



## Trust-Education Group Ltd



*'Safeguarding is everyone's responsibility'*



## Safeguarding and Child Protection Policy 2025-2026



### Policy Statement

At Trust Education Group Ltd, we are committed to ensuring the safety, well-being, and protection of all individuals, especially children and young people, involved in our learning and training provision. This Safeguarding and Child Protection Policy outlines our approach to safeguarding children, young people, and vulnerable adults, ensuring they are provided with a safe environment during their involvement with Trust Education Group Ltd.

### Purpose of the Policy



The purpose of this policy is to:

- Safeguard children and young people under the age of 18 who engage with Trust Education Group Ltd in any capacity.
- Ensure all employees, volunteers, and third parties involved in Trust Education Group Ltd understand their roles and responsibilities in safeguarding children.
- Promote a culture of vigilance and proactive safeguarding to prevent harm and abuse.
- Provide clear procedures for reporting concerns, incidents, and allegations related to child protection.
- Teach children and young people how to keep their self-safe and recognise behaviour that is unacceptable
- Creating a safeguarding culture throughout Trust-Education Group Ltd.

### Scope

This policy applies to:

- All employees and volunteers of Trust education Group Ltd.
- Any third-party organizations or individuals working in collaboration with Trust Education Group Ltd.
- Children and young people, who are engaging, learning and training at Trust Education Group Ltd.

TRUST EDUCATION GROUP

TRUST EDUCATION GROUP

## **Designated Safeguarding Lead**

Trust Education Group Ltd has appointed a Designated Safeguarding Lead who is responsible for overseeing all safeguarding and child protection matters.

TRUST EDUCATION GROUP

Katie Everson The Safeguarding Lead will:

- Act as the first point of contact for any safeguarding concerns or allegations.
- Liaise with external safeguarding agencies and law enforcement when necessary.
- Ensure that staff members receive appropriate safeguarding training.
- Maintain accurate records of safeguarding incidents, referrals, and actions taken.

The Designated Safeguarding Lead for Trust-Education Group Ltd is:

Katie Everson

TRUST EDUCATION GROUP

Head of School Safeguarding and Pastoral

[Katie.everson@trusteducation.group](mailto:Katie.everson@trusteducation.group)

## **Definitions**

### **Child**

Any person under the age of 18.

### **Vulnerable Adult**

An individual aged 18 or over who may be at risk of harm due to age, illness, disability, or other factors.

## **Safeguarding**

Preventing the abuse, neglect, or harm of children and young people and promoting their well-being.

## Child Protection

The actions taken to prevent and respond to child abuse, neglect, and exploitation.

Trust-Education Group Ltd is committed to **preventing** abuse, **protecting** children from abuse and **supporting** those involved in cases of abuse.

Trust-Education Group Ltd will ensure:

- All staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse
- All staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- All staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- Safeguarding has a high status throughout Trust Education. We ensure safeguarding is discussed at all staff meeting and on our weekly agenda.
- Ensuring information is readily available for staff to access.
- Staff have access to regular updates, staff bulletins and regular training.
- All staff feel confident in approaching the DSLs to raise concerns
- All staff and volunteers have an understanding of the four categories of abuse. Neglect, emotional, physical, and sexual abuse.
- All staff and volunteers understand that there are other ways in which children can be abused such as; Online, Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Radicalisation, Trafficking, Slavery, Peer Abuse and Forced Marriage.
- All staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse
- DSLs keep up to date with emerging and specific safeguarding issues and update
- DSLs update staff and volunteers knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues.
- All staff and volunteers will maintain and demonstrate an attitude of 'it can happen here.'
- All staff and volunteers are child-centred in their practice and act in the best interests of the child at all times.

- All staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator abuse.
- All staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse
- All staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using CPOMS.
- Where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care
- ALL staff and visitors know how to refer to Children's Social Care
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm
- This referral will be done by telephone and followed with a CSC Referral Form as soon as possible
- Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk
- Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk
- DSLs adhere to policy, procedures and guidance from the LSCB with regard to sharing information
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CP Plan is included in the child's individual safeguarding file – stored electronically (CPOMS.)

## Our Commitment to Safeguarding

Trust-Education Group Ltd is committed to:

- Treating children and young people with respect and dignity.
- Creating an environment that encourages safe participation and prevents harm.

- Ensuring that all employees and volunteers undergo appropriate safeguarding training and background checks.
- Promoting the rights and views of children and young people and encouraging their involvement in making decisions that affect them.

## Responsibilities of Staff and Volunteers

All employees, volunteers, and associated personnel of Trust-Education Group Ltd have a duty to:

- Be vigilant and proactive in identifying signs of abuse or neglect.
- Follow the procedures set out in this policy for reporting any concerns or incidents of abuse or neglect.
- Treat children and young people with respect, providing a safe and supportive learning environment.
- Never engage in inappropriate or harmful behaviour, including physical, emotional, or sexual abuse.
- Be aware of the potential risks associated with online communication and social media, and act accordingly to protect children and young people.

## Four Categories of Abuse

### Physical Abuse

Child physical abuse refers to any intentional act by a parent, caregiver, or other individual that results in physical harm, injury, or the threat of harm to a child. This can include actions such as hitting, shaking, kicking, burning, or otherwise physically hurting a child. Physical abuse may leave visible marks or injuries, but can also occur even if there are no immediately apparent signs. It is a serious violation of a child's rights and can have long-lasting effects on their health, development, and well-being.

### Emotional Abuse

Emotional abuse involves persistent patterns of behaviour by a parent, caregiver, or other individual that undermine a child's sense of self-worth or emotional well-being. This form of abuse may include constant criticism, threats, rejection, humiliation, or the denial of love and support. Over time, emotional abuse can cause significant

harm to a child's mental and emotional development, often resulting in anxiety, depression, low self-esteem, and difficulties in forming healthy relationships.

## **Sexual Abuse**

Child sexual abuse refers to any act where an adult or older individual engages in sexual activities with a child, or exploits a child for sexual purposes. This includes, but is not limited to, inappropriate touching, exposing a child to sexual materials or behaviours, sexual exploitation, grooming, or involving a child in the production of sexual imagery. Such actions violate a child's bodily integrity and emotional well-being, often resulting in significant and lasting psychological, emotional, and physical harm.



## **Neglect**

Child neglect occurs when a parent, caregiver, or other responsible individual fails to provide for a child's basic physical, emotional, educational, or medical needs. This can involve consistent lack of adequate food, shelter, clothing, supervision, or healthcare, as well as a disregard to a child's emotional needs or failing to ensure they receive proper education. Neglect can be as damaging as other forms of abuse, often leading to long-term developmental, emotional, and physical challenges for the child.



## **Keeping Children Safe Online**

Alongside traditional forms of abuse, it is essential to recognise the distinct and evolving risks that children face in the digital world. Trust Education Ltd is committed to keeping children safe online. All staff are able to recognise that addressing online safety issues should form an integral part of Trust Education Group's safeguarding arrangements. All pupils will be made aware of online risks and taught how to stay safe online. Trust Education Group will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. This system will be monitored and reviewed, and any inappropriate behaviours or searches will be followed up appropriately.

Online safety is a critical aspect of safeguarding, as children and young people are increasingly exposed to a wide range of risks on the internet, from harmful content and contact to online bullying and exploitation.

KCSIE 2025 now explicitly includes misinformation, disinformation (including fake news), and conspiracy theories, reinforcing the message that pupils must be protected from an increasingly sophisticated surge of online manipulation.

This small addition in the wording of KCSiE reflects a growing concern across the sector: that students, particularly at secondary level, are being exposed to AI-generated videos, harmful ideologies and algorithm-driven conspiracy content.

In response to these changes, schools are now expected to go beyond basic online safety protocols and actively empower students with critical digital literacy skills. This involves equipping young people with the tools to question the authenticity and intent of digital content, recognise bias, and identify manipulative narratives, whether generated by individuals or algorithms. Lessons and assemblies may focus on evaluating sources, understanding how misinformation and conspiracy theories spread, and fostering a culture of healthy scepticism toward online information. Staff must also remain up to date with the latest trends in digital manipulation to guide and support students effectively, ensuring that digital resilience becomes a core aspect of safeguarding practice.

TRUST EDUCATION GROUP

TRUST EDUCATION GROUP

## Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may want or need, for example, gifts, drugs, money, status and affection. Children and young people are often 'tricked' into believing they're in a loving and consensual relationship so the sexual activity may appear consensual. This is called **grooming** and is a type of abuse. The child or young person may trust their abuser and not understand that they're being abused. CSE does not always involve physical contact and can also occur through the use of technology, for example, text and online.

Children and young people can be trafficked into or within the UK for sexual exploitation. Children maybe moved around the country and abused by being forced to take part in sexual activities, this can often be with more than one person. Young people in gangs can also be targeted and sexually exploited.

Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel like they haven't got a choice. They may lend them large sums of money, knowing they can't repay it, or use financial abuse or blackmail to control them.

Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship could be framed or viewed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be made to 'find' or coerce others to join groups. Although the age of consent is 16 years old, children and young people over 16 can be exploited. Child sexual exploitation is a very complex form of abuse. It can be difficult for parents and carers to understand and hard for the young person to acknowledge that they are being exploited. Trust Education Group DSL's and staff are all highly training in recognising the signs and supporting children that are, or maybe at risk of CSE.

## **Female Genital Mutilation**

Female Genital Mutilation (FGM) refers to all procedures that involve the partial or total removal of the external female genitalia, or other injury to the female genital organs, for non-medical reasons. It is sometimes called "female circumcision" or "cutting," but unlike male circumcision, it has no health benefits and can cause severe and lasting harm. FGM is recognised internationally as a violation of human rights, with serious consequences for physical and mental health including extreme pain, infections, difficulties in childbirth, long-term complications, and emotional trauma. In the UK, FGM is illegal under the Female Genital Mutilation Act 2003, and anyone who performs, assists, or fails to protect a girl from FGM can face criminal prosecution. Schools and professionals have a statutory duty to safeguard children from this abuse and to report any known cases to the police and CSC.

## **Honour Based Violence**

Honour Based Violence (HBV) refers to incidents or crimes committed to protect or defend the perceived honour of a family or community. It often arises where individuals, most commonly women and girls, are thought to have brought "shame" or "dishonour" by behaving in ways that conflict with cultural, traditional, or religious expectations. HBV can take many forms, including physical assault, threats, forced marriage, controlling behaviour, and even murder. It is a serious violation of human rights and a safeguarding concern. Within our Trust, we recognise that HBV is abuse and will never be tolerated. Staff must remain vigilant, follow safeguarding procedures, and immediately report any concerns to the Designated Safeguarding Lead (DSL), ensuring that victims are offered protection and support while working closely with statutory agencies in line with national guidance and the law.

## **Radicalisation**

Radicalisation is the process by which a child or young person comes to support extremist ideologies or engage in extremist behaviour, which may lead to terrorism or other forms of harm. Children can be exposed to radicalising influences through peers, family members, social media, online platforms, or external groups. Trust Education Group, recognise radicalisation as a safeguarding concern and part of our statutory duty under the Prevent strategy. Staff are trained to identify signs that a child may be vulnerable to radicalisation, such as isolation, changes in behaviour, or the expression of extremist views, and must act promptly by reporting concerns to the Designated Safeguarding Lead (DSL). Trust Education Group work in partnership with parents, safeguarding partners, and specialist agencies to provide appropriate interventions and support, ensuring that children are safeguarded from extremist influence and encouraged to develop resilience, critical thinking, and a secure sense of belonging.

TRUST EDUCATION GROUP

## **Trafficking**

Trafficking is the illegal trade and exploitation of children and young people through recruitment, transportation, transfer, harbouring or receipt for the purpose of exploitation. This can include sexual exploitation, forced labour, domestic servitude, criminal activity, or removal of organs. Trafficked children may be moved across international borders or within the UK, and often experience severe abuse, coercion, and deprivation of their rights. TRUST Education Group recognise trafficking as a form of child abuse and a serious safeguarding concern. All staff have a duty to remain alert to possible indicators, such as children going missing from education, having limited freedom of movement, showing signs of fear or control by others, or possessing goods they cannot account for. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL), who will follow safeguarding procedures and work with statutory agencies to protect the child and ensure they receive the necessary care and support.

TRUST EDUCATION GROUP

TRUST EDUCATION GROUP

## **Modern Day Slavery**

Modern Day Slavery is the exploitation of people through coercion, control, or deception, where victims are unable to refuse or leave due to threats, violence, or abuse of power. For children and young people, this can include forced labour, criminal exploitation, domestic servitude, or sexual exploitation. It is a serious crime and a grave violation of human rights. TRUST Education Group recognise modern slavery as a form of child abuse and safeguarding concern. Children may not always recognise that they are victims, so staff must remain vigilant for indicators such as signs of control by others, unexplained possessions, poor living conditions,

fearfulness, or regularly going missing. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL), who will take appropriate action in line with safeguarding procedures and statutory guidance, working with external agencies to protect children and provide support to help them recover from exploitation.

### **Child-on-Child Abuse**

Child-on-child abuse refers to abusive behaviour between children, both inside and outside school or college, including online. It includes a wide range of behaviours, such as bullying (including cyber-bullying, prejudice-based or discriminatory bullying), physical abuse (e.g. hitting, kicking, shaking, hair-pulling), sexual violence and sexual harassment, intimate relationships abuse, causing someone to engage in sexual activity without consent, sharing nude or semi-nude images (consensually or non-consensually), upskirting, initiation or hazing type abuse/rituals. KCSIE makes clear that even if no reports have yet been made, such abuse may still be happening and schools should use their professional curiosity to explore this.

### **Forced Marriage**

Forced marriage is a marriage entered into without the full and free consent of one or both parties, where duress is used to make someone marry. Duress may involve physical violence, threats, emotional or psychological pressure, or other coercion. It also includes situations where someone cannot consent (for instance because of a learning disability or other vulnerability).

Since 27 February 2023, the legal definition has been strengthened by the Marriage and Civil Partnership (Minimum Age) Act 2022: it is now a criminal offence to carry out any conduct whose purpose is to cause a child (someone under 18) to marry, even if no violence, threats, or other coercion are used. This change means that any marriage involving a child is considered forced in UK law if either parent or someone else causes it, whether or not force is apparent.

Forced marriage in KCSiE is considered a safeguarding issue, because it constitutes abuse of human rights and often involves serious harm (physical, emotional, psychological). Schools and colleges have a role to play: being alert to the signs, knowing how to respond, how to make referrals, and ensuring children are protected

### **What is TED**

In situations where a child may be making a disclosure or presents with an injury, it is vital to respond with sensitivity and care. At Trust Education we offer training and support to all staff to enable them to respond using open, non-leading questions to gently encouraging the child to share their experience. Examples include: "That's a nasty bruise, how did it happen?", "Can you tell me about what happened?", or "You seem upset and I'm worried about you, is anything troubling you?" The acronym '**TED**' serves as a helpful prompt, reminding staff to encourage children to **Tell, Explain, and Describe** their concerns.

TRUST EDUCATION GROUP

TRUST EDUCATION GROUP

If further clarification is required, questions should remain open, such as What? When? Who? How? Where? and be asked solely to establish whether the child is at risk of harm. Once sufficient clarification has been achieved, no additional questions should be posed. This approach protects the integrity of the child's story and ensures their wellbeing remains central. Staff members will consult with the DSL on site and the correct procedures will be followed accordingly.

## Extremism and Radicalisation

TRUST EDUCATION GROUP

TRUST EDUCATION GROUP

Trust-Education Group Ltd will actively assess the risk of children being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate to ensure awareness of local & national incidents that may heighten the activity of extreme groups or cause increased curiosity of children.

## The Prevent Duty

TRUST EDUCATION GROUP

TRUST EDUCATION GROUP

Trust-Education Group Ltd ensures that ALL Staff, are informed and have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty' and follow guidance from

[www.lancashirepreventpartnership.org.uk](http://www.lancashirepreventpartnership.org.uk)

TRUST EDUCATION GROUP

## Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a child may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism. (From The Modern Slavery Act 2015, Section 52) The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

### **Child-on-Child Abuse Including Sexualised Abuse**

TRUST EDUCATION GROUP

TRUST EDUCATION GROUP

Child-on-Child abuse is defined as abuse between children under 18 years of age. TRUST Education Group has a zero-tolerance approach to abuse, including child-on-child abuse.

TRUST Education Group will refer to the specific guidance in Keeping Children Safe in Education: Child on Child Sexual Violence and Sexual Harassment.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore deliberately hurtful; repeated, often over a period of time and difficult to defend against.

Trust-Education Group Ltd has created an **Anti-Bullying Policy** which can be found on our website.

### **Relationship, Sex and Health Education (RSHE)**

TRUST EDUCATION GROUP

Relationships, Sex and Health Education (RSHE) is statutory education in England which aims to equip pupils with knowledge, skills and values to build healthy relationships, understand sexuality, manage health and well-being, and navigate the increasing risks of modern life (both offline and online). The Keeping Children Safe in Education 2025 guidance explicitly refers to the updated statutory RSHE guidance in

its section on “Opportunities to teach safeguarding,” and requires schools to ensure that RSHE programmes are evidence-based and address a number of specific topics.

Under the new guidance, schools have until September 2026 to fully implement the updated RSHE curriculum and policy requirements.

Some of the key updates include:

- A greater focus on online safety and online harms, including learning about scams, fraud, and understanding how online content (including age restrictions, privacy settings, personal data, etc.) affects well-being.
- Clarification that pupils should be taught the correct names for body parts (including genitalia) to help reduce stigma and enable children to identify signs of abuse.
- New content on personal safety, including recognising risks in contexts such as roads, water, railways and fire.
- Teaching about change and loss (including bereavement) and associated feelings, recognising that everyone grieves differently.
- Expanded content around sexual abuse, harassment, harassment laws (including sexual consent, coercion, grooming, etc.), and how to access support. The language has been refined: more emphasis on all forms of harassment and abuse, including sexual violence, and on reporting concerns.
- Content recognising and tackling misogyny, including how attitudes online can influence behaviour, and countering harmful content.
- Schools must make RSHE policies and curriculum materials available to parents on request; there is still provision for parents to request withdrawal from certain sex education components (for primary and secondary) under specific conditions.

### Guidance on Gender Questioning Children

KCSiE 2025, the Department for Education has strengthened the section on children who are lesbian, gay, bisexual or gender questioning, pending the publication of more detailed guidance on Gender Questioning Children. Under new paragraphs (around 204-208), schools are advised to take a cautious, case-by-case approach when supporting a child who is questioning their gender. This means considering the individual child's needs, involving parents as a default (unless in very rare situations where involving parents would pose risk of harm), seeking clinical or specialist advice where available, and being alert to other vulnerabilities (for example risk of bullying). Schools are urged to create a culture with trusted adults to whom children

can speak. Also, language around additional vulnerabilities has been updated for example, removing terms such as “spectrum disorder” in relation to autism to align with SEND Code of Practice. The guidance is clear that schools should not teach any particular view of gender identity as fact, and avoid oversimplified resources that might encourage gender questioning prematurely.

## **Children with Family Members in Prison**

TRUST EDUCATION GROUP



Children with a family member in prison will be offered pastoral support from TRUST Education Group. 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.

TRUST EDUCATION GROUP

## **Absent from School**

Pupil(s) absent from school are reported to the registered School and reported to Trust Education Group DSL. A telephone call to the parent or carer is made and relevant professionals informed.

## **What is “Children Missing Education” / Absent from Education**

Children missing education refers to those of compulsory school age who are not on a school roll, or not receiving a suitable education otherwise (e.g. alternative provision, home education), and who are not in attendance at a registered school. Schools, local authorities and other relevant agencies have a legal duty to identify these children and ensure they are receiving education.

Absence from school, either repeated absences or prolonged can act as a vital warning sign of various safeguarding concerns: neglect, abuse (sexual or otherwise), child criminal exploitation (including county lines), mental health issues, or other vulnerabilities

Please refer to Trust-Education Group Ltd **Attendance Policy** for more information.

TRUST EDUCATION GROUP

## **Generative AI**

The UK Department for Education (DfE) has issued guidance on the safe use of generative artificial intelligence (AI) in educational settings. This guidance

emphasizes that any use of generative AI by staff, students, and pupils should be carefully considered and assessed, evaluating the benefits and risks of use in its education setting. Safety should be the top priority when deciding whether to use generative AI in your education setting. The intended use should be specified and have clear benefits that outweigh the risks. Different considerations will apply depending on whether it is staff or pupils (especially those under 18) using AI tools. Safety should not be compromised. TRUST Education Group will also consider that there may be uses of generative AI by staff or pupils that have not been explicitly approved or adopted in their setting. Risk assessments should include plans for mitigating against unauthorized use cases. For example, students may use generative AI to create emails from the school to parents that seem realistic. Schools are free to make their own choices about the most suitable use cases for generative AI tools in their settings, as long as they comply with their wider statutory obligations such as keeping children safe in education.

Trust-Education Group Ltd will:

- Comply with age restrictions set by AI tools and open access large language models (LLMs)
- Consider online safety, including AI, when creating and implementing their school approach to safeguarding and related policies and procedures
- Consult Keeping children safe in education
- Refer to the generative AI product safety expectations
- Refer to the filtering and monitoring standards ensuring appropriate systems are in place, including filtering and monitoring approaches that cover generative AI

For more detailed guidance, you can refer to the official DfE publication:  
Generative artificial intelligence (AI) in education

## Generative AI and Safeguarding

Trust Education Group recognises the growing use of generative artificial intelligence (AI) tools in education and acknowledges the associated safeguarding risks. In line with DfE guidance and support materials (<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>) and advice summarized by SafeguardingSchools.co.uk, Trust Education will ensure that all use of generative AI by staff or pupils is carefully assessed, monitored, and controlled to safeguard children. Trust Education will implement robust risk assessments, ensuring that AI tools are only used in age-appropriate ways and that filtering, monitoring, and supervision systems are in place. Staff will receive training on safe and responsible

use of generative AI, and clear procedures will be established for reporting any misuse or safeguarding concerns related to AI. Trust Education will continuously review AI-related policies and practice, ensuring compliance with statutory obligations under Keeping Children Safe in Education and alignment with national safeguarding standards.

## Law and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- Working Together to Safeguard Children 2018 guides education establishments of their role within inter-agency working to safeguard and promote the welfare of children. This is the government's statutory guidance for all organisations and agencies who work with, or carry out work related to, children in the United Kingdom.
- Keeping Children Safe in Education, September 2025: The Department for Education (DfE) has updated the statutory safeguarding and child protection guidance for schools and colleges in England, Keeping Children Safe in Education. This guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.
- Guidance for Safer Working Practice 2023
- The Children Act 1989 & 2004
- The Prevent Duty – The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 (updated 2021) that's sets out guidance for the LA and its partners to have due regard to the need to prevent people from being drawn into terrorism.
- Female Genital Mutilation Act 2003
- Equality Act
- Counter-Terrorism and Security Act 2015
- Domestic Abuse Act 2021
- Marriage and Civil Partnership Act 2022
- Relevant Non-statutory guidance available on DfE website
- DfE 'What to do if you're worried a child is being abused'
- DfE 'Information sharing'
- DfE 'Governance handbook'
- DfE 'Child sexual exploitation'
- DfE 'Recruit teachers from overseas'

- UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE 'Working together to improve school attendance'
- DfE 'Meeting digital and technology standards in schools and colleges'
- DfE 'Searching, Screening and Confiscation'

## Reporting Concerns

If a staff member or volunteer has concerns about a child's welfare or suspects that abuse may be occurring, they should:

**Record** the details of the concern immediately, noting times, dates, locations, and the nature of the concern using CPOMS.

**Report** the concern to the Designated Safeguarding Lead at Trust-Education Group Ltd without delay. The Designated Safeguarding Lead is Katie Everson Head of School Safeguarding and Pastoral.

## Managing Allegations Against Staff

If a concern involves immediate danger to a child or young person, staff must contact emergency services or their local safeguarding team without delay.

Any staff member or volunteer who has concerns about the conduct or behaviour of another member of staff, including actions that may pose a risk to children or breach professional standards, is required to report those concerns immediately. Concerns should be recorded factually and accurately, including relevant details such as dates, times, locations, and the nature of the concern. These concerns must be reported without delay to the Head of School and Designated Safeguarding Lead (DSL), Kate Everson.

If the concern involves the Head of School or the DSL, the matter must be escalated directly to the Safeguarding Governor, Matthew Embley, or the Director of Education, Melissa Wainman. In situations where the concern suggests potential abuse or safeguarding risks, the Local Authority Designated Officer (LADO) must be contacted in line with statutory safeguarding guidance.

If a staff member is unsure of the appropriate course of action or if the concern involves the Safeguarding Lead, they should report the matter to the Safeguarding Governor, the Director of Education, or the LADO.

All concerns raised will be treated seriously, sensitively, and in confidence. Whistleblowing procedures are in place to protect those who raise concerns in good faith, and no individual will suffer any detriment as a result of reporting a genuine concern.

### **Confidentiality**

Concerns should be kept confidential and only shared with those who need to be involved in the safeguarding process.

TRUST EDUCATION GROUP

### **Recruitment and Training**

Trust Education Group Ltd is committed to safer recruitment practices. All employees and volunteers working with children or young people must undergo enhanced Disclosure and Barring Service (DBS) checks, as well as any other relevant background checks.

Staff and volunteers will receive mandatory safeguarding training on induction, with ongoing refresher training at regular intervals to ensure awareness of safeguarding issues and best practices.

### **Working with External Agencies**

Trust Education Group Ltd endeavours to work closely with local authorities, police, and child protection agencies to ensure that any safeguarding concerns are addressed promptly and appropriately.

We will cooperate with investigations into any allegations or concerns about the welfare of children or young people involved in our school and pathways.

TRUST EDUCATION GROUP

TRUST EDUCATION GROUP

### **Review of Policy**

This Safeguarding and Child Protection Policy will be reviewed annually to ensure that it remains effective and in line with current legislation and best practices. Any necessary changes will be implemented promptly, and staff will be informed of any updates.

### **Conclusion**

TRUST Education group LTD is fully committed to safeguarding the children, young people, and vulnerable adults who engage with our services. We will take all necessary steps to prevent abuse and neglect, respond promptly to any concerns, and create a safe and supportive environment for all involved in our training programmes.

### **Named Personnel with Designated Responsibility for Child Protection**

Katie Everson Designated Safeguarding Lead  
Head of School Safeguarding and Pastoral  
**Email:** katie.everson@trustededucation.group  
**Tel:** 07984173654

TRUST EDUCATION GROUP

### **Deputy Designated Safeguarding Lead**

Melissa Wainman  
Director of Education  
**Email:** melissa.wainman@trustededucation.group  
**Tel:** 07984174229

TRUST EDUCATION GROUP

### **Safeguarding Governor**

**Matthew Embley** – Chair of Governors

TRUST EDUCATION GROUP

### **Key Contacts**

**Lancashire MASH Team:** 0300 123 6720  
Out of Hours (Duty Team) 0300 123 6720

TRUST EDUCATION GROUP

**BwD MASH Team:** 01254 666400

**BwD Out of Hours Duty Team:** 01254 587547

**Whistleblowing Helpline** – 0303 123 1113

**NSPCC Whistleblowing helpline** – 0800 028 0285.

**Lancashire LADO (Local Authority Designated Officer):** 01772 536 694

**LADO Out of Hours Team:** 0845 0530 009

Email:LADO.admin@lancashire.gov.uk

<b>Policy Lead</b>	Katie Everson Head of School & Designated safeguarding Lead
<b>Date:</b>	15th September 2025
<b>Policy Review Date:</b>	September 2026
<b>Version:</b>	1
<b>Approval:</b>	Trust-Education Group Board of Governors

TRUST EDUCATION GROUP

