



**TRUST EDUCATION GROUP**

**Trust-Education Group Ltd**

## **Safeguarding and Child Protection Policy**

### **Policy Statement**

Trust-Education Group Ltd is fully committed to safeguarding and promoting the welfare of every child and young person who attends, visits, receives education from, or otherwise engages with the organisation.

Safeguarding is fundamental to the operation of Trust-Education Group Ltd and is embedded throughout the culture, leadership, curriculum, behaviour systems, attendance procedures, recruitment arrangements, pastoral provision, therapeutic practice, risk management and relationships with pupils, parents, carers, professionals and external agencies.

Trust-Education Group Ltd recognises that safeguarding is everyone's responsibility. Every member of staff has a responsibility to identify concerns, respond appropriately, share information when necessary and act without delay when a child may be at risk of harm.

The school adopts the principle that it could happen here. Staff must therefore remain professionally curious, avoid assumptions, recognise that children may communicate distress or abuse indirectly, and understand that safeguarding concerns can arise in any family, community, setting or circumstance.

The school is committed to a child-centred approach. The welfare and best interests of the child remain central to safeguarding decision-making. Children and young people will be listened to, their wishes and feelings will be taken seriously, and their individual circumstances, communication needs, developmental stage, SEND, SEMH needs, vulnerabilities and lived experiences will be considered.

Trust-Education Group Ltd recognises that children attending an SEMH provision may have experienced trauma, disrupted education, neglect, abuse, exploitation, family difficulties, adverse childhood experiences, exclusion, bullying or other significant challenges. These experiences may affect how a child communicates, behaves, develops relationships and responds to adults.

Behaviour will therefore never be considered in isolation from safeguarding.

A change in behaviour, presentation, attendance, emotional regulation, relationships, appearance, communication or engagement may indicate that a child is experiencing harm or requires additional support.

The school will seek to identify concerns at the earliest possible opportunity and will work with children, families and partner agencies to provide the right help at the right time.

### **Purpose of the Policy**

This policy sets out the arrangements through which Trust-Education Group Ltd will safeguard and promote the welfare of children and young people.

It explains how the school will:

- Prevent harm and abuse
- Recognise signs and indicators of abuse and neglect
- Respond to safeguarding concerns
- Listen to children and young people
- Promote early identification of vulnerability
- Provide early help where appropriate
- Refer concerns to Children's Social Care or other appropriate agencies
- Work effectively with safeguarding partners
- Share information appropriately and lawfully
- Manage allegations against adults working with children
- Manage low-level concerns about adults
- Promote safer recruitment
- Prevent unsuitable adults from gaining access to children
- Respond to child-on-child abuse
- Address exploitation and contextual safeguarding risks
- Safeguard children online
- Protect children from discrimination
- Support children with additional vulnerabilities
- Monitor attendance and absence as safeguarding matters
- Respond to children who go missing or are absent from education
- Support children experiencing domestic abuse
- Respond to sexual abuse and sexual harassment
- Recognise risks associated with criminal exploitation
- Recognise risks associated with county lines

- Recognise risks associated with trafficking and modern slavery
- Recognise honour-based abuse
- Recognise forced marriage
- Recognise female genital mutilation
- Recognise radicalisation and extremism
- Respond to harmful sexual behaviour
- Respond to allegations involving staff
- Maintain appropriate safeguarding records
- Review safeguarding practice continually
- Promote a culture of professional curiosity

### **Statutory and Regulatory Framework**

Trust-Education Group Ltd will have regard to and comply with all applicable safeguarding legislation and statutory guidance.

This policy is aligned with the final Keeping Children Safe in Education 2026, which comes into force on 1 September 2026.

The school will also have regard to Working Together to Safeguard Children 2026, which provides the statutory framework for multi-agency safeguarding arrangements and applies in full to schools.

Relevant legislation and guidance includes:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Human Rights Act 1998
- Modern Slavery Act 2015
- Counter-Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Domestic Abuse Act 2021
- Data Protection Act 2018
- UK General Data Protection Regulation
- Public Interest Disclosure Act 1998
- Online Safety Act 2023

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Prevent Duty guidance
- Information sharing guidance applicable to education and safeguarding practice

The school will update this policy where legislation or statutory guidance changes.

### **Safeguarding Leadership**

Trust-Education Group Ltd has a clearly defined safeguarding leadership structure.

The Designated Safeguarding Leads are:

**Janette Bashall**

**Laura Wilding**

**Ashleigh Haynes**

The Deputy Designated Safeguarding Leads are:

**Katie Everson**

**Melissa Wainman**

The school is led by Co-Headteachers:

**Melissa Wainman**

**Katie Everson**

The DSL team will work collectively to ensure safeguarding arrangements remain effective, responsive and accessible throughout the school day.

At least one appropriately trained DSL or deputy will be available to provide safeguarding advice and support during the school day.

The DSL team will ensure that safeguarding concerns are acted upon promptly and appropriately.

Where the DSL is unavailable, responsibility will transfer to another member of the DSL or deputy DSL team.

Safeguarding responsibility does not rest solely with the DSL team.

All staff remain responsible for reporting concerns.

### **Responsibilities of the Designated Safeguarding Leads**

The DSL team will take lead responsibility for safeguarding and child protection arrangements.

The DSLs will:

- Provide advice and support to staff
- Receive and assess safeguarding concerns
- Ensure concerns are recorded accurately
- Decide whether concerns require referral
- Make referrals to Children's Social Care where appropriate
- Liaise with the police where appropriate
- Liaise with the Local Authority Designated Officer where allegations concern adults working with children
- Maintain safeguarding records
- Monitor children subject to child protection plans
- Monitor children subject to child in need arrangements
- Monitor children receiving early help
- Ensure safeguarding information is transferred appropriately when pupils move school
- Support staff in recognising signs of abuse
- Ensure safeguarding training is maintained
- Promote professional curiosity
- Monitor safeguarding themes and patterns
- Ensure safeguarding concerns are considered alongside attendance and behaviour information
- Work with external professionals
- Attend or contribute to multi-agency meetings
- Support the implementation of safeguarding action plans
- Ensure pupils have opportunities to express their wishes and feelings
- Ensure safeguarding practice reflects the individual needs of pupils

The DSLs will ensure that safeguarding decisions are proportionate, child-centred and based on the available evidence.

### **Responsibilities of the Co-Headteachers**

The Co-Headteachers are responsible for ensuring that safeguarding is embedded throughout the leadership and operational arrangements of Trust-Education Group Ltd.

They will ensure:

- Safeguarding is prioritised
- Appropriate resources are available
- Staff receive appropriate training
- Safer recruitment procedures are followed
- The Single Central Record is maintained
- Safeguarding concerns are acted upon
- Allegations against staff are managed appropriately
- The DSL team has appropriate authority and access to senior leadership
- Safeguarding policies are implemented consistently
- Safeguarding practice is monitored
- External safeguarding recommendations are acted upon
- The school maintains effective relationships with safeguarding partners
- Staff understand their safeguarding responsibilities

## **Safeguarding Culture**

Trust-Education Group Ltd will maintain a safeguarding culture in which staff feel confident to report concerns.

Staff will not be expected to investigate safeguarding concerns themselves.

Staff should report concerns promptly to a DSL.

The school recognises that safeguarding concerns may be complex and that there may not always be clear evidence that abuse has occurred.

Staff should therefore report concerns where they have a reasonable cause to suspect that a child may be suffering, or may be at risk of suffering, harm.

The school will promote professional curiosity.

Staff will be encouraged to ask appropriate questions, identify changes in presentation and consider whether apparently isolated incidents form part of a wider pattern.

Safeguarding decisions will not be based solely on whether a child or family appears to be cooperative.

## **The Child's Voice**

Trust-Education Group Ltd recognises that children are experts in their own experiences.

Children will be given appropriate opportunities to communicate their wishes, feelings, concerns and experiences.

Staff will listen carefully and respectfully.

Children will not be promised confidentiality.

Staff will explain that information may need to be shared with people who can help keep them safe.

Children will be supported to understand what is happening wherever this can be done safely and appropriately.

The school will consider communication differences, SEND, language, developmental age and individual needs when seeking a child's views.

For children who find verbal communication difficult, alternative communication methods will be considered.

A child's behaviour will not be interpreted as consent to harm, nor will challenging behaviour be used as a reason to dismiss safeguarding concerns.

## **Recognising Abuse and Neglect**

All staff must understand the different forms abuse can take.

Abuse may be:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

A child may experience more than one form of abuse.

Abuse may occur within the family, within peer relationships, online, in the community, in educational settings or through contact with adults or organisations.

The absence of visible injuries does not mean that abuse has not occurred.

## **Physical Abuse**



Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm.

It may also include fabricated or induced illness.

Staff should be alert to unexplained injuries, inconsistent explanations, repeated injuries, injuries in unusual locations, fear of certain individuals, changes in behaviour or reluctance to participate in particular activities.

Concerns must be reported to a Designated Safeguarding Lead.

## **Emotional Abuse**

Emotional abuse involves persistent emotional maltreatment that has a severe and adverse effect on a child's emotional development.

This can include:

- Persistent humiliation
- Rejection
- Threats
- Bullying
- Intimidation
- Controlling behaviour
- Isolation
- Exposure to domestic abuse
- Making a child feel worthless
- Excessive criticism
- Preventing a child from developing appropriate relationships

Emotional abuse may occur alongside other forms of abuse.

## **Sexual Abuse**

Sexual abuse involves forcing or enticing a child to take part in sexual activities.

This can include contact and non-contact activities.

Children may display changes in behaviour, sexualised behaviour inappropriate to their age, withdrawal, distress, secrecy, self-harm, changes in relationships or unexplained knowledge of sexual matters.

Staff must take disclosures seriously.



The child should not be questioned unnecessarily.

The DSL must be informed immediately.

## **Neglect**

Neglect involves the persistent failure to meet a child's basic physical or psychological needs.

This may include:

- Inadequate food
- Inadequate clothing
- Lack of appropriate supervision
- Failure to obtain medical care
- Failure to meet educational needs
- Exposure to unsafe environments
- Emotional neglect
- Failure to protect a child from harm

Attendance concerns may also form part of a wider neglect concern.

## **Domestic Abuse**

The school recognises that domestic abuse can have a significant impact on children.

Children may experience domestic abuse directly or indirectly.

Domestic abuse may involve:

- Physical violence
- Emotional abuse
- Psychological abuse
- Sexual abuse
- Financial abuse
- Coercive control
- Threats
- Intimidation
- Controlling behaviour

Children exposed to domestic abuse may experience anxiety, emotional dysregulation, sleep difficulties, concentration difficulties, behavioural changes or difficulties forming relationships.

Staff must report concerns to a Designated Safeguarding Lead.

The school will work with safeguarding partners and relevant services where necessary.

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

Trust-Education Group Ltd recognises that children can cause harm to other children.

Child-on-child abuse will never be dismissed as:

- Banter
- Part of growing up
- Boys being boys
- Girls being girls
- A relationship issue
- Something children should resolve themselves

Child-on-child abuse may include:

- Bullying
- Physical assault
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Online abuse
- Sharing sexual images
- Coercive behaviour
- Intimidation
- Threats
- Exploitation
- Financial abuse
- Criminal exploitation

The school will respond proportionately while safeguarding all children involved.

### **Sexual Harassment and Sexual Violence**

Sexual harassment and sexual violence are safeguarding matters.

Staff must report concerns immediately.

The school will consider:

- The wishes and feelings of the victim
- The age and developmental needs of those involved
- The nature and seriousness of the incident
- Any ongoing risk
- Whether there is a pattern of behaviour
- Whether external agencies need to be involved

The school will not automatically treat incidents as isolated behavioural matters.

### **Harmful Sexual Behaviour**

The school recognises that some children may display harmful sexual behaviour.

Such behaviour may be linked to:

- Previous abuse
- Exposure to inappropriate material
- Trauma
- Exploitation
- Developmental difficulties
- Peer influences
- Online activity

The school will respond through safeguarding procedures, risk assessment, education, therapeutic support and external referral where appropriate.

### **Child Sexual Exploitation**

The school recognises that children may be sexually exploited through manipulation, coercion, gifts, relationships, threats, violence or online activity.

Children may not recognise that they are being exploited.

The school will consider contextual risks including:

- Older individuals
- Online contacts
- Missing episodes
- Unexplained gifts
- Changes in peer groups
- Sexualised behaviour
- Substance misuse
- Sudden changes in presentation

- Secretive relationships
- Unexplained money

Concerns will be referred to the DSL and, where necessary, Children's Social Care or the police.

### **Criminal Exploitation and County Lines**

Children may be criminally exploited through coercion, debt, threats, violence or manipulation.

Indicators may include:

- Unexplained money
- New possessions
- Missing episodes
- Changes in friendship groups
- Travel to unfamiliar locations
- Suspicious phone activity
- Fearfulness
- Withdrawal
- Substance misuse
- Association with older individuals

The school will treat these indicators as safeguarding concerns.

### **Modern Slavery and Trafficking**

The school recognises that children may be victims of trafficking or modern slavery.

Concerns will be referred immediately to a Designated Safeguarding Lead.

Where appropriate, safeguarding partners and the police will be contacted.

The school will consider whether a National Referral Mechanism referral is required through the appropriate safeguarding process.

### **Honour-Based Abuse and Forced Marriage**

Honour-based abuse may include violence, threats, coercion, intimidation or controlling behaviour associated with perceived family or community honour.

Forced marriage is not the same as an arranged marriage.

The school will never treat forced marriage as a family matter.

Where staff have concerns, they must speak immediately to the DSL.

Staff must not contact family members where doing so could increase risk without appropriate safeguarding advice.

### **Female Genital Mutilation**

Staff must understand the risks associated with female genital mutilation.

Where a girl is believed to be at risk, staff must report the concern to the DSL and follow safeguarding procedures.

Where the statutory duty applies to a teacher, the required direct reporting duty to the police must also be followed.

The school will not rely solely on internal safeguarding procedures where a statutory reporting duty applies.

### **Radicalisation and Extremism**

Trust-Education Group Ltd recognises its responsibilities under the Prevent Duty.

Staff will remain alert to signs that a child may be vulnerable to radicalisation.

Concerns may include:

- Exposure to extremist material
- Significant changes in behaviour
- Intolerance
- Increased isolation
- Expressions of extremist ideology
- Attempts to recruit others
- Online activity

The school will respond proportionately and will work with the appropriate safeguarding partners.

### **Online Safety**

Online safety forms an integral part of safeguarding.

Children may experience harm through:

- Social media
- Gaming
- Messaging platforms
- Online communities
- Livestreaming
- Image sharing
- Sexual exploitation
- Cyberbullying
- Grooming
- Radicalisation
- Financial exploitation
- Scams
- Harmful content

The school will teach pupils how to recognise and respond to online risks.

Staff will report concerns through safeguarding procedures.

### **Attendance and Safeguarding**

Attendance is a safeguarding matter.

The school will monitor:

- Persistent absence
- Repeated lateness
- Unexplained absence
- Changes in attendance patterns
- Absence following safeguarding incidents
- Children missing from education
- Children who may be being educated elsewhere without appropriate confirmation

The school recognises that SEMH needs can create significant barriers to attendance.

Attendance support will therefore be relational, individualised and proportionate while maintaining safeguarding responsibilities.

### **Children Missing from Education**

The school will act promptly where there are concerns that a child may be missing from education.

Staff will consider:

- Contact with parents and carers
- Known safeguarding concerns
- Changes of address
- Changes in family circumstances
- Social care involvement
- Attendance patterns
- Communication difficulties
- Possible exploitation

Concerns will be escalated in accordance with local authority procedures.

### **Children with SEND and Additional Vulnerabilities**

Trust-Education Group Ltd recognises that children with SEND may face increased safeguarding risks.

Staff will consider whether communication difficulties, dependency on adults, social vulnerability, isolation or difficulties understanding risk increase safeguarding vulnerability.

The school will make reasonable adjustments to ensure children can report concerns.

Staff will not assume that challenging behaviour is solely attributable to SEND or SEMH needs.

### **Information Sharing**

Information will be shared where necessary to safeguard a child.

The school will not allow data protection considerations to prevent appropriate safeguarding information sharing.

Staff will understand that information can be shared lawfully where necessary to protect a child from harm.

The school will consider:

- What information is required
- Who needs the information
- Why it is required
- Whether sharing is necessary



- Whether there is a lawful basis
- Whether sharing is proportionate

Safeguarding information will be handled securely and confidentially.

The DfE has confirmed that a new statutory information-sharing duty is due to apply from September 2026, with statutory guidance intended to support implementation.

Trust-Education Group Ltd will update its procedures as the final statutory information-sharing arrangements come into force.

### **Early Help**

The school will identify children who may benefit from additional support before concerns escalate.

Early help may involve:

- School-based pastoral support
- Therapeutic mentoring
- Family support
- Attendance support
- SEND support
- Health professionals
- Early help services
- Children's services
- Community organisations

Early help will be considered alongside safeguarding rather than as an alternative to safeguarding referral where a child is at risk of harm.

### **Making a Safeguarding Referral**

Where a child is believed to be at risk of significant harm, the DSL will make an appropriate referral without delay.

In Lancashire, Children's Social Care can be contacted on **0300 123 6720**.

Outside normal hours, the Lancashire Emergency Duty Team can be contacted on **0300 123 6722**.

If a child is in immediate danger, staff should contact the police on **999**.

Lancashire Police can be contacted on **101** for non-emergency matters.

Where a child lives outside Lancashire, the school will use the safeguarding arrangements for the local authority in which the child resides.

### **Allegations Against Adults Working With Children**

Any allegation that an adult working with children:

- Has harmed a child
- May have harmed a child
- May have committed a criminal offence against a child
- May pose a risk of harm to children
- May be unsuitable to work with children

Any allegation must be reported immediately to the appropriate Senior Safeguarding Lead (Janette Bashall).

The school will follow the Local Authority Designated Officer procedures.

Lancashire County Council states that the LADO must be contacted where an allegation or concern meets the relevant threshold concerning a person who works with children.

The Lancashire LADO service can be contacted at **[lado.admin@lancashire.gov.uk](mailto:lado.admin@lancashire.gov.uk)**, with referrals and consultation requests made through the council's LADO process.

The school will not conduct an investigation that could compromise a police or LADO investigation.

### **Low-Level Concerns**

Trust-Education Group Ltd will maintain a culture in which staff can raise concerns about behaviour that may not meet the threshold for an allegation but may nevertheless cause concern.

Low-level concerns may include behaviour that:

- Is inconsistent with the Staff Code of Conduct
- Appears overly familiar
- Involves inappropriate communication
- Involves inappropriate physical contact
- Involves unnecessary gifts
- Involves inappropriate comments

- Causes discomfort or concern

Low-level concerns will be recorded and reviewed for patterns.

A low-level concern will not automatically result in disciplinary action.

The purpose is to promote openness and identify patterns before behaviour escalates.

### **Safer Recruitment**

Trust-Education Group Ltd will operate robust safer recruitment arrangements.

Recruitment will include appropriate:

- Application processes
- Shortlisting
- Interviews
- Identity checks
- Right to work checks
- DBS checks
- Barred list checks where applicable
- Prohibition checks
- Section 128 checks where applicable
- Reference checks
- Employment history checks
- Qualification checks
- Overseas checks where required
- Single Central Record checks

At least one member of an interview panel will have completed appropriate safer recruitment training.

### **Staff Training**

All staff will receive safeguarding training as part of induction.

Training will cover:

- Child protection
- KCSIE
- Recognising abuse
- Neglect
- Online safety

- Child-on-child abuse
- Sexual harassment
- Sexual violence
- Exploitation
- Domestic abuse
- Prevent
- FGM
- Honour-based abuse
- Forced marriage
- Information sharing
- Attendance
- Children missing from education
- Whistleblowing
- Allegations against staff

Staff will receive regular safeguarding updates.

The Designated Safeguarding Leads will undertake appropriate DSL training and maintain their professional knowledge.

## **Record Keeping**

Safeguarding records will be:

- Accurate
- Factual
- Objective
- Chronological
- Secure
- Confidential

Records will distinguish between fact, observation, information provided by another person and professional opinion.

Safeguarding records will be stored securely and only accessed by authorised individuals.

Where a child transfers to another school, safeguarding information will be transferred securely and appropriately.

## **Confidentiality**

Safeguarding information will only be shared with those who need to know.

Staff must not discuss safeguarding concerns casually or with colleagues who are not involved.

Safeguarding records must not be stored on personal devices or personal accounts.

Staff must follow the school's data protection and information-sharing procedures.

### **Safeguarding in the Curriculum**

Safeguarding education will be embedded through the curriculum and wider school experience.

Pupils will be supported to understand:

- Healthy relationships
- Boundaries
- Consent
- Respect
- Online safety
- Exploitation
- Bullying
- Sexual harassment
- Abuse
- Discrimination
- Personal safety
- Emotional regulation
- Where to obtain help

The curriculum will be adapted to reflect pupils' developmental levels and individual needs.

### **Anti-Discriminatory Safeguarding Practice**

Trust-Education Group Ltd is committed to safeguarding children without discrimination.

The school will actively challenge:

- Racism
- Sexism
- Homophobia
- Transphobia

- Disability discrimination
- Religious discrimination
- Cultural discrimination
- Other discriminatory behaviour

The updated 2026 Working Together guidance strengthens expectations around inclusive and anti-discriminatory practice and emphasises challenging racism and discrimination.

Safeguarding decisions will be based on the individual circumstances and needs of the child.

### **Physical Intervention and Restrictive Practice**

Physical intervention will only be used where lawful, necessary and proportionate.

The school will prioritise:

- Prevention
- De-escalation
- Regulation
- Relationship-based practice
- Positive behaviour support
- Safe spaces
- Individual risk assessment
- Therapeutic approaches

Any restrictive physical intervention will be recorded, reviewed and monitored.

The school will maintain a separate **Restrictive Physical Intervention and Seclusion Policy**.

Seclusion will not be used as punishment.

Any restrictive practice must comply with statutory requirements and the school's approved procedures.

### **Visitors and Contractors**

All visitors will sign in and follow safeguarding arrangements.

Visitors will be appropriately identified and supervised.

Contractors will not be permitted unrestricted access to pupils unless appropriate safeguarding checks have been completed.

Staff will challenge unidentified adults.

Visitors will not photograph or record pupils unless explicitly authorised.

### **Safeguarding Concerns About Parents or Carers**

Where concerns relate to a parent or carer, the school will consider whether informing the parent or carer could increase risk.

Staff will not automatically inform parents before making a safeguarding referral.

The DSL will consider:

- The nature of the concern
- The risk to the child
- The possibility of evidence being compromised
- The child's wishes
- Advice from Children's Social Care
- Police advice where relevant

### **Safeguarding and Mental Health**

Trust-Education Group Ltd recognises the relationship between safeguarding and emotional wellbeing.

Staff will remain alert to significant changes in:

- Mood
- Behaviour
- Attendance
- Presentation
- Relationships
- Eating
- Sleep
- Self-care
- Communication
- Engagement

Mental health concerns will be treated appropriately while recognising that mental health difficulties can sometimes be indicators of abuse or exploitation.



## **Self-Harm and Suicidal Ideation**

Any disclosure or indication that a child may be at risk of serious self-harm or suicide must be treated seriously.

Staff will immediately inform the DSL and follow the school's risk assessment and emergency procedures.

Where there is immediate danger, emergency services will be contacted.

The school will work with parents, carers, health professionals and safeguarding partners as appropriate.

## **Drug and Alcohol Concerns**

The school recognises that substance misuse may indicate wider safeguarding concerns.

Staff will report concerns relating to:

- Possession
- Supply
- Use
- Exploitation
- Coercion
- Drug-related debts
- Exposure to unsafe adults

The school will consider the child's welfare and potential exploitation alongside behaviour management.

## **Safeguarding and Behaviour**

Behaviour management will not operate separately from safeguarding.

Repeated incidents may indicate:

- Trauma
- Abuse
- Exploitation
- Neglect
- Bullying
- SEND-related needs

- Communication difficulties
- Domestic abuse
- Mental health difficulties
- Peer abuse

Staff will consider whether behaviour represents a safeguarding indicator.

## **Whistleblowing**

Staff must feel able to raise concerns about safeguarding practice.

Where a staff member believes safeguarding concerns are not being appropriately addressed, they may use the school's whistleblowing procedure.

No person should experience detriment for raising a genuine safeguarding concern.

Where internal routes are inappropriate or ineffective, staff may seek advice from appropriate external safeguarding bodies.

## **Monitoring and Governance**

Safeguarding will be monitored through:

- DSL oversight
- Safeguarding audits
- Case reviews
- Attendance monitoring
- Behaviour analysis
- Incident monitoring
- Training records
- Safer recruitment checks
- Single Central Record audits
- Pupil voice
- Parent feedback
- Staff feedback
- External agency feedback
- Quality assurance activity

The leadership team will review safeguarding trends and identify improvement priorities.

Safeguarding monitoring will consider whether particular groups of pupils experience disproportionate risks or barriers.

## **Safeguarding Review**

Safeguarding practice will be reviewed regularly.

Reviews will consider:

- Whether concerns are reported promptly
- Whether referrals are appropriate
- Whether records are complete
- Whether children are listened to
- Whether actions are followed through
- Whether staff understand their responsibilities
- Whether training remains effective
- Whether safeguarding arrangements reflect current guidance
- Whether emerging risks have been identified
- Whether lessons have been learned from incidents

The school will act on recommendations from safeguarding partners, inspections, reviews and other appropriate external bodies.

## **Local Safeguarding Contacts**

### **Lancashire Children's Social Care**

Telephone: **0300 123 6720**

### **Lancashire Children's Social Care Out of Hours**

Telephone: **0300 123 6722**

### **Emergency**

Police: **999**

Lancashire Police Non-Emergency: **101**

### **Lancashire Local Authority Designated Officer**

Email: **[lado.admin@lancashire.gov.uk](mailto:lado.admin@lancashire.gov.uk)**

Lancashire County Council confirms that Children's Social Care uses 0300 123 6720 and the out-of-hours number 0300 123 6722, while the LADO service provides oversight of allegations concerning people who work with children.

The school will maintain an internal safeguarding contact sheet containing current contact details for relevant local and national agencies and will check these details regularly.

## **National Safeguarding Contacts**

### **Police**

999 in an emergency

101 for non-emergency matters

### **NSPCC**

The NSPCC provides advice and support relating to safeguarding and child protection.

### **Childline**

Childline provides confidential support for children and young people.

### **Ofsted**

Ofsted may be contacted regarding concerns about children's welfare and safeguarding in regulated education settings.

### **Prevent**

Prevent concerns will be managed through the local safeguarding arrangements and appropriate referral routes.

## **Safeguarding During School Trips and Off-Site Activities**

Safeguarding arrangements apply wherever Trust-Education Group Ltd provides education.

This includes:

- Educational visits
- Outdoor education
- Vocational activities
- Farm activities
- Community activities
- Work experience
- Sports activities

- Transport arrangements
- Alternative education provision

Risk assessments will consider safeguarding as well as physical health and safety.

Staff will maintain appropriate supervision and communication arrangements.

### **Safeguarding During One-to-One Work**

Trust-Education Group Ltd recognises that its SEMH model may involve significant one-to-one support.

One-to-one work will be conducted in accordance with safeguarding expectations.

Staff will:

- Maintain professional boundaries
- Use appropriate communication
- Avoid unnecessary physical contact
- Record significant safeguarding interactions
- Follow agreed communication arrangements
- Ensure appropriate visibility where required
- Report concerns

Individualised support must never result in safeguarding standards being reduced.

### **Professional Boundaries**

Staff must maintain appropriate professional boundaries at all times.

Staff must not: **Trust-Education Group Ltd**

### **Accessibility Policy and Accessibility Plan**

#### **Introduction**

Trust-Education Group Ltd is an independent school for pupils with Social, Emotional and Mental Health needs. Our provision is designed for learners who require a highly supportive, relational and therapeutic approach to education. Many of our pupils have experienced significant barriers to learning arising from trauma, disrupted educational journeys, neurodiversity, sensory needs, social vulnerability or mental health challenges. As such, we are committed to creating a school environment that is emotionally safe, accessible and responsive to the complex needs of every learner.

As a trauma-informed and attachment-aware organisation, accessibility is deeply embedded in our ethos, pedagogy and daily practice. We recognise that accessibility extends far beyond physical adjustments. It includes emotional safety, predictable routines, sensory regulation, communication clarity, therapeutic support and the provision of learning environments that reduce anxiety, build trust and promote engagement.

This policy outlines how Trust–Education Group Ltd meets the duties set out by the Equality Act, the SEND Code of Practice and the Independent School Standards. It also sets out our ongoing commitment to increasing participation in the curriculum, improving the physical environment and ensuring information is accessible to pupils and families. The associated Accessibility Plan provides a detailed account of the actions we take to reduce barriers, support SEMH needs and develop accessibility across all aspects of our school.

### **Purpose of the Accessibility Policy**

This policy sets out Trust–Education Group Ltd intentions to identify, understand and reduce barriers to learning. Accessibility is seen as a continuous and reflective process, shaped by the needs of our pupils and grounded in therapeutic, relational and adaptive practice.

The purpose of this policy is to explain how we will:

- Provide a curriculum that is adaptable, trauma-informed and responsive to individual needs
- Create a physical environment that feels calm, safe and supportive
- Communicate information in ways that are accessible, predictable and meaningful
- Remove barriers arising from trauma, emotional distress, anxiety, communication differences or sensory overload
- Ensure that pupils with disabilities, SEND or SEMH needs can participate fully in education

### **Our Commitment to Equality and Inclusion**

Trust–Education Group Ltd embraces the belief that every pupil deserves the opportunity to thrive emotionally, socially and academically. We are committed to an inclusive and relational approach that values each young person's individuality.

We commit to:

- An inclusive curriculum that adapts to pupils' strengths and needs
- Trauma-informed, attachment-aware teaching and support
- Learning spaces that promote emotional safety and regulation
- Accessible communication for pupils and families
- Collaborative partnership working with families, therapists, external agencies and health professionals
- Continuous improvement informed by pupil voice, staff expertise and research into SEMH practice

Accessibility is a central component of safeguarding, wellbeing and educational excellence at Trust–Education Group Ltd.

## **Legal and Statutory Framework**

### **Statutory and Legal Framework**

This policy complies with and is informed by the following legislation and statutory guidance:

- Equality Act 2010 including the duty to make reasonable adjustments and the requirements of the Accessibility Regulations
- Public Sector Equality Duty (PSED) Equality Act 2010, Section 149
- Children and Families Act 2014 Part 3 (SEND)
- SEND Code of Practice (2015)
- The Special Educational Needs and Disability Regulations 2014
- Independent School Standards (ISS), 2014 (updated 2023) particularly Part 1 (Quality of Education), Part 2 (Spiritual, Moral, Social and Cultural Development) and Part 3 (Welfare, Health and Safety)
- Health and Safety at Work Act 1974
- Supporting Pupils at School with Medical Conditions (DfE, 2015)
- Human Rights Act 1998



The school recognises both visible and non-visible disabilities including:

- SEMH needs
- Neurodivergent profiles, for example, autism, ADHD
- Sensory impairments
- Chronic medical conditions
- Communication differences
- Mental health disorders
- Disabilities with fluctuating or hidden impact

### **Aims of the Accessibility Policy**

This policy aims to ensure that the curriculum, the environment and the information provided by the school are accessible to all learners.

Trust–Education Group Ltd aims to:

- Offer a flexible, relational and therapeutic curriculum
- Create low-arousal, emotionally secure learning environments
- Provide information in forms that reduce anxiety and support understanding
- Remove barriers arising from SEMH needs, trauma, sensory overload or communication challenges
- Equip staff to support SEMH learners confidently and compassionately
- Promote independence, resilience and emotional stability for all pupils

### **Roles and Responsibilities**

The Governing Body monitors compliance with statutory duties, approves the Accessibility Policy and evaluates progress.

The Senior Leadership Team oversees implementation and ensures that resources, training and development prioritise accessibility and inclusive practice.

The SENDCo coordinates assessment, provision and personalised planning for pupils with SEND or SEMH needs. The SENDCo supports staff in adapting teaching, creating regulation plans and collaborating with external agencies.

The Holistic Family Therapy Team and Transitional Life Coach provide therapeutic intervention that reduces barriers to learning and supports emotional wellbeing.

Teachers and Key Workers deliver trauma-informed, adaptive teaching and provide relational, mentoring and regulation support. They model attuned communication and create predictable routines.

The Site Manager and Health and Safety Lead ensure the physical environment is safe, low-arousal and appropriate for pupils with sensory, emotional and physical needs.

Families and carers provide important information that shapes personalised support and strengthens collaboration.

### **Monitoring and Review**

The Accessibility Plan is reviewed continuously through SEND reviews, SLT monitoring, behaviour and safeguarding analysis and feedback from pupils and families. A formal annual review is completed by leadership and governors, and the plan is renewed every three years or sooner if required.

# Accessibility Plan

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## Aim: Increase Access to the Curriculum

| Objective                                                                | Actions                                                                                                                                          | Responsibility                                | Time Frame | Success Criteria                                                                                     |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------|------------------------------------------------------------------------------------------------------|
| Ensure every learner can access a relational, trauma-informed curriculum | Trauma-informed and attachment-aware teaching; predictable routines; relational practice embedded in all lessons and interactions                | Senior Leadership Team, Teachers, SENDCo      | Ongoing    | Pupils experience greater emotional safety, reduced anxiety and improved engagement                  |
| Remove emotional barriers that affect learning                           | Therapeutic support including Holistic Child and Family Therapy, Transitional Life Coach sessions, SEMH interventions and restorative approaches | Therapy Team, Transitional Life Coach, SENDCo | Ongoing    | Pupils show improved emotional regulation and fewer crisis incidents                                 |
| Offer flexible and personalised access to learning                       | Personalised timetables; phased transitions; reduced-demand curriculum during periods of distress; supported reintegration                       | Senior Leadership Team, SENDCo                | Ongoing    | Pupils engage more consistently and reintegrate more successfully after crisis                       |
| Provide sensory and emotional regulation strategies                      | Individual sensory regulation plans; sensory toolkits; movement breaks; mindfulness practices; daily regulation check-ins                        | SENDCo, Key Workers                           | Ongoing    | Pupils increasingly apply regulation tools independently and recover more quickly from dysregulation |

|                                               |                                                                                                                                               |                                   |         |                                                                                    |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------|------------------------------------------------------------------------------------|
| Strengthen the skills and confidence of staff | Continuing professional development on trauma-informed education, relational approaches, de-escalation, self-harm awareness and mental health | Senior Leadership Team, SENDCo    | Ongoing | Staff demonstrate consistent relational practice and calm, attuned responses       |
| Develop emotional literacy and life skills    | Structured emotional literacy curriculum; life skills development; coaching; community learning                                               | Teachers, Transitional Life Coach | Ongoing | Pupils develop stronger communication, resilience, independence and self-awareness |

## Aim: Improve Access to the Physical Environment

| Objective                                                     | Actions                                                                                                | Responsibility                                 | Time Frame | Success Criteria                                                                  |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------|------------|-----------------------------------------------------------------------------------|
| Create learning environments that reduce sensory overload     | Low-arousal classrooms; calm lighting; dimmer switches; neutral décor; clutter-free spaces             | Site Manager, Senior Leadership Team           | Ongoing    | Pupils experience fewer sensory triggers and feel more comfortable and settled    |
| Provide therapeutic spaces that support regulation            | Sensory room; quiet rooms; grounding zones; soft furnishings; safe de-escalation spaces                | Senior Leadership Team, Therapy Team           | Ongoing    | Pupils make positive use of therapeutic spaces and regulate more effectively      |
| Increase availability of sensory furniture and tools          | Rocking chairs; beanbags; weighted blankets; tactile items; sensory seating; regulation equipment      | SENDCo, Site Manager                           | Ongoing    | Pupils show improved grounding, reduced stress and more frequent self-regulation  |
| Expand outdoor opportunities for wellbeing and regulation     | Forest school sessions; gardening areas; mindfulness walking routes; boxing; movement-based activities | Senior Leadership Team, Outdoor Learning Lead  | Ongoing    | Pupils use outdoor spaces to regulate, release stress and re-engage with learning |
| Improve pupils' ability to navigate the site independently    | Clear visual and symbol-supported signage; consistent wayfinding cues                                  | Site Manager, SENDCo                           | Ongoing    | Pupils transition around the site with increased confidence and reduced anxiety   |
| Promote environmental safety through trauma-informed practice | Sensory audits; trauma-informed risk assessments; adjustments to remove triggers                       | Health and Safety Lead, Senior Leadership Team | Ongoing    | Fewer incidents linked to environmental stimuli and improved emotional wellbeing  |

## Aim: Improve Access to Information

| Objective                                                                                          | Actions                                                                                                                    | Responsibility                                    | Time Frame               | Success Criteria                                                            |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------|-----------------------------------------------------------------------------|
| Ensure pupils understand routines, expectations and learning tasks                                 | Simplified language; clear verbal instruction; visual timetables; modelling of tasks                                       | Teachers, SENDCo                                  | Ongoing                  | Pupils show clearer understanding, fewer anxieties and smoother transitions |
| Support pupils preparing for change and transition                                                 | Social stories for timetable changes, new staff, room changes and unfamiliar routines                                      | SENDCo, Key Workers                               | Ongoing                  | Pupils demonstrate improved readiness and confidence                        |
| Provide staff with clear communication guidance for each pupil                                     | Pupil passports and One page Profiles created at admission and updated regularly                                           | SENDCo, Key Workers                               | At admission and ongoing | Staff quickly understand communication needs leading to better interactions |
| Ensure learning materials meet diverse needs                                                       | Large print, coloured backgrounds, dyslexia-friendly fonts, symbol-supported materials, alternative recording methods      | Teachers, SENDCo                                  | Ongoing                  | Pupils engage more consistently and demonstrate increased understanding     |
| Support communication for pupils who are non-verbal or have significant communication difficulties | Makaton and BSL symbols; communication boards; digital communication aids                                                  | SENDCo, BSL Interpreter                           | Ongoing                  | Pupils communicate needs more effectively and with reduced frustration      |
| Improve accessibility of information for families                                                  | Clear, parent-friendly website information; easy-read documents; translations; personalised communication where beneficial | Designated Safeguarding Lead, Administration Team | Ongoing                  | Parents report improved understanding and accessibility                     |



Strengthen online safety and digital resilience

Digital resilience curriculum; safe-search filters; monitoring systems; guidance on safe online behaviour

Online Safety Lead,  
IT Provider

Ongoing

Pupils demonstrate safer digital behaviours and reduced online risk



|                            |                                       |
|----------------------------|---------------------------------------|
| <b>Policy Lead</b>         | Melissa Wainman Proprietor            |
| <b>Date:</b>               | 1st September 2027                    |
| <b>Policy Review Date:</b> | 1st September 2028                    |
| <b>Version:</b>            | 1                                     |
| <b>Approval:</b>           | Matthew Embly Chair of Governing Body |

