



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**, 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**

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:

- Develop inappropriate personal relationships with pupils
- Communicate with pupils through personal social media accounts
- Exchange inappropriate personal messages
- Meet pupils privately without authorisation
- Give inappropriate gifts
- Use inappropriate language
- Share personal information unnecessarily
- Photograph pupils using personal devices

Staff must follow the Staff Code of Conduct.

Allegations Made by Pupils

A pupil disclosure must always be taken seriously.

Staff should:

- Listen
- Remain calm
- Reassure the child
- Avoid leading questions
- Avoid expressing disbelief
- Avoid promising secrecy
- Record the child's words accurately
- Report immediately to the DSL

The staff member should not investigate.

The Senior DSL will determine the appropriate next action.

Safeguarding and Families

The school seeks to work constructively with parents and carers.

Where appropriate, parents and carers will be involved in safeguarding planning.

However, the child's safety takes priority.

The school may share information without parental consent where lawful and necessary to safeguard a child.

Parents and carers will be treated respectfully and sensitively while safeguarding responsibilities are maintained.

Multi-Agency Working

Trust-Education Group Ltd recognises that effective safeguarding requires strong partnership working.

The school will cooperate with:

- Children's Social Care
- Police
- Health services
- CAMHS and other mental health services where appropriate

- Local authority safeguarding teams
- Education welfare services
- Youth services
- Early help services
- Other relevant professionals

Working Together 2026 reinforces the importance of effective multi-agency arrangements, information sharing and coordinated support around children and families.

The school will participate appropriately in:

- Child protection conferences
- Core groups
- Child in Need meetings
- Early help meetings
- Strategy discussions
- Multi-agency meetings
- Professional meetings
- Education planning meetings

Safeguarding Children in Care

The school recognises the additional vulnerability of children who are looked after.

The school will work closely with:

- Social workers
- Virtual School
- Independent Reviewing Officers
- Foster carers
- Residential providers
- Local authorities

The child's care plan and safeguarding arrangements will inform educational planning where appropriate.

Safeguarding and Transition

Safeguarding information will form part of transition planning.

Where pupils join or leave Trust-Education Group Ltd, relevant safeguarding information will be transferred securely.

Where a pupil moves unexpectedly, the school will seek to establish where the child is going and whether safeguarding information needs to be shared.

Record of Safeguarding Concerns

Every safeguarding concern will be recorded promptly.

Records should include:

- Date
- Time
- Child's name
- Nature of concern
- What was observed
- What the child said
- Actions taken
- People contacted
- Advice received
- Referral details
- Outcome where known

Records will not contain unnecessary opinion or speculation.

Management of Safeguarding Incidents

Following significant safeguarding incidents, the DSL team will consider whether a review is required.

Reviews may consider:

- What happened
- What was known beforehand
- Whether warning signs were identified
- Whether information was shared
- Whether action was timely
- Whether procedures were followed
- Whether further support is required

- Whether policies need updating

The purpose of review is learning and improvement rather than blame.

Policy Review

This policy will be reviewed at least annually and sooner where there are significant changes in legislation, statutory guidance, local safeguarding arrangements or organisational practice.

The policy will be reviewed against the latest version of:

- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Prevent guidance
- Local safeguarding partnership procedures
- Lancashire safeguarding procedures
- Relevant legislation

The policy will be approved through the school's governance arrangements.

Final Commitment

Trust-Education Group Ltd is committed to creating an environment where every child is safe, listened to, respected and supported.

The school recognises that safeguarding is not a single procedure or document. It is an ongoing culture embedded in everyday practice.

Every adult working within Trust-Education Group Ltd has a responsibility to contribute to that culture.

The school will continue to develop its safeguarding arrangements through training, professional curiosity, multi-agency working, reflective practice, effective leadership and listening carefully to children and young people.

The central principle of this policy is that the welfare of every child is paramount and safeguarding concerns must always be acted upon promptly, appropriately and compassionately.

Trust-Education Group Ltd will always seek to ensure that children receive the right help at the right time and that no concern is ignored because it appears too small, too complex or too difficult to explain.

This policy is written for implementation from 1 September 2026 and reflects the final KCSIE 2026 and Working Together 2026 framework currently published by the Department for Education.



Policy Lead	Katie Everson Proprietor
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