The Key Educational Trust
Safeguarding Statement of Intent

Trust Vision

To enable all children to achieve their best, reach their potential and contribute fully to society through creating an environment which stimulates, challenges and instils a love of lifelong learning and which is enhanced through the promotion of our Christian Values.

We believe every young person deserves the best possible start in life – a first class education aimed at helping the children in KET schools become successful learners, confident individuals and responsible citizens.

Our Trust's Christian ethos and values ensure that all members of the school community are valued and respected equally irrespective of gender, race belief and ability in all they do.

Trust Board Responsibilities

The Key Educational Trust's Board of Directors understands its statutory duties as outlined in the Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) , Working Together to Safeguard Children, the Prevent Duty Guidance for Schools and Keeping Children Safe in Education.

The Key Educational Trust's Board of Directors has ultimate responsibility for Safeguarding issues. The CEO acts as the Trust Safeguarding Lead, who is available at all times to support the Academy teams with Child Protection and Safeguarding policies and procedures.

Designated Safeguarding Leads

Operationally, the responsibility for safeguarding is delegated to the Principals and Designated Safeguarding Leads who ensure the day-to-day care and safety of pupils and manage child protection issues within their relevant Academy. Currently, every Academy has a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead who share lead responsibility with Principals for safeguarding and child protection within their own Academy. They are clear about their role, have sufficient time and receive relevant support, and training, to undertake their responsibilities, which includes close contact with outside agencies including social services, the Local Safeguarding Children's Board and relevant health care organisations.

Safeguarding and Child Protection policies and procedures

The Trust ensures all Academy policies and procedures in respect of safeguarding children are up to date and in line with Keeping Children Safe in Education. Policies and procedures are reviewed and revised by Academy Principals, Designated Safeguarding Leads and Local Governing Committees on a regular basis (at least annually).

Policies are accessible to all staff and parents through the individual Academy websites. Contextualised safeguarding information is available on each Academy's website. This includes, for example, the names of

the Designated Safeguarding Leads and their deputies and how to raise a safeguarding concern. Academies use MyConcern to record concerns, information and actions towards keeping pupils safe.

Disclosure and Barring Service (DBS) and Employment Checks

The Key Educational Trust meets statutory requirements in relation to Disclosure & Barring Service as outlined in Keeping Children Safe in Education 2023. All staff, members, Directors, Governors and volunteers who meet the 'regulated activity test' are required to undergo an enhanced DBS and online check prior to employment or engagement. Each Academy's Single Central Record (SCR) details safer recruitment checks and DBS information.

Safer Recruitment Practices

The Trust is committed to creating a culture of safe recruitment and, as part of this, adopts consistent recruitment procedures across all its Academies that help deter, reject or identify people who might present a risk to children. The Trust and its Academies act reasonably in making decisions about the suitability of any prospective member of staff based on relevant checks and evidence, including criminal record checks, enhanced DBS checks, barred list checks, online and prohibition checks, together with references and interview information.

Professional Development and Training

All eligible staff, Governors, Directors and volunteers are required to undertake relevant safeguarding training (core and specific) and this is regularly reviewed by each Academy's Designated Safeguarding Lead to ensure it is up to date. Training plans ensure everyone has the knowledge and skills required to carry out their role and responsibilities safely and with confidence. Across the Trust and its Academies all staff are consistently reminded of the systems, policies and procedures used to support child protection and safeguarding. These are also explained as part of staff induction and reviewed with all staff at the start of every academic year.

A Trust DSL Network, facilitated by the CEO/Trust Safeguarding Lead and made up of one DSL representative from each Academy, which meets regularly (at least termly) to talk through new initiatives, training opportunities, local issues and the wider perspectives involving child protection.

Curriculum

Every Academy makes age appropriate provision for teaching children about how to keep themselves safe, including online, and enjoy healthy lifestyles, as part of each Academy's personalised approach to delivery of the PSHE and Computing curriculums.

Monitoring

Safeguarding and Child Protection is reviewed annually in each Academy by the CEO/Trust Safeguarding Lead; audits and reviews are undertaken to ensure that safeguarding systems and processes are working. These include: the monitoring of each Academy's Single Central Record, the monitoring of Safeguarding Policies and Procedures including, an audit of 'MyConcern' records and the effectiveness of report writing, website compliance checks and learning walks as well as the monitoring of training for all employees and volunteers, guidance and support. A full written summary of the findings and actions that need attention is produced which is shared with the KET Leadership Team and each Local Governing Committee.

Any areas of need are followed up with each Academy with actions revisited to ensure compliance.

The CEO/Trust Safeguarding Lead has implemented a safeguarding monitoring timetable for each Academy to make sure that key safeguarding practices are in place. This strategy confirms consistency, communication and continuous development.

Each Academy has a named linked Governor for safeguarding. The nominated Governor reviews safeguarding procedures across their Academy at least termly and reports back to the Local Governing Committee.

The Single Central Record is audited, on at least three occasions during an academic year by either a member of the Trust SLT or the nominated Safeguarding Governor / Chair of Governors.

Principals maintain responsibility for ensuring that all appropriate checks are completed and that the Single Central Record is accurate and up to date.

The CEO/Trust Safeguarding Lead and KET SLT are responsible for supporting Principals to fulfil their statutory duties and hold them to account.

Chris Wright
Chief Executive Officer
KET Board of Directors Chief Executive Officer

June 2024

Academy Safeguarding Expectations

Everyone working across The Key Educational Trust is wholly committed to promoting the welfare of children. All children have a right to be protected from abuse regardless of their age, gender, disability, culture, language, racial origin, religious belief or sexual identity.

To fulfil this commitment, comprehensive safeguarding and child protection systems are in place in line with the DfE statutory guidance, Keeping Children Safe in Education (KCSIE).

The Trust believes that safeguarding and promoting the welfare of children is the responsibility of everyone. This is demonstrated through our shared culture of safeguarding. Everyone who comes into contact with children and their families has a role to play and all staff make sure their approach is wholly child-centred.

This means that at all times, they consider what is in the best interests of the child.

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them - embedding a culture where the voice of the child is paramount.

- appointing a nominated Designated Safeguarding Leads (DSLs) and at least one Deputy Designated Safeguarding Lead in each academy who share overall accountability for safeguarding in their academy and whose names are clearly displayed for staff, pupils, and visitors to refer to. In accordance with KSCIE, training for DSLs is formally refreshed every two years, and updated at least annually.

- appointing a named link Governor for Safeguarding. The link Governor will review the academy safeguarding arrangements on at least a termly basis.

- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

- reviewing and scrutinising academy systems and procedures through regular monitoring by the both the Link Governor for Safeguarding and the CEO/Trust Safeguarding Lead. Academies are expected to complete the relevant LA Section 175 audit and Trust 'in house' good practice audits in partnership with their safeguarding lead governor.

- recruiting and selecting staff and volunteers safely, ensuring all academies adhere to safer recruitment practices. Those involved with the recruitment and employment of staff to work with children will have received appropriate safer recruitment training.

- recording and storing and using information professionally and securely, in line with data protection legislation and guidance.

- monitoring and reviewing child protection, safeguarding and pastoral/ welfare issues through local systems which culminate in accurate reporting and external scrutiny arrangements.

- using safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.

- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our systems and policies, procedures and behaviour codes confidently and competently and that they have an awareness of safeguarding issues that can put children at risk of harm. This includes reading part one of 'Keeping Children Safe' KSCIE, (and Annex A where relevant), the child protection policy, the staff code of conduct, the behaviour policy and the academy's procedures for children who are absent from education.

- using the published procedures to manage any allegations against staff and volunteers appropriately.

- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.

- ensuring that we have effective complaints and whistleblowing measures in place and that these have been communicated across every academy community.

- building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.

- making sure that children, young people and their families know where to go for help if they have a concern.

- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

Policy

Each academy within The Key Educational Trust has their own Safeguarding and Child Protection Policy written in accordance with their respective local authority procedures.

Academies recognises that they have an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working as set out in Working Together to Safeguard Children. As a relevant agency, each academy understands its role within local safeguarding arrangements and operates in

accordance with their relevant local authority Safeguarding Children multi-agency procedures, including the local criteria for action (known as the Threshold document) and local protocols for assessment.

The purpose of each academy's safeguarding policy is to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare. Academy policies will:

- reflect the whole academy approach to child-on-child abuse.
- reflect reporting systems as set out in KCSIE.
- describe procedures which are in accordance with government guidance.
- refer to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners.
- include policies as reflected in Part Two of KCSIE for example online safety, and special educational needs and disabilities.
- be reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

Attendance

Academies are aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage.

We recognise that early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Therefore, all staff will receive training on attendance, with dedicated attendance training for any staff with a specified attendance function in their role, including administrative, pastoral or family support staff, and senior leaders.

Local Curriculum

Our academies are committed to offering our learners preventative education to ensure that learners are aware of safeguarding risks, recognise when they are at risk and how and where to get help and support if they need it. They will be taught about healthy relationships online and offline, how to keep themselves and others safe, including online. To be effective, we employ best practice principles to help create a safe classroom environment and to plan and teach effectively. Academies recognise this will need to be tailored to the specific needs and vulnerabilities of individual children, including those who have been victims of abuse and children with special educational needs and disabilities.

Online Safety

Online safety and protecting learners from potentially harmful and inappropriate online material forms part of each academy's approach to safeguarding, including policies, curriculum, staff training, roles and responsibilities of the designated safeguarding lead and parental engagement. All academies have filtering and monitoring systems in place, which meet DfE filtering and monitoring standards. This includes:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems
- Reviewing filtering and monitoring provision at least annually
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning

- Having effective monitoring strategies in place that meet safeguarding needs

Revised December 2025