

## Aylesford School Safeguarding Team

Any member of the schools safeguarding team will assist if you have a concern. If you have a safeguarding concern please report to one of the team

### Aylesford School Key Safeguarding Contacts

#### Tanya Kelvie—Head Teacher and DSL

Tanya.kelvie@aylesford.kent.sch.uk

#### Dave Wright— Senior Assistant Head Teacher and DSL

Dave.wright@aylesford.kent.sch.uk

#### Tracy Hodgson—Pastoral Support Manager (Year 9,10,11)

Tracy.hodgson@aylesford.kent.sch.uk

#### Nikki Severn—Pastoral Support Manager (Year 7,8 and 6th Form)

Nikki.severn@aylesford.kent.sch.uk

#### Maria Barthlomew—Attendance Officer

Maria.barthlomew@aylesford.kent.sch.uk



### Safeguarding and Child Protection

#### Information

#### Information for

#### Visitors and Parents

All Students and staff at Aylesford School recognise the importance of being safe, keeping safe and looking after each other. Students, Staff and Parents are encouraged to report an concerns to a safeguard lead if they are feel uncomfortable about something they have seen, heard or experienced.

if you have a safeguard concern during your visit please contact the schools **Designated Safeguard Lead**

**Mr D Wright—Designated Safeguard Lead**  
01622 71734

[dave.wright@aylesford.kent.sch.uk](mailto:dave.wright@aylesford.kent.sch.uk)

**Everybody who works with Children is expected to be vigilant and report any concerns. We should be aware that abuse can be categorised into 4 areas**

**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 adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate 11 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

## How to report a concern at Aylesford School

We expect all our visitor to be vigilant and aware of any potential safeguard concerns whilst on site and report any concerns if they arise.

In the first instance if you have a concern you should ask at reception to speak to a designated safeguard lead. We may need to escalate your concern and as such in the interest of safeguarding young people may need to share your information with a third party, for example the police, KCC or social services.

## Student Worries

Are you a student or a parent of a student who has a concern or a worry but unsure how to report it, particularly if you are not in school


On our website there is a **Worry button** that allows student to report this directly to our welfare team. This can be reported anytime of day and during school holidays



If you have worries or concerns fill in the form below and it will be sent securely to PSM. PSM will get in touch to help, and if necessary, with your parents or guardians.

<small>Name</small>	<small>Mentor Group</small>
<input type="text"/>	<input type="text"/>

Student Concern

 **Aylesford School**