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# AA Safeguarding Policy

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## 1 Policy Statement

The AA is committed to supporting and promoting the welfare of staff, students and visitors and is committed to the provision of a safe environment conducive to work, study, and the enjoyment of a positive experience for all members of its community.

The AA recognises that its activities may involve children (e.g. individuals who are under 18 years old) or adults at risk (e.g. those over 18 who are at risk of harm or exploitation due to their personal situation and/or social circumstances).

The AA wishes to ensure that it maintains the highest possible standards to meet its responsibilities to protect and safeguard the welfare of children and adults at risk. This includes preventative measures, such as carrying out risk assessments, and how we respond to concerns and incidents.

The AA recognises that safeguarding and promoting the welfare of children and adults at risk of harm and abuse who are part of the AA or involved in our activities is everyone's responsibility and is committed to working in partnership with other organisations (as appropriate) to facilitate this.

In the discharge of its functions, and in implementing this policy, the AA will remain mindful of its duty of care and other legal obligations, such as those it owes under the Health and Safety at Work Act 1974, the Human Rights Act 1998, the Safeguarding Vulnerable Groups Act 2006, Equality Act 2010, the Protection of Freedoms Act 2012, the Care Act 2014, the Data Protection Act 2018 and the Counter Terrorism and Security Act 2015.

## 2 Scope

This Policy is designed to assist the AA to achieve the commitments set out above and to take reasonable steps to safeguard children and adults at risk by ensuring there are clear guidelines and procedures for identifying risk, reporting concerns and that appropriate action is taken.

This policy applies to:

- All staff, students and members of the AA

- Visitors to the AA and those using AA buildings and facilities, including those contracted to conduct their own business on AA premises, e.g. building contractors, service suppliers
- Offsite activities with young people by staff or students of the AA, such as careers fairs, school visits, community engagement and outreach events

We expect our partner organisations, including for example, outreach partners, practice partnerships, suppliers, and sponsors to adopt and demonstrate their commitment to the principles and practice as set out in this policy.

Staff, and students of the AA who come into contact with children or adults at risk in another organisation whilst representing the AA must also familiarise themselves with the host organisation's safeguarding policy and procedures.

Examples of areas where the AA staff and students may have contact with children and adults at risk may include (this is not an exhaustive list):

- Teaching, supervision, and support of students;
- School administration, resources, and facilities;
- Summer/holiday timeframe schools;
- Visiting schools;
- Outreach or widening participation activities taking place on or off AA School premises;
- Attendance at private functions or events run by the AA;
- Conferences/Symposia;
- Field trips, excursions & other activities such as volunteering and other social activities both abroad and in the UK;
- The activities of student societies and networks;
- Graduation day;
- Unit/Programme study trips.

This policy sets out how the AA will deal with concerns that are raised that an individual may be at risk of exploitation, harm, or abuse (including radicalisation), and the type of action that the AA may take to manage such matters and provide support.

Examples of the type of situations which may result in the AA implementing this policy and procedure may include where:

- an allegation of abuse, harm or other inappropriate behaviour is raised in respect of a member of AA staff or student;
- a student or staff member discloses information involving themselves or family members which gives rise to possible concerns that an adult at risk or child is being harmed or abused;
- there are suspicions or indicators that a child or adult is being abused or harmed or is at risk of exploitation, harm, or abuse (including radicalisation). The indicators of abuse or harm or risk of abuse or harm or radicalisation can be very difficult to recognise, and it is not a staff member's responsibility to decide whether a child or adult has been abused, harmed, or subjected to abuse or harm, but only to raise concerns that they may have;
- there are observable changes in an AA staff member or student's appearance or behaviour that may be related to exploitation, harm, or abuse (including radicalisation);
- a concern is raised that an individual presents a risk of abuse or harm towards a child or adult in relation to, for example, his/her criminal convictions, or downloading, possession or distribution of inappropriate images or extremist material.
- Concerns arise that a student or member of staff is vulnerable to radicalisation and there is an identifiable risk of being drawn into terrorism (see the [Prevent Duty Policy](#)).

### 3 Key Principles

The AA will take all safeguarding concerns including suspicions and allegations of exploitation, harm, or abuse seriously and will respond to concerns promptly

The AA's students and staff are all over 18, and the AA does not permit under 18s onto its programmes including summer schools or visiting schools. Children attending AA premises shall be supervised by the adult with whom they are attending the premises, and the adult is responsible for the child's safety .

The AA is committed to undertaking reference checks for all new staff where it is identified that they will have unsupervised contact with children or adults at risk. The relevant DBS checks would be undertaken by the Human Resources team in liaison with the relevant line manager once HR have been notified of the need.

A risk assessment considering the safeguarding risks will be undertaken for any activity or event being organised by AA staff or students, on-site or off-site, that will involve AA staff having contact with children or adults at risk. For support with completing a risk assessment, please contact [secretary@aaschool.ac.uk](mailto:secretary@aaschool.ac.uk).

The AA will support statutory bodies, both domestic and abroad in their safeguarding investigations and law enforcement activities.

The AA is committed to developing and maintaining its capability to implement this policy. In order to do so, the following will be in place:

- A clear line of accountability within the organisation for the safety and welfare of children and adults at risk;
- Access to relevant legal and professional advice;
- Safeguarding procedures that deal effectively with any concerns of abuse or neglect
- A Safeguarding Lead and Designated Safeguarding Officer;
- Commitment to work with other relevant organisations to safeguard and promote the welfare of children and adults at risk, including arrangements for sharing information;
- A Code of Behavioural Expectations that all students and staff are obliged to adhere to;
- Risk assessments that specifically consider safeguarding risks.

This policy will have a detailed review every 3 years and whenever there are changes in relevant legislation and/or government guidance or as a result of any other significant change or lessons learned from any incidents.

## 4 Definitions

### Adults at Risk

An adult at risk is an individual aged 18 years and over who:

- has needs for care and support (whether or not the local authority is meeting any of those needs) AND;
- is experiencing, or at risk of, abuse or neglect, AND;
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

### Child

The AA defines a child as a person who is under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in higher education does not change his or her status for the purpose of this Policy.

For the purposes of this Policy the term “the AA” is deemed to include the Students’ Forum. The AA and the Student Forum are committed to working together and sharing information in order to safeguard the interests and wellbeing of children and adults at risk, e.g. in relation to individuals and activities with student societies.

## Safeguarding

Safeguarding is defined as protecting a person's right to live in safety, free from abuse, exploitation, and neglect.

## 5 Safeguarding Adults

There is a legal duty on local authorities to provide support to adults at risk. The Care Act statutory guidance states that the safeguarding duties apply to an adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs);
- Is experiencing, or is at risk of, abuse or neglect; and
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse and neglect.

An adult at risk might be a person who has a learning disability, autism, mental ill health, sensory or physical disability or long-term illness.

It is important to make sure an adult at risk has choices in the action taken to safeguard them, including whether or not other people informed about what has happened.

The law provides a framework for making decisions on behalf of adults who cannot make decisions for themselves (i.e., who lack mental capacity). The AA staff should only make decisions for other people if they cannot do that at the time the decision is needed. If a person who has a lot of difficulty making their own decisions is thought to be being abused or neglected, the AA will need to refer the situation to the local authority. This should result in health or social care professionals making an assessment of mental capacity and/or getting the person the support, they need to make decisions.

There may be times when we need to make decisions on behalf of an individual in an emergency. Decisions taken in order to safeguard an adult who cannot make the decision for themselves could include sharing information about safeguarding concerns with organisation who can help protect them, such as the emergency services or the local authority.

## 6 Safeguarding Children

Everyone who works with children has a responsibility for keeping them safe. Everyone who comes into contact with children and families has a role to play in sharing information and identifying concerns.

The AA does not permit under 18s to be students at the AA or attend the Summer School or Visiting School programmes. There will however be some occasions when events or activities are held that involve under 18s e.g. career fairs or school visits. It is the responsibility of the organiser(s) of the event or activities to make all the necessary child protection arrangements in connection with the activity. This includes:

- Undertaking an appropriate risk assessment
- Ensuring that all staff are properly trained and briefed, including on procedures for dealing with concerns about child safeguarding
- Seeking appropriate levels of DBS checks for all staff involved
- Ensuring appropriate insurance arrangements are in place

Whilst children have the right to express their views, if you have any concerns that a child is at risk of harm it must be raised with the Designated Safeguarding Officer without delay.

## 7 Designated Safeguarding Officer and Safeguarding Leads

The AA's Designated Safeguarding Officer is the Company Secretary:  
Email :secretary@aaschool.ac.uk

If the Designated Safeguarding Officer is not available, or the safeguarding concern involves for example a concern against them, then the School Director should be contacted.

The responsibilities of the Designated Safeguarding Officer include:

- Undertaking relevant training in safeguarding procedures and ensure their knowledge is kept up to date;

- Acting as a point of contact for the Safeguarding Leads and others who those who have safeguarding concerns, receiving information, and recording those concerns;
- Acting upon concerns by following the Safeguarding Concern Procedure described below, including where necessary making referrals to external agencies including social services or police;
- Monitoring the implementation of this policy and procedure.

The responsibilities of the Safeguarding Leads include:

- Acting as a point of contact for staff or students as appropriate;
- Advise those with safeguarding concerns to complete the Safeguarding Concern Form (see Appendix A)
- Referring safeguarding concerns raised to the Designated Safeguarding Officer
- Assisting Designated Safeguarding Officer with Safeguarding Concern investigations as required.

The Safeguarding Lead for students is the School Registrar:

Email: [Registrar@aschool.ac.uk](mailto:Registrar@aschool.ac.uk)

The Safeguarding Lead for staff is Head of Human Resources

Email: [humanresources@aschool.ac.uk](mailto:humanresources@aschool.ac.uk)

The Safeguarding Lead for Hooke Park is the Head of Hooke Park

Email: [hookepark@aschool.ac.uk](mailto:hookepark@aschool.ac.uk)

To speak with any of the safeguarding leads contact reception at  
020 7887 4000

## 8 Reporting Safeguarding Concerns

**If the Safeguarding Concern poses an immediate risk of serious harm call the Police on 999 as a top priority before following the procedures below.**

It is the remit of Social Services and/or the Police to investigate safeguarding concerns. If a member of the AA, staff, or student, has any immediate risk concerns (including outside normal School hours) they may refer directly to the Police or Social Services, but otherwise they should follow the internal referral process set out below so as to enable a risk assessment to be undertaken prior to a referral. If a direct referral is made, the member of staff or student should inform the AA's Designated Safeguarding Officer at the earliest opportunity.

Safeguarding concerns should be reported to the Designated Safeguarding Officer or Safeguarding Leads (see contact details above) using the Safeguarding Concern Form (see Appendix A). If you wish to discuss a referral before completing the form you may contact the Designated Safeguarding Officer or Safeguarding Leads by email or via reception. It is better to refer any safeguarding concern and enable a risk assessment to take place, than not to make one because you are not yet certain. Some useful dos and don'ts for handling a safeguarding disclosure are set out within the Guidance on Safeguarding below.

If the Designated Safeguarding Officer is not available within a reasonable period, or the safeguarding concern involves for example a concern against them, then the School Director should be contacted.

Where a member of staff representing the AA at an event or in an external organisation, a safeguarding concern should be reported using that organisation's or premises safeguarding procedure. The member of staff, student or volunteer should also alert the AA Designated Safeguarding Officer that such a report has been made. If the individual is not sure who a report should be made to, they should contact the AA's Designated Safeguarding Officer.

Where a member of staff, student or volunteer is studying abroad, the concern should be reported using any host organisation's safeguarding procedure. The member of staff, student or volunteer should also alert the Designated Safeguarding Officer.

## Preventative Measures

The AA encourages activities which engage young people and vulnerable adults to explore architecture. It is intended that this policy supports these activities and offers assurances to staff, students, and visitors and that through appropriate implementation, the AA seeks to safeguard and protect children and adults at risk and to keep them safe from harm.

All staff and students who intend to, or may be put in a position of, working with children or adults at risk should ensure that they understand this policy and its implications prior to commencing any programme, event, visit, or other activity.

It is the duty of the person who is supervising or organising the activity (see Key Principles above) to complete a risk assessment before any new activity is embarked upon that involves any form of contact with children or adults at risk.

If an activity is undertaken in conjunction with another organisation, there must be a written agreement as to whose responsibility it is to undertake the risk assessment, and effect the control measures identified, and both parties should have copies.

It is essential that the control measures that are identified during the risk assessment are communicated effectively to those persons tasked with their implementation, and that the actual implementation of the control measures is taking place.

## Training and Accessibility

The AA will provide appropriate training to the Designated Safeguarding Officer and the Safeguarding Leads. And make sure that the policy is made available via the AA website, and that staff and students know of its existence.

## 9 Safeguarding Concern Procedure

The Designated Safeguarding Officer or Safeguarding Lead will on receipt of a Safeguarding Concern Form or on being made aware of a safeguarding concern will make an initial assessment of the situation to ascertain the legitimacy of the concerns raised. This assessment might include reference to publicly available information about the individual, e.g. through social media. If the concerns are deemed legitimate, appropriate enquiries will be made by the Designated Safeguarding Officer or their nominee(s). The enquiries will be completed within 5 working days from the concern being raised. Staff will be asked to prioritise meetings which assist the investigation.

The purpose of the initial enquiries is to share information about the individual and the situation, and to conduct an assessment to ascertain whether the risk is serious enough to warrant a referral to the relevant statutory authority.

The Designated Safeguarding Officer will before making a referral to the relevant statutory authority seek the consensus of the School Director and, if subject of concern is a member of staff – the Head of HR and if a student - the School Registrar. Unless the situation is considered urgent and the concerns raise a risk of harm, in which case the Designated Safeguarding Officer may made an immediate referral to emergency services.

Where the concern is not considered serious enough to warrant referral to the relevant statutory authority, the Designated Safeguarding Officer may signpost the affected individual(s) to relevant the AA Wellbeing services, who may also provide information about external resources available and the support available internally.

Where a safeguarding concern has been made against a member of staff, even where there is no need to refer the matter to the statutory authorities, the Designated Safeguarding Officer may decide to refer the matter to HR for them to consider whether the matter should be dealt with under the grievance or disciplinary procedure. Where a safeguarding concern is raised against a student, but the Designated Safeguarding Officer does not consider it necessary to refer the matter to the statutory authorities, the matter may be referred to the School Registrar to consider whether the matter should be dealt with under the Student [Complaints Procedure.pdf](#).

## 10 Action by the AA

The AA reserves the right to take action under its disciplinary procedures or student complaints procedure should it later receive information that suggests that its Behavioural Code of Expectations may have been breached.

## 11 Retention of Information

Written records of any safeguarding concerns will be retained for as long as is necessary for the purpose for which it was obtained or as legally required or lawfully permitted by the Data Protection Act and the General Data Protection Regulations.

Such written records will be held by the Designated Safeguarding Officer during any ongoing investigations, and once concluded the records for staff shall be held by HR on the personnel file and for students, by the School Registrar on the student file.

## 12 Appendix A – Safeguarding Concern Form

Use this form to outline the nature of your concern. If you cannot complete a section, or feel a section is not relevant then leave it blank. The Designated Safeguarding Officer will treat your disclosure sensitively. It is better to refer any safeguarding concern and enable a risk assessment to take place, than not to make one because you are not yet certain.

Name of child/ adult at risk (if known):

Date of birth or age (of child):

Gender:

Description of the safeguarding issue (see Appendix B for more information). Your description might include a factual account of something you have witnessed or an account of something a third party has reported to you.

Time, location, date of the incident/s: (if known)

The child's/ adult at risk's account: (if known)

Any other observations/information:

Any action you may have taken:

Signed:

Name(print):

Position:

Your Preferred Contact Method (Tel: mobile: Email)

Date:

Please continue onto another page if necessary, ensuring it is securely attached to the safety concern form. Please send this information to a Designated Safeguarding Officer as a matter of urgency.

## 13 Appendix B – Guidance on Safeguarding

If a child or adult discloses that they are experiencing abuse or harm or if there are suspicions a child or adult is at risk of abuse or harm consider the following:

### DO

Be supportive.  
Take what the child or adult at risk says seriously  
Remain calm.  
Reassure them that it was right to tell someone.  
Use language they understand.  
Explain what will happen next i.e. that disclosure of relevant information may need to be made to the Designated Safeguarding Officer  
Write down verbatim immediately afterwards what was said, including the time, place, and any other observations: sign and date the record.  
Pass the report to the Designated Safeguarding Officer.  
Remember that you may need support. Seek advice and support for yourself from the Designated Safeguarding Officer.

### DO NOT

Panic  
Delay  
Promise to keep secrets.  
Ask leading questions  
Ask them to repeat the story unnecessarily.  
Express any opinions about what you are told.  
Discuss the disclosure with anyone other than the Designated Safeguarding Officer and other relevant personnel.  
Start to investigate.  
Do not contact the alleged abuser

## 14 General Guidelines

- Respect all individuals whatever their age
- Place the safety and wellbeing of the young person first. It must be placed before any personal or organisational goals and before loyalty to friends and colleagues
- Form appropriate relationships with young people. These should be based on mutual trust and respect.
- Be aware of the relative powerlessness of young people compared to staff members
- Be committed to actively preventing the exploitation and abuse of children and young people.

### Types of Abuse or Harm

The following list is an example of the types of abuse or harm that individuals may encounter whether in a domestic setting or otherwise. This is not an exhaustive list:

**physical abuse or violence**, including hitting, shaking, throwing, slapping, pushing, kicking, poisoning or the giving or supply of illegal drugs, misuse of medication, burning, scalding, drowning, suffocating, restraint or otherwise causing physical harm, or inappropriate sanctions;

**sexual abuse**, including grooming, rape and sexual assault or sexual acts to which the individual has not consented, or could not consent or was pressured into consenting; the activities may be physical or non-physical for example involving vulnerable individuals in looking at, or in the production of, sexual images.

**psychological abuse**, including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks;

**financial abuse**, including theft, fraud, exploitation, or the misuse or misappropriation of property, possessions, or benefits;

**radicalisation**, including grooming vulnerable individuals into a particular ideology to instil views that promote “us-and-them thinking,” potentially to justify offending and the use of harm or violence against others to achieve an ideological goal

**physical or emotional neglect and acts of omission**, including ignoring medical or physical care needs, failure to protect a vulnerable individual from physical or emotional danger or to ensure adequate supervision, failure to provide access to social care health, or educational services, the withholding of necessities such as medication, adequate nutrition, and heating; and benefits.

**discriminatory abuse**, including racist, sexist, ageist abuse based on a person’s disability, and other forms of harassment, slurs, or similar treatment.

**Internet/electronic abuse**, the use of modern communication technologies (e.g. Internet, text or video messaging, e-mail, chatrooms, social media networking sites) to embarrass, humiliate, threaten, intimidate, bully, or radicalise an individual in an attempt to gain power and control over them or make them commit acts they would not otherwise have committed.

It is important to note that abuse can:

- consist of a single act or repeated acts;
- be intentional or unintentional or result from a lack of knowledge;
- be an act of neglect, an omission, or a failure to act;
- cause harm temporarily or over a period of time;
- occur in any relationship;
- be perpetrated by anyone, individually or as part of a group or organisation;
- often constitute a crime, i.e. physical, sexual abuse for example, downloading or using pornographic images of children or adults at risk and/or storing them on AA computers or equipment.

The following may indicate that abuse is taking place (this list is not exhaustive and not all may be present):

- Unexplained or suspicious injuries, particularly if such an injury is unlikely to have occurred accidentally;
- An injury for which the child or adult's or carer's explanation appears inconsistent;
- The child or adult describes an abusive act or situation;
- Unexplained changes in behaviour, attitude, or attire;
- Expression of extremist views or attitudes;
- The display of inappropriate behaviour (sexual or otherwise);
- Apparent mistrust of others, appearing secretive;
- The child or adult appears increasingly unkempt.

## 15 Appendix C – Guidance on Prevent and Higher Education

Higher education institutions have a duty of care to students, staff, and visitors. The Counter Terrorism and Security Act 2015 introduced a new statutory duty for higher education institutions to have "due regard to the need to prevent individuals from being drawn into terrorism". This means that institutions now have a statutory duty to engage with the government's Prevent agenda. The government has published guidance setting out what steps higher education institutions are expected to take to meet this duty. This is available at: [Prevent Guidance](#)

Further information on the AA's approach to its implementation of the Prevent Duty in respect of safeguarding individuals who may be vulnerable to radicalisation, can be viewed online - AA's Prevent Duty Policy, which is available on the intranet: - [Prevent Policy](#)

Any individual the AA considers at risk of radicalisation and for whom an external referral is made will be assessed for their suitability for the Channel process.

### Channel

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

**Who does Channel work with?** Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

**How does Channel work?** Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

**What does Channel support look like?** Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment, or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

**How will the person be involved in this process?** A person will always be informed first if it is felt that they would benefit from Channel support. The process is voluntary, and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

See here for [Channel and Multi Agency Panel information](#)