024)
- Complaints
- Equalities
- Generative AI Policy
- Lettings/Hiring of School Premises
- SEN/Inclusion
- Health & Safety
- Managing Children with Medical Needs
- Mental Health Policy
- Online Safety Policy (including use of social media)
- Phone Policy
- Staff Code of Conduct
- Healthy Body, Healthy Mind (PSHE - to include RE & RSE)
- Visitors
- Whistleblowing
- Safer Recruitment
- Working Together to Safeguard Children
- Working Together to Improve School Attendance 2024
- Keeping Children Safe in Education
- European Convention on the Exercise of Children's Rights 1996

2. Statement of intent

Clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; working together with other agencies to ensure 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.

Aston Clinton is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

- Section 175 of the Education Act 2002, places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- Working Together to Safeguard Children https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges (https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

- Multi-agency statutory guidance on female genital mutilation https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

- Information Sharing Guidance for Safeguarding Practitioners https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 Children missing education - GOV.UK

- Safeguarding Vulnerable Group Act 2006

- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - https://www.gov.uk/government/publications/prevent-duty-guidance

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – Sept 2021 Sexual Violence and Sexual Harassment between Children in Schools and Colleges

- The Equality Act - 2010 Equality Act 2010: guidance - GOV.UK

- The United Nations Convention on the Rights of the Child (UNCRC) https://www.gov.uk/government/publications/united-nations-convention-on-the-rights-of-the-child-uncrc-how-legislation-underpins-implementation-in-england

- What to do if you're worried a child is being abused - March 2015 https://www.nspcc.org.uk/what-is-child-abuse/

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

3. Policy Aims

3.1. At Aston Clinton, we believe that a policy on child protection is founded on the right of all children to be safe and feel safe, and that it is the fundamental obligation on all schools to robustly secure this right.

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

3.3. We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities

pertaining to **Part 1 of Keeping Children Safe in Education.** They must ensure that there is an auditable system in place to evidence this.

3.4. All staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them, as well as understanding the Behaviour Policy for children and the school's Attendance Policy.

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

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

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

3.8. Make clear where the school's safeguarding responsibility starts and ends

3.9. The aims of this policy are:

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

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

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

3.9.4 To ensure all teaching staff, non-teaching staff and volunteers:

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

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

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

3.9.7 To ensure Aston Clinton has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children.

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

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

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

3.9.11 To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to report where behaviours of colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.

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

3.9.13 This policy is published on our website, (Safeguarding) and hard copies are available from the school office, upon request.

3A Child Voice

3A.1 The school is committed to ensuring that children's wishes, views, feelings and lived experiences are heard and acted upon.
3A.2 Children will be supported to contribute to safeguarding decisions which affect them, taking account of age, maturity, communication needs and individual circumstances.
3A.3 Staff will actively seek the views of children and ensure that concerns raised by pupils are taken seriously, responded to promptly and recorded appropriately.
3A.4 The school will maintain a range of reporting systems so that children know how to seek help and report concerns.

4 **Definitions**

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.' (Working Together December 2023)

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.
4.1. the terms **"children" and "child" refer to anyone under the age of 18**.

For the purposes of this policy, 'Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes inline with outcomes set out in the Children's Social Care National Framework.

4.2. In accordance with KCSIE and 'Sexual violence and sexual harassment between children in schools and colleges' (2021), and for the purposes of this policy, the term **"sexual harassment"** is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

4.3. For the purpose of this policy, the term "sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

4.4. For the purposes of this policy, "upskirting" refers to the act of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.

4.5. The term "teaching role" is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

4.6. For the purpose of this policy, "child-on-child" abuse is defined as abuse between children. This can include, but is not limited to the following:

- Abuse within intimate partner relationships
- Bullying (including cyberbullying)
- Sexual violence and sexual harassment
- Physical abuse and physical harm
- Sexting
- Initiation/hazing-type violence and rituals
- Use of AI generated Imagery

4.7 Staff become in loco parentis once the children have moved within secure areas of the school. Staff are no-longer in loco parentis once children have moved outside of these boundaries. It is therefore, imperative that school's support attendance and punctuality as part of their contextual safeguarding responsibilities.

5.Responsibilities

5.1 All governors, staff, supply staff, visitors, volunteers and contractors understand that safeguarding children is everyone's responsibility and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to Carol Macdonald (Designated Safeguarding Lead; DSL) or, in their absence, Alison Astle, Melissa Garraway, Katherine Cole, Clare Benny (Deputy DSL). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 6 & 9, and allegations against staff in section 11).

5.2 The school will ensure that the wishes, feelings and lived experiences of children inform safeguarding decisions. Children will be supported to express their views in ways that are appropriate to their age, communication needs and level of development. Safeguarding decisions will be child-centred and made in the best interests of the child.

STAFF

5.3 Staff must maintain a good working knowledge of the 'The Continuum of Need - Buckinghamshire Safeguarding Children Partnership' (https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/continuum-of-need/) and any updates, how it can be used to safeguard and promote the wellbeing of pupils and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.

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

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

5.6 Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information

GOVERNING BOARD

All governors will receive safeguarding and child protection training at induction and at regular intervals thereafter, in line with statutory guidance and local safeguarding partnership expectations.

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

5.7.1 Ensure that the Headteacher and (when not the Headteacher) the DSL create and maintain a strong, positive culture of safeguarding within the school.

5.7.2 Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision (see section 3). This will be reviewed at least annually in line with changes to guidance and legislation.

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

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

5.7.5 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.

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

5.7.7 Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Sex Education. Ensure that through curriculum content and delivery children in the school understand, at

age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.

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

5.7.9 The governing body ensures that all staff, including site, office, catering and administrative staff, have read and understood Part One of Keeping Children Safe in Education 2026.

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

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

5.8 It is the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher. 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.

5.9 The Governing Body must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After. At Aston Clinton this is the SENCo.

5.10 The Governing body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low-level concerns). The guidance in **Part four of Keeping Children Safe in Education must be followed if there were any such concerns.**

5.11 The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

5.12 Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

5.13 The governing body has a statutory duty to appoint a Nominated Governor for Child Protection. The Nominated Governor must be familiar with Buckinghamshire Safeguarding Children Partnership procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

- Work with the DSL to produce the Child Protection Policy annually.
- Undertake appropriate safeguarding training, to include Prevent Training.
- Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.
- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.
- Ensure that filtering and monitoring systems are in place and take part in the review

- Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance

5.14 The Governing Body will receive termly safeguarding assurance reports from the Designated Safeguarding Lead. These reports will include anonymised information relating to safeguarding referrals, Family Help activity, children absent from education, low-level concerns, allegations against staff, alternative provision placements, and online safety incidents. Governors will record challenge, scrutinise and agree actions.

HEADTEACHER

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

5.15.1 Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a pupil.
5.15.2 Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need Document to inform plans for support or protection (see Appendix for definitions of the categories of abuse).
5.15.3 Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact, including referrals to First Response.
5.15.4 Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the BSCP website.

5.16 Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection

5.17 Ensuring records are stored safely and securely and remain confidential. That:

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

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

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

5.20 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.

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

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

- participating in Strategy discussions;
- attending Child Protection Case Conferences;

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

5.23 Provide the Governing Body with an annual report 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.

5.24 Meeting regularly (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.

5.25 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.

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

5.27 Vigorously track attendance, unexplained and/or persistent absence from education is recognised as a potential indicator of abuse, neglect or exploitation, including child sexual or criminal exploitation and serious violence. Attendance concerns will be reviewed through a safeguarding lens.

5.28 The school's **Headteacher** is responsible for:

- Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.
- Ensuring that this policy is published on the school website.
- Recording, reviewing and making decisions on any low-level concerns.
- Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.
- Liaising with the DSLs to ensure they have appropriate time, funding, training and resources to fulfil their role.
- Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.
- Ensuring that governors have over sight of any Alternative Provision commissioned by the school or on the behalf of the school.
- Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, PACE Code C 2023 (accessible) - GOV.UK (www.gov.uk) which advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

6.Procedures

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire County Council and https://www.buckssafeguarding.org.uk/childrenpartnership/ safeguarding procedures, "Working Together to Safeguard Children 2023", "Keeping Children Safe in Education" and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

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

6.1 We have 7 member(s) of staff (Deputy Safeguarding Lead(s)) who will act in the DSL's absence and who have also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.

6.2 All adults (including supply teachers and volunteers) new to our school are made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under "Keeping Children Safe in Education" and the booklet "What to do if You're Worried a Child is Being Abused". They will have these explained, as part of their induction into the school.

6.3 Visitors must be:

6.3.1 Clearly identified with visitor/contractor passes (red indicates non-DBS checked, green & yellow DBS cleared and green student)
6.3.2 Have their ID checked
6.3.3 Met and directed by school staff/representatives.
6.3.4 Signed in and out of the school using the school's Passtab system.
6.3.5 Given a safeguarding leaflet to read.
6.3.6 Given restricted access to only specific areas of the school, as appropriate.
6.3.7 Escorted by a member of staff/representative as required.
6.3.8 Given access to pupils restricted to the purpose of their visit.

6.4 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.[1]

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

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

6.6.1 Staff must ensure the child is in a safe place and in receipt of support;
6.6.2 Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
6.6.3 Staff must make a written report using the school record keeping process (CPOMS – Child Protection Online Management System);
6.6.4 Staff must ensure the time and date of the incident is recorded;
6.6.5 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. This account should be signed and dated by the member of staff and if appropriate the child. This account should be handed to a DSL.
6.6.6 Use a body map to record any injuries seen or reported by the child.
6.6.7 The DSL will update CPOMS as appropriate including what action was taken alongside any outcomes achieved.

[1] "Keeping Children Safe in Educati" states that staff should receive regular training. Buckinghamshire County Council advises that this takes place no longer than 2 years in between refresher training.

6.7 The school has an attendance officer, who is a deputy DSL, they monitor attendance and lateness daily. Weekly reports are run and discussed to identify safeguarding issues/ concerns.

6.8 Through our Attendance Policy, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly.

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

6.10 Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will after 48 hours receive a welfare check and the school will follow its Attendance Policy. Where necessary, the school will contact the police in order that they complete a welfare check.

6.11 Any absence, without satisfactory explanation, of a pupil currently subject to Family Help, child in need plan or a child protection plan is immediately referred to their social worker.

6.12 Parents/carers must inform school if there are any changes to a pupil's living arrangement. Aston Clinton has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

6.13 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.

6.14 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 and where appropriate any relevant risk assessment of any organisation hiring the school's facilities.

6.15 The school operates Safer Recruitment practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities.

6.16 As part of 'Working Together 2024' the school works in partnership with Westongrove Partnership to Safeguard children. Where either the school or the partnership have concerns they will following the protocol outlined in the appendix of this document (p52).

6.17 Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).

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

6.19 If a child is dual registered or attends extra support from organisations or charities off site, during school hours, the DSL or a Deputy DSL will complete a check of the facilities and ensure appropriate enhanced DBS checks are in place. The attendance officer will monitor attendance daily.

6.20 The school maintains multiple reporting routes including trusted adults, safeguarding team members, pupil voice systems and worry-reporting mechanisms so that pupils can raise concerns easily and confidently.

7.Retention of Records

7.1 When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy and Data Protection Legislation (notes are placed into a sealed envelope with confidential marked against the seal).

7.2 Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

7.3 There is a statutory requirement for our school to pass any child protection records to the pupil's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the pupil's educational file.

7.4 Child protection records will be transferred securely within five working days of an in-year transfer or within the first five working days of the new term where a pupil moves setting. Receipt will be obtained and retained.

7.5 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.

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

8.Confidentiality

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

8.2 The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need-to-know basis.

8.3 Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead via the school's online management system. This system is separate to pupil records. Any notes should be destroyed in the 'secure bags'

8.4 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.

8.5 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater

risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

9.Dealing with a disclosure

In the event of a child disclosing abuse staff must:

9.1 Listen to the child, allowing the child to tell what has happen in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.

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

9.3 Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

9.4 Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

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

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

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

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

9.9 The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

9.10 Following a report of concerns the DSL must:

9.10.1 Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.

9.10.2 Normally the school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

9.10.3 If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in first instance and then complete the Multi Agency Referral Form (MARF) making a clear statement of:

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

9.10.4 If the child is in immediate danger and urgent protective action is required, the police must be called (999). The DSL must then notify First Response of the occurrence and what action has been taken.

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

10.Supporting Staff

10.1 We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

10.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.

10.3 In consultation with all staff, we have adopted a Code of Conduct for staff working in our school. This forms part of staff induction and is in the staff handbook. All staff know how to access the Code of Conduct to refer to it. (one drive – all – personnel policies)

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

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

11.1 KCSIE - 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'.
- The Headteacher or the deputy Head (in the absence of the Headteacher) will discuss concerns with the individual. These notes will be recorded and placed on StaffSafe contained within CPOMS.

11.2 All school staff and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults (See also section 5 above). There must be no 1:1 contact between staff and pupils which is not "open to the casual observer".

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

11.4 We recognise that an allegation may be made if a member of staff, a member of supply staff, 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.

11.5 The Headteacher/Senior Teacher on all such occasions **must immediately** discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of

an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action.

11.6 The Head Teacher/Senior Teacher must:

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

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

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

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

11.8 The school will follow the local safeguarding procedures for managing allegations against staff and volunteers, a copy of which can be found in the non-curriculum policies folder on the 'ALL' account.

11.9 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.

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

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

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

12. Whistleblowing

12.1 We have a Whistleblowing Policy which can be found on the One drive under All -- policies (Personnel). Staff are required to familiarise themselves with this document during their induction period.

12.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors

12.3 All staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school. Staff are made aware of what a low-level concern might look like using the examples from the KCSIE page 106. Concerns should be raised with the Headteacher or the Chair of Governors. All reports will be dealt with effectively and recorded on staff safe, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

13. Physical intervention/Positive handling

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

14. Alternative Provision

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

14.2 The school will obtain written confirmation from alternative provision providers that appropriate safeguarding checks have been completed for all staff. Records of provider addresses and satellite sites will be maintained and placements will be reviewed regularly and ended if safeguarding concerns arise.

15. Anti-Bullying

15.1 The school has a separate Anti-Bullying policy which is on the school website and on the one-drive - All (Policies-Finance). 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

16.1 In line with the Equalities Act 2010, our Equalities and Cohesion Policy addresses all forms of discriminatory incidents. It considers the guidance offered by the Buckinghamshire guidance document 'Equally Safe – Dealing with Prejudice Related Incidents Guidance for Schools'.

17. Health and Safety

17.1 We recognise the importance of safeguarding pupils throughout the school day. Our Health and Safety policy reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

17.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. All parents/carers must deliver their children to either the Key Stage 1 playground or the Key Stage 2 playground and collect them from the same place. Parents/carers are expected to inform us via phone if there is to be a change in the arrangement of collection for their child.

17.3 Children who are taxied into school are brought into and collected from school from the office by the taxi driver.

17.4 Children of members of staff become the responsibility of the class teacher at 8.30am and remain their responsibility until 3.30pm. Staff parents will collect their child/ children from the playground in accordance with this policy.

17.5 Where safeguarding concerns have been raised the school will work with a child/ children by implementing an individual safety plan to ensure that their views and opinions have been heard. Where a child has an identified need and/ or needs support to express their views the school will ensure that appropriate adaptations are used such as visual images to ensure that they are able to express their opinion.

17.6 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 staff will ensure that they have checked that the adult is known to the child. School should be notified by the

parents/carers regarding whom they have authorised for this task. Pupils arriving late are required to enter the school via the office and parents/ carers should collect and sign out via the office.

17.7 Children attending wrap around care are collected from the KS1 playground by Barnowls.

17.8 There are no laws around age or distance of walking to school. A families' guide to the law states: "There is no law prohibiting children from being out on their own at any age. It is a matter of judgement for parents to decide when children can play out on their own, walk to the shops or school, however, the school considers this part of its safeguarding responsibilities and therefore only considers that children in Years 5 and 6 will have the necessary skill set to risk assess situations independent of adult support. Where a parent in Year 5 and 6 considers that the child has the skill set, the parent will act in accordance with the parent's code of conduct to carry out the necessary risk assessments alongside the child. Parents are sign posted to the following guidance on our website: https://learning.nspcc.org.uk/research-resources/leaflets/home-or-out-alone-guide

17.9 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 contact the pupil's parents/carers to ascertain if alternative arrangements had been made for the child. If after 30 minutes from the alarm being raised the child has not been located we will inform the police using 999.

18. Prevent Duty

18.1 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.

18.2 All school staff and governors have completed Prevent training.

18.3 We have in place and monitor appropriate web filtering systems so that pupils cannot view potentially extreme material

18.4 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of pupils, which may indicate they are at risk of radicalisation.

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)

19. Online Safety

19.1 All staff are aware of the school policy on Online-Safety which sets out our expectations relating to:

19.1.1 Creating a safer online learning environment,

19.1.2 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,

19.1.3 Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including sexting (youth-produced sexual imagery),

19.1.4 Use of mobile technology both within school and on school trips/ outings,

19.1.5 Year 5 and 6 pupils are permitted to bring non smart phones to school as part of their independence. These are stored in the office during the school day and collected at the end of the day. Sanctions will be applied when these boundaries are not adhered to,

19.1.6 Use of camera equipment, including smart phones,

19.1.7 What steps to take if there are concerns and where to go for help,

19.1.8 Staff use of social media as set out in the Staff Code of Conduct.

19.2 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.

19.3 As part of contextual safeguarding, we will investigate incidents that have happened off-site in the same way we would during school hours.

19.4 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, AI generated imagery, deepfakes and radicalisation.

19.5 Pupils, staff and parents/carers are supported to understand the risks posed by:

19.5.1 the CONTENT accessed by pupils
19.5.2 their CONDUCT on-line
19.5.3 who they have CONTACT with in the digital world.
19.5.4 COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

19.6 **We have** online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material.

19.7 Visitors to our school are respectfully requested to turn all mobile devices off and securely place them away. This is a safeguarding measure for our pupils.

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

19.9 Online safety is an integral part of the IT curriculum

19.10 Where pupils need to learn online from home, the school will support them to do so in line with Pupil Remote Learning Policy and DfE guidance

19.11 Filtering and monitoring systems will take account of emerging technologies, including generative artificial intelligence. The Designated Safeguarding Lead will maintain oversight of these systems and provide assurance to senior leaders and governors.

19.12 The school recognises the safeguarding risks associated with misinformation, disinformation and conspiracy theories, particularly where content may promote harm, radicalisation or exploitation.

19.13 The school recognises that artificial intelligence technologies may be used to create, manipulate or distribute abusive images, videos, audio recordings or written content. This includes deepfakes, deep-nudes, nudification applications and AI-generated sexual imagery.

19.14 Such incidents may constitute child-on-child abuse, sexual harassment, online abuse or criminal behaviour and will be managed using safeguarding procedures, risk assessments and, where appropriate, referrals to external agencies.

20. Recognising abuse, neglect and exploitation

20.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

20.2 All staff, especially the DSL and their deputies, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). We recognise that contextually the areas surrounding our school are: the park, the parade of shops

20.3 All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.

20.4 When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

20.4.1 Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
20.4.2 Lack of concentration and acting withdrawn
20.4.3 Knowledge ahead of their age, e.g. sexual knowledge.
20.4.4 Use of explicit language
20.4.5 Fear of abandonment
20.4.6 Depression and low self-esteem

20.5 All members of staff will be aware of the indicators of child-on-child abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
20.6 All staff will be aware of the necessary procedures to follow to prevent child-on-child abuse, as outlined in section 30 of this policy.
20.7 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
20.8 Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.
20.9 All staff will be aware of the fact that children aren't always ready to disclose but this will not prevent staff having professional curiosity if they are concerned about a child.

21. So Called 'Honour' Based Violence

21.1 For the purpose of this policy, FGM is defined as a procedure where the female genital organs are injured or changed and there is no medical reason for this.
21.2 Staff at our school understand that FGM is considered a form of abuse in the UK and is illegal.
21.3 Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Violence to the police and they will do this with the support of the DSL. Mandatory reporting of female genital mutilation: procedural information - GOV.UK
21.4 Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.
21.5 We are aware of the signs of FGM Female genital mutilation (FGM) | NSPCC
21.6 We recognise both male and female pupils may be subject to honour-based abuse e.g. where children's cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or life style choices.
21.7 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff
21.8 Indicators that may show a heightened risk of FGM include the following:
21.8.1 The socio-economic position of the family and their level of integration into UK society. Any girl with a mother or sister who has been subjected to FGM

21.8.2 Any girl withdrawn from PSHE

21.9 Indicators that may show FGM could take place soon include the following:
21.9.1 When a female family elder is visiting from a country of origin
21.9.2 A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
21.9.3 A girl may request help from a teacher if she is aware or suspects that she is at immediate risk

21.9.4 A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

21.9.5 Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

21.10 Indicators that FGM may have already taken place include the following:

21.10.1 Difficulty walking, sitting or standing

21.10.2 Spending longer than normal in the bathroom or toilet

21.10.3 Spending long periods of time away from a classroom during the day with bladder or menstrual problems

21.10.4 Prolonged or repeated absences from school followed by withdrawal or depression

21.10.5 Reluctance to undergo normal medical examinations

21.10.6 Asking for help, but not being explicit about the problem due to embarrassment or fear

22. Forced marriage

22.1 For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.

22.2 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.

22.3 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. Aston Clinton staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmu@fco.gov.uk

22.4 As part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:

22.4.1 Becoming anxious, depressed and emotionally withdrawn with low self-esteem

22.4.2 Showing signs of mental health disorders and behaviours such as self-harm or anorexia

22.4.3 Displaying a sudden decline in their educational performance, aspirations or motivation

22.4.4 Regularly being absent from school

22.4.5 Displaying a decline in punctuality

22.4.6 An obvious family history of older siblings leaving education early and marrying early

22.5 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

23. Domestic Abuse

23.1 All staff recognise that children who experience domestic abuse, including intimate partner abuse, can suffer long lasting emotional and psychological effects. Staff must report any concerns using the school's safeguarding procedures.

23.2 We recognise that some groups of children are potentially at greater risk of harm.

23.3 The school recognises that abuse may also be directed by a child towards a parent, carer or other family member. Child-to-parent or caregiver abuse may include physical violence, threats, intimidation, emotional abuse, coercive behaviour, damage to property or financial abuse. Such behaviour may indicate unmet safeguarding needs and should be reported through safeguarding procedures.

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

24.1 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.

24.2 Aston Clinton school 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.

24.3 Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker

24.4 The school also recognises the increased vulnerability of children living in kinship care arrangements and will work proactively with the Virtual School Head and partner agencies to promote educational stability and safeguarding.

24.5 The school recognises that some children are in receipt of Family Help support. This means providing support as soon as problems emerge. Staff will be alert to the need for Family Help where a child is experiencing unexplained or persistent absence, repeated suspensions or exclusion risk, or is affected by parental imprisonment or offending. Family Help will be initiated using the Buckinghamshire Continuum of Need.

24.6 The school recognises that some groups of children may be at increased risk of harm and require additional safeguarding consideration. These include, but are not limited to:

- Children with SEND
- Children who are looked after or previously looked after
- Children living in kinship care arrangements
- Young carers
- Children affected by parental offending or parental imprisonment
- Children who are frequently absent from education
- Children on part-time timetables
- Children who experience repeated suspensions or are at risk of exclusion
- Pregnant pupils and teen parents
- Children displaying harmful or abusive behaviours
- Children with mental health needs
- Children experiencing domestic abuse

Staff will consider whether these vulnerabilities impact upon a child's safety, welfare, attendance, behaviour or educational outcomes.

24A. Children Questioning Their Gender

24A.1 The school recognises that children who are questioning their gender may experience vulnerability, distress, bullying, discrimination, social isolation or mental health difficulties.

24A.2 Any safeguarding concerns relating to a child questioning their gender will be managed on an individual basis, informed by the child's best interests, safeguarding needs and the views of parents and carers where appropriate.

24A.3 Staff will adopt a supportive, non-judgemental and safeguarding-focused approach and will consult the Designated Safeguarding Lead where concerns arise.

24A.4 Decisions relating to support arrangements, participation, safety planning and information sharing will be considered carefully, taking account of safeguarding risks, wellbeing needs, legal duties and current statutory guidance.

24A.5 The school will respond promptly to any bullying, harassment, abuse or discrimination directed towards children who are questioning their gender.

25. Mental Health

25.1 At Aston Clinton School, 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.

25.2 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.

25.3 Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

25.4 Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

25.5 The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

25.6 Where there are concerns for a child's mental health Aston Clinton School 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)

26. Child sexual exploitation (CSE)

26.1 For the purpose of this policy, **"child sexual exploitation"** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

26.1.1 In exchange for something the victim needs or wants

26.1.2 For the financial advantage or increased status of the perpetrator or facilitator

26.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

Identifying cases

School staff members will be aware of and look for the key indicators of CSE; these are as follows:

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant

Other indicators outlined in 22.3 may also be signs that a child is a victim of CSE

Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

27. Child criminal exploitation (CCE)

27.1 For the purpose of this policy, **"child criminal exploitation"** is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

27.1.2 In exchange for something the victim needs or wants

27.1.3 For the financial advantage or other advantage of the perpetrator or Facilitator

27.1.4 Through violence or the threat of violence

27.2. CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

Identifying cases

School staff will be aware of the following indicators that a child is the victim of CCE:

27.2.1 Appearing with unexplained gifts or new possessions
27.2.2 Associating with other young people involved in exploitation
27.2.3 Suffering from changes in emotional wellbeing
27.2.4 Misusing drugs or alcohol
27.2.5 Going missing for periods of time or regularly coming home late
27.2.6 Regularly missing school or education or not taking part

28. Homelessness

28.1 The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

28.2 Indicators that a family may be at risk of homelessness include the following:

28.2.1 Household debt
28.2.2 Rent arrears
28.2.3 Domestic abuse
28.2.4 Anti-social behaviour
28.2.5 Any mention of a family moving home because "they have to"

28.3 Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm.

29. County lines

29.1 For the purpose of this policy, "**County lines**" refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

29.2 Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

29.3 Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.
https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

29.4 The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation. Indicators that a pupil may be involved in county lines active include, but are not limited to the following:

29.4.1 Persistently going missing or being found out of their usual area
29.4.2 Unexplained acquisition of money, clothes or mobile phones
29.4.3 Excessive receipt of texts or phone calls
29.4.4 Relationships with controlling or older individuals or groups
29.4.5 Leaving home without explanation
29.4.6 Evidence of physical injury or assault that cannot be explained
29.4.7 Carrying weapons
29.4.8 Sudden decline in school results
29.4.9 Becoming isolated from peers or social networks
29.4.10 Self-harm or significant changes in mental state
29.4.11 Parental reports of concern

30. Serious Violence

30.1 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.

30.2 At Aston Clinton, we are aware of the risks to children and will take appropriate measures to manage any situations arising.

30.3 Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

30.3.1 Increased absence from school
30.3.2 A change in friendships
30.3.3 New relationships with older individuals or groups
30.3.4 A significant decline in academic performance
30.3.5 Signs of self-harm
30.3.6 A significant change in well being
30.3.7 Signs of assault
30.3.8 Unexplained injuries
30.3.9 Unexplained gifts or new possessions

30.4 Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

30.4.1 A history of committing offences
30.4.2 Substance abuse
30.4.3 Anti-social behaviour
30.4.4 Truancy
30.4.5 Peers involved in crime and/or anti-social behaviour

30.5 Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

30.6 Staff must report any concerns about possession, carrying, threatening with or use of weapons to the DSL immediately. Risk assessments and safety plans will be implemented where appropriate.

31. Pupils with family members in prison

31.1 Pupils with a family member in prison will be offered pastoral support as necessary.

31.2 They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

32. Pupils required to give evidence in court

32.1 Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

32.2 Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

33. Making and Sharing Nudes and Semi-Nudes (Sexting)

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

33.2 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.

33.3 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication 'Sexting in Schools and Colleges' produced by the UK Council for Child Internet Safety.

33.4 If the incident meets the threshold, it may be necessary to refer to the police in a timely manner; contact will be through a safer school's officer, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101. Such a report will result in an Outcome 21 record being generated by the police. We will always endeavour to speak to the parents/carers of the pupils involved prior to any report being made to the police.

33.5 The school recognises that sexual imagery may be artificially generated or manipulated using artificial intelligence technologies including deepfakes and deep-nudes. Such incidents will be managed in line with safeguarding procedures and relevant national guidance.

34. Child on Child Abuse

34.1 Aston Clinton 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.

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

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

34.3.1 Bullying (including cyber bullying)
34.3.2 Racial abuse
34.3.3 Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
34.3.4 Sexual violence and sexual harassment
34.3.5 Abuse related to sexual orientation or identity
34.3.6 Sexting as set out in section 32
34.3.7 Initiation type violence and rituals
34.3.8 Emotional abuse

34.4 The following will be considered when dealing with incidents:

34.4.1 Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC
34.4.2 Whether the perpetrator has previously tried to harm or intimidate pupils
34.4.3 Any concerns about the intentions of the alleged perpetrator

34.5 In order to minimise the risk of child on child abuse taking place, school must:

34.5.1 Deliver PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
34.5.2 Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them

34.5.3 Have systems in place for any pupil to be able to voice concerns
34.5.4 Develop robust risk assessments if appropriate
34.5.5 Refer to any other relevant policies when dealing with incidents, such as the Behaviour Policy and/or the Anti-Bullying Policy

34.6 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. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff.

35 Sexual Violence & Sexual Harassment

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

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

35.3 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.

35.4 The school recognises that harmful sexual behaviour exists on a continuum from inappropriate behaviour through to abusive and violent behaviour.

35.5 Any concerns regarding harmful sexual behaviour will be risk assessed by the DSL and responded to proportionately. The needs of victims will remain paramount. Children displaying harmful sexual behaviour will be viewed as potentially needing support, intervention and safeguarding alongside any necessary sanctions.

35.6 The school may use recognised tools, professional advice or external agencies to inform assessment and intervention.

36 Cultural Issues

36.1 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, faith and belief on the part of their parent, carer or wider community.

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

37 Preventing radicalisation

For the purpose of this policy, we have used the following definitions:

- "**Radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies
- "**Extremism**" refers to the vocal or active opposition to fundamental British values, e.g. individual liberty and the rule of law
- "**Terrorism**" refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.

37.1 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

37.2 The school will actively assess the risk of pupils being drawn into terrorism.

37.3 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

37.4 Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.

37.5 The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

37.6 Any concerns over radicalisation will be discussed with a child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

37.7 All staff will undertake Prevent awareness training to be able to understand how to protect children against the risk of radicalisation.

37.7.1 Risk indicators of vulnerable pupils

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

37.7.2 Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

37.7.3 Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination
- Young carers
- Children with repeated suspensions
- Children on part-time timetables
- Pupils displaying harmful behaviours
- Children affected by parental offending
- Children with health conditions.
- Children in kinship care

37.7.4 Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

37.8 Making a judgement

37.8.1 When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated 7
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

37.9 Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

37.10 Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

37.11 The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

37.12 Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

37.13 In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

37.14 The DSL will also support any staff making referrals to the Channel programme.

37.15 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

37.16 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

37.17 The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

37.18 The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

Building children's resilience

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

37.20 Resources

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

38 Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial

abuse can undermine parent/carer-children relationships. Further guidance can be found at: https://contextualsafeguarding.org.uk/

38.1 At Aston Clinton we recognise that pupils may encounter safeguarding issues that happen in the wider community and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

38.2 All staff, and especially the DSLs, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the pupil's welfare and safety at risk.

38.3 Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare. In such cases the individual needs and vulnerabilities of each child will be considered.

39 Use of Photography

39.1 We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. We like to have a record of all the wonderful activities our pupils take part in, guidelines for the use of photography is set out in our Online-Safety policy (one drive/all/policies)

40 Safer recruitment

40.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

40.2 The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

40.3 All members of staff and governors who are responsible for recruiting will have completed safer-recruitment training

40.4 Pre-employment checks

40.4.1 The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the TRA Teacher Services' System.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the Gov.UK website will be followed.

- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- Completing an online search for any short-listed candidate

40.5 An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

40.6 ITT candidates

40.6.1 Where applicants for ITT are salaried by the school, the school will ensure that enhanced DBS checks with barred list information are carried out.

40.6.2 Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

40.7 Governors

40.7.1 An enhanced DBS check will be carried out for each member of the governing board.

40.7.2 Where a governor also engages in any regulated activity, a barred list check will also be requested.

40.7.3The school will carry out a section 128 check on governors, because a person subject to one is disqualified from being a governor. The school will check if a proposed governor is barred due to a section 128 order by contacting the TRA using the Teacher Services' webpage.

40.8 Those who have lived or worked outside of the UK

40.8.1 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

40.9 Barred list check

40.9.1 An enhanced DBS check may be requested for anyone working in school that is not in regulated activity but does not have a barred list check.

40.9.2 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.

40.9.3 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

40.10 References

40.10.1 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.

40.10.2References will only be accepted from a senior person and not from a colleague.

40.10.3 References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.

40.10.4 References will be obtained prior to interviews taking place and discussed during interviews.

40.10.5 Open testimonials will not be considered.

40.10.6 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.

40.10.7 Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

40.11 Volunteers

40.11.1 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.

40.11.2 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

40.11.3 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

40.11.4 A supervised volunteer who regularly teaches or looks after children is not in regulated activity**.**

40.11.5The school will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

40.11.6 Unless there is cause for concern, the school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.

40.11.7A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

40.12 Contractors

39.11.1 The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.

39.11.2 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

39.11.3 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

40.13 Data retention

39.12.1DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

39.12.2 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

40.14 Referral to the DBS

39.13.1 The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

40.15 Ongoing suitability

40.15.1 Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

41 Single central record (SCR)

41.1 The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

41.1.1 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

41.2 For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

41.3 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

41.4 If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

42 Staff suitability

42.1 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

42.2 A person may be disqualified if they:

41.2.1 Have certain orders or other restrictions placed upon them.
41.2.2 Have committed certain offences.

42.3 All staff members are required to sign the Declaration provided in the appendices of this policy confirming that they are not disqualified from working in a school environment.

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

42.5 A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

42.6 Training

42.6.1 Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on a termly basis or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

42.7 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

42.8 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

42.9 The DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

42.10 The DSL and deputy DSL will also undergo biennial Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

42.11 The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

42.12 Online training will also be conducted for all staff members as part of the overall safeguarding approach.

43Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

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 (see each category within this appendix).

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's' services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association

		(EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and social needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
GDPR	General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBV	'Honour-based' Violence	So-called 'honour-based' Violence encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing.
HMCTS	HM Courts and Tribunal Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.

KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC/ CLA	Looked-after children/ Children looked-after	A child who has been placed in local authority care or where children's services have looked after a child for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer	Term relating to a community of people, protected by the Equalities Act 2010, who identify as a lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of

		the school's special educational needs policy and provision of education to pupils with special educational needs.
SEND	Special educational needs and disabilities	A pupil is assessed to have SEND if they have a learning problem or disability that makes it more difficult for them to learn than most pupils their age.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

Categories of Abuse

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

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meets 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. Emotional abuse may include persistent criticism, humiliation, belittling, rejection, scapegoating, verbal abuse or exposing a child to sustained hostility that adversely affects their emotional development and wellbeing.

Sexual Abuse

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

Neglect

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

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

Exploitation

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

Child Sexual Exploitation

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

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

We recognise that exploitation includes the trafficking of children and Modern-Day Slavery. Victims of modern slavery – frontline staff guidance

Extremism

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

County Lines

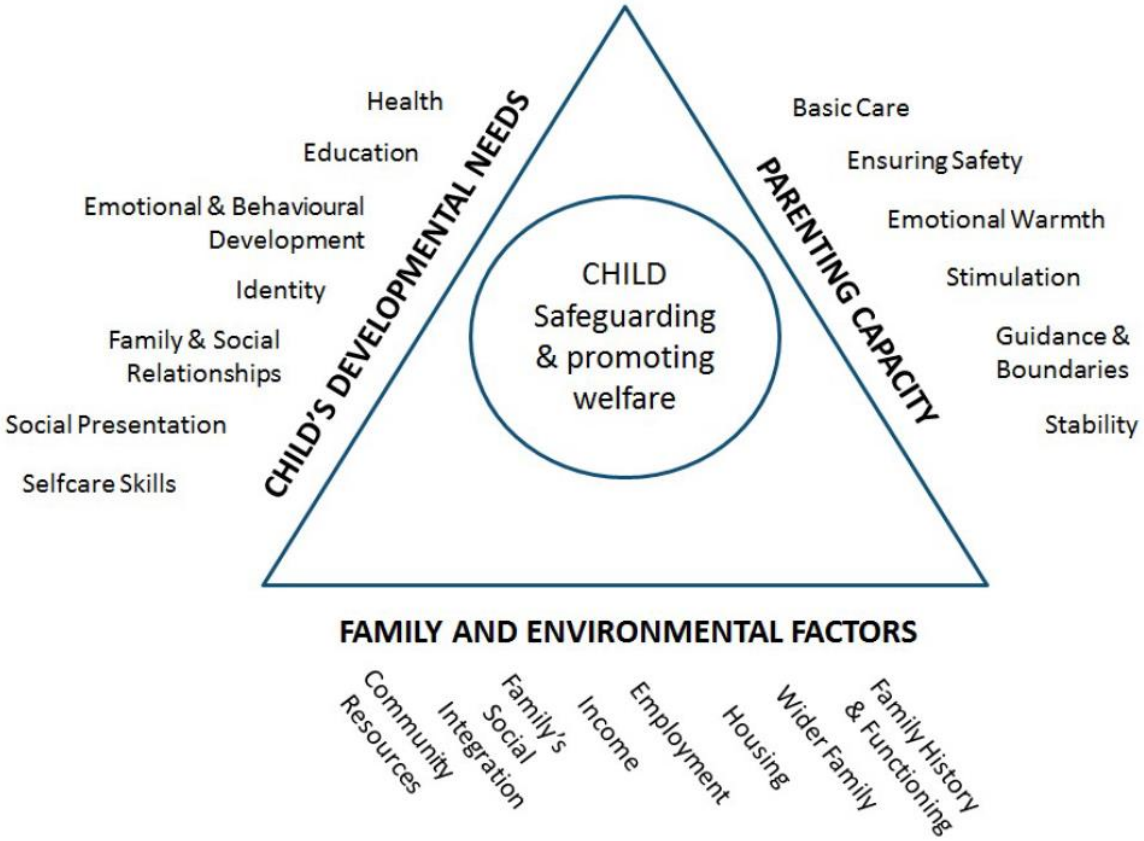
As set out in the Serious Violence Strategy (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'.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

Child Criminal Exploitation

As set out in the Serious Violence Strategy (p124) published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from "Working Together to Safeguard Children" Dec 2023

Assessment Framework
(from Working Together to Safeguard Children, July 2018)



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

School Record of Safeguarding Training:

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training (Due every three years)		
Senior Designated Safeguarding Lead (DSL) (Due every 2 years)		
Deputy Senior DSL (Due every 2 years)		
Whole School Staff Refresher/updates (Annual)		
Safer Recruitment Training (Due every 5 years)		
Governor Training		
DSL Prevent Training Update (for DSLs to disseminate to ALL staff)		
Induction of new staff – Read Part 1 and Part 5 of KCSIE and completed the NSPCC Online training		

Staff / Volunteer Disqualification Declaration Form

Childcare Act 2006

Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 Regulations")

Please read the information below and the information attached to this page which summarises the legislative and statutory guidance which requires you to confirm that you are not disqualified under the terms of "the 2018 Regulations."

Name:	
Job Title:	
School:	

Please tick the relevant box below to confirm whether any of the sections apply to you:

Section 1 – Disqualification criteria under the 2006 Act and "the 2018 Regulations"

	Yes	No
1. Inclusion on the Disclosure and Barring Service (DBS) Children's Barred List		
2. Being found to have committed certain violent and sexual offences against children and adults which are referred to in regulation 4 and Schedules 2 and 3 of "the 2018 Regulations" (note that regulation 4 also refers to offences that are listed in other pieces of legislation)		
3. Certain orders made in relation to the care of children which are referred to in regulation 4 and listed at Schedule 1 of "the 2018 Regulations"		
4. Refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering as specified in Schedule 1 of "the 2018 Regulations"		
5. Being found to have committed an offence overseas which would constitute an offence regarding disqualification under "the 2018 Regulations" if it had been done in any part of the UK		

The above list is only a summary of the criteria that lead to disqualification. Further details about the specific orders and offences which lead to disqualification are set out in "the 2018 Regulations."

Section 2 – Relevant orders and offences:

Please tick the relevant box below to confirm whether any of the sections apply to you:

Under the legislation a person is disqualified if s/he is found to have committed an offence

which is included in “the 2018 Regulations” (a “relevant offence”) which includes:

	Yes	No
1. Being convicted of a “relevant offence”		
2. On or after 6 April 2007, being given a caution for a “relevant offence”		
3. On or after 8 April 2013, being given a youth caution for a “relevant offence”		

A list of the relevant offences and orders referred to in sections 1 and 2 above are set out in “the 2018 Regulations.” Additionally, any offence resulting in the death or bodily injury of a child is considered a “relevant offence” under the legislation and must be disclosed.

Section 3 – Provision of Information:

If you have answered YES to any of the questions above you should provide further details to the Headteacher (or Deputy as appropriate). The information provided should include:

- Details (including any date) of the order, determination, conviction or other ground for disqualification from registration under the terms of “the 2018 Regulations;”
- The relevant body or court which made the order, determination or conviction and the sentence (if any) imposed;
- A certified copy of the relevant order, determination, caution, conviction, reprimand or warning under the terms of “the 2018 Regulations.”

Section 4 – Declaration

In signing this form, I confirm that the information provided above is true to the best of my knowledge and that:
• I understand my responsibilities to safeguard children.
• I understand that I must notify my Headteacher (or Deputy as appropriate) immediately of anything that affects my suitability including any pending court appearances, cautions, reprimands, warnings, convictions, orders or other determinations made in respect of me that may render me to be disqualified from working with children under the terms of “the 2018 Regulations.”
Signed:
Print Name:
Date:

Protocol for sharing information between Aston Clinton School and Westongrove GP Practice

In cases where there are concerns about health or medication parents will be asked to sign the following form consenting to release of the information:

Aston Clinton School

Further to our recent correspondence regarding ??'s health/medication issue, I would like to request permission to contact his/her GP to see if there is any information they are able to share which will help us to support your child.

I agree to Aston Clinton School contacting my GP …….……..(name) to obtain relevant information regarding my child …….……..……. (name)

Signed: …….. Date: ……

Print Name: ……..

Any information shared will be stored securely in line with the school's data protection policy and will be treated in the strictest confidence.

Once signed this will be sent to the GP secure mailbox and they will release any relevant information.

If parent doesn't consent or respond we will contact Westongrove via the secure mailbox informing them we have concerns and asking if they are able to provide any details or clarification. The GP will then decide whether to release information under 'Working Together'. If it is not possible for them to confirm or provide details, our e-mail will act as trigger for Westongrove to monitor the situation.