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Trust/School Lead	DSLs
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CET Safeguarding and Child Protection Policy

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The Collaborative Education Trust (CET) is committed to safeguarding and promoting the welfare of children and young people. This policy establishes the Trust-wide framework for safeguarding and child protection and applies to all schools within the Trust. School-specific operational information is contained within the appendices to this policy.

1. Purpose

The Collaborative Education Trust (CET) is committed to safeguarding and promoting the welfare of all children and young people. The Trust believes that every child has the right to learn in a safe, supportive and inclusive environment where they are protected from abuse, neglect, exploitation and harm.

This policy establishes the Trust's arrangements for safeguarding and child protection and provides a consistent framework for safeguarding practice across all schools within the Collaborative Education Trust. It ensures that safeguarding responsibilities are understood and implemented consistently by trustees, local governors, school leaders, employees, volunteers, contractors and visitors.

The Trust recognises that safeguarding is everyone's responsibility and is committed to maintaining a strong safeguarding culture in which the welfare of children is paramount and concerns are identified, recorded and acted upon promptly.

This policy should be read alongside the latest edition of Keeping Children Safe in Education (KCSIE) and other relevant statutory guidance issued by the Department for Education.

2. Scope

2.1 Application of this Policy

This policy applies to all schools within Collaborative Education Trust and forms the Trust's overarching safeguarding and child protection policy.

The policy applies to all individuals working in or on behalf of the Trust, including:

- Trustees
- Local Governors
- Headteachers
- Designated Safeguarding Leads (DSLs) and Deputy DSLs
- All employees, including temporary and agency staff
- Volunteers
- Contractors
- Peripatetic staff
- Initial Teacher Training (ITT) students and work experience placements
- Visitors to Trust schools

All individuals working within the Trust have a responsibility to safeguard and promote the welfare of children and must act in accordance with this policy.

2.2 School-Specific Arrangements

Whilst this policy establishes Trust-wide safeguarding expectations, each school shall maintain a local safeguarding appendix containing school-specific operational information, including:

- Designated Safeguarding Lead (DSL) and Deputy DSL contact details
- Local safeguarding governor details
- School safeguarding contacts
- Local Authority safeguarding contact information
- School-specific safeguarding procedures where required
- Site-specific arrangements, where applicable

The school appendix should be read alongside this policy and forms part of the Trust's safeguarding arrangements.

2.3 Linked Policies

This policy should be read alongside other Trust policies that contribute to safeguarding and promoting the welfare of children, including:

- Behaviour Policy
- Staff Code of Conduct
- Online Safety Policy (if separate)
- Attendance Policy
- Whistleblowing Policy
- Anti-Harassment & Anti-Bullying Policy
- Safer Recruitment Policy
- SEND Policy
- Health & Safety Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Equality, Diversity & Inclusion Policy

> This policy contains school-specific appendices for each CET school. Where there is any conflict between this Trust policy and a school appendix, the requirements of the Trust policy shall take precedence unless a statutory or local safeguarding requirement dictates otherwise.

3. Definitions

For the purposes of this policy, the following definitions apply:

3.1 Safeguarding

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- acting to enable all children to have the best outcomes.

This definition is taken from Keeping Children Safe in Education (KCSIE).

3.2 Child Protection

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

3.3 Early Help

Early Help means providing support as soon as a concern emerges about a child's welfare to improve outcomes and prevent concerns from escalating.

Early Help may be provided at any stage in a child's life.

3.4 Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Abuse may occur within a family, an institutional or community setting, by those known to the child or by others, including online.

3.5 Harm

Ill-treatment or the impairment of a child's health or development, including impairment suffered through seeing or hearing the ill-treatment of another.

3.6 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is the senior member of staff appointed by each school to take lead responsibility for safeguarding and child protection.

The DSL is supported by appropriately trained Deputy Designated Safeguarding Leads who fulfil the role in the absence of the DSL.

School-specific DSL details are contained within the relevant school appendix.

3.7 Child

For the purposes of this policy, a child is anyone who has not yet reached their 18th birthday.

The fact that a child has reached the age of 16 and is living independently, in further education, in the armed forces, in hospital or in custody does not change their status as a child for safeguarding purposes.

3.8 Parent

The term “parent” refers to any person with parental responsibility or any person who has care of a child.

3.9 Staff

The term “staff” includes all employees, agency workers, volunteers, contractors, governors, trustees and any other adults working on behalf of Collaborative Education Trust.

3.10 Safeguarding Partner

The organisations responsible for local multi-agency safeguarding arrangements in accordance with statutory guidance.

Interpretation

Unless otherwise stated, references within this policy to statutory guidance, legislation or associated documents shall be interpreted as referring to the current version in force at the time of reading.

4. Roles & Responsibilities

Safeguarding and promoting the welfare of children is everyone’s responsibility. Whilst specific safeguarding responsibilities are assigned to particular roles, all adults working within Collaborative Education Trust have a duty to safeguard and promote the welfare of children and to act in accordance with this policy.

4.1 The Trust Board

The Trust Board has overall strategic responsibility for safeguarding and child protection across Collaborative Education Trust.

- ensure the Trust complies with all statutory safeguarding requirements;
- ensure appropriate safeguarding policies and procedures are in place and reviewed annually;

- ensure sufficient resources are available to support effective safeguarding arrangements;
- receive regular safeguarding assurance reports;
- monitor safeguarding compliance across all Trust schools;
- ensure appropriate safeguarding governance and oversight is maintained;
- appoint a Trustee with strategic responsibility for safeguarding.

The Trust Board delegates day-to-day operational safeguarding responsibilities to Headteachers whilst retaining overall accountability for safeguarding across the Trust.

4.2 Chief Executive Officer

The Chief Executive Officer (CEO) is responsible for ensuring safeguarding arrangements are implemented consistently across all Trust schools.

The CEO will:

- promote a positive safeguarding culture across the Trust;
- ensure safeguarding remains a strategic priority;
- support Headteachers in fulfilling their safeguarding responsibilities;
- provide assurance to the Trust Board regarding safeguarding compliance;
- ensure appropriate action is taken where safeguarding concerns are identified across the Trust.

4.3 Headteachers

The Headteacher has overall responsibility for safeguarding and child protection within their school.

The Headteacher will ensure:

- safeguarding arrangements are implemented effectively;
- all staff receive appropriate safeguarding training;
- safeguarding concerns are managed appropriately;
- sufficient time and resources are provided to the DSL;
- safeguarding policies are implemented consistently;
- safer recruitment procedures are followed;
- safeguarding records are maintained securely.

Whilst certain responsibilities may be delegated, accountability for safeguarding within the school remains with the Headteacher.

4.4 Local Governing Bodies

Each Local Governing Body is responsible for providing local oversight and challenge in relation to safeguarding arrangements within its school.

Local Governors will:

- receive safeguarding reports appropriate to their role;
- monitor implementation of Trust safeguarding policies;
- support and challenge school leaders regarding safeguarding arrangements;
- ensure safeguarding remains a standing agenda item where appropriate.

Operational safeguarding responsibilities remain with the Headteacher and Designated Safeguarding Lead

4.5 Designated Safeguarding Lead (DSL)

Each school shall appoint a suitably qualified senior member of staff as Designated Safeguarding Lead (DSL).

The DSL will:

- take lead responsibility for safeguarding and child protection;
- provide advice and support to staff;
- manage referrals to Children's Social Care and other agencies;
- maintain safeguarding records;
- liaise with external agencies;
- support information sharing;
- ensure safeguarding files are transferred appropriately when pupils move schools;
- promote safeguarding awareness across the school;
- ensure appropriate safeguarding training is delivered.

The DSL shall receive appropriate safeguarding training and updates in accordance with statutory guidance.

During term time, the Designated Safeguarding Lead or a suitably trained Deputy DSL will always be available during school hours for safeguarding and child protection matters.

Appropriate arrangements will also be made for educational visits, extended services and activities taking place outside normal school hours.

4.6 Deputy Designated Safeguarding Leads

Each school shall appoint one or more Deputy Designated Safeguarding Leads with sufficient status and authority to undertake safeguarding duties in the absence of the DSL.

Deputy DSLs shall receive the same level of safeguarding training as the DSL.

4.7 All Staff

All staff, volunteers, agency workers, contractors, governors and trustees will receive safeguarding information on induction and will read and understand Part One of Keeping Children Safe in Education 2026 appropriate to their role.

All staff will:

- recognise indicators of abuse, neglect and exploitation;
- maintain an attitude of “it could happen here”;
- report safeguarding concerns immediately;
- record concerns accurately;
- support children in accordance with their role;
- undertake safeguarding training as required.

Staff should never assume that somebody else will take action.

4.8 Volunteers, Contractors and Visitors

All volunteers, contractors and visitors working within Trust schools are expected to:

- comply with safeguarding procedures;
- report safeguarding concerns immediately;
- follow visitor management arrangements;
- wear appropriate identification where required;
- act in accordance with the Staff Code of Conduct where applicable.

Any safeguarding concerns relating to a child must be reported immediately to the Designated Safeguarding Lead.

4.9 Pupils and Parents

Collaborative Education Trust recognises that safeguarding is most effective when schools work in partnership with children, parents and carers.

The Trust will:

- encourage children to speak to a trusted adult if they have concerns;
- work openly and honestly with parents wherever appropriate;
- provide safeguarding information to families;
- balance parental involvement with the need to protect children where safeguarding concerns exist.

Where there is reason to believe that informing a parent may place a child at additional risk, advice will be sought from the Designated Safeguarding Lead and, where appropriate, Children's Social Care before contact is made.

4.10 Prevent Lead

The Trust will designate a senior member of staff as the Trust Prevent Lead.

The Prevent Lead will:

- maintain an appropriate understanding of Prevent requirements and current national and local risks;
- ensure appropriate Prevent training is undertaken;
- support DSLs in responding to Prevent concerns;
- maintain awareness of local Prevent referral procedures;
- liaise with the relevant local authority Prevent lead and other safeguarding partners where appropriate;
- contribute to the Trust's Prevent risk assessment and action planning; and
- provide appropriate assurance to Trust leadership and governance regarding Prevent arrangements.

5. Safeguarding Arrangements

This section explains **how safeguarding operates within CET** before moving on to specific types of abuse later in the policy.

5.1 Safeguarding Culture

Collaborative Education Trust is committed to maintaining a strong safeguarding culture in which the welfare of children is paramount.

The Trust recognises that effective safeguarding requires:

- a child-centred approach;
- vigilant and well-trained staff;
- clear reporting procedures;
- effective partnership working;
- timely information sharing;
- robust record keeping;
- early intervention where concerns are identified.

All staff are expected to maintain an attitude of “it could happen here” when considering safeguarding concerns.

5.2 Early Help & Family Help Services

Collaborative Education Trust recognises that providing help and support at the earliest opportunity can significantly improve outcomes for children and families.

Staff should be alert to emerging concerns and discuss these promptly with the Designated Safeguarding Lead where additional support may be required.

The Designated Safeguarding Lead will determine whether concerns can be addressed through Early Help & Family Help services or whether a referral to Children’s Social Care is required.

5.3 Child Protection

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the Trust will make an immediate referral to Children’s Social Care in accordance with local safeguarding partnership procedures.

The safety and welfare of the child will always take precedence over any other consideration.

5.4 Information Sharing

Effective safeguarding depends upon timely, accurate and appropriate information sharing.

The Trust will ensure that information is shared:

- with relevant professionals where necessary to safeguard children;
- in accordance with UK GDPR and the Data Protection Act 2018;
- proportionately and only with those who need to know;
- without unnecessary delay where safeguarding concerns exist.

The Trust recognises that data protection legislation does not prevent the sharing of information where this is necessary to safeguard children.

5.5 Confidentiality

Staff should never promise confidentiality to a child where safeguarding concerns are identified.

Information will be shared only with those who have a legitimate need to know in order to safeguard and promote the welfare of the child.

5.6 Record Keeping

Accurate safeguarding records are essential to protecting children.

The Trust will ensure that safeguarding records are:

- clear;

- factual;
- timely;
- accurate;
- securely maintained;
- separate from the main pupil record where appropriate.

Safeguarding records shall be retained and managed in accordance with statutory requirements and the Trust's Records Retention Schedule.

5.7 Transfer of Safeguarding Records

When a pupil transfers to another school or educational setting, safeguarding records shall be transferred securely and without delay.

The Designated Safeguarding Lead will ensure that:

- child protection files are transferred separately from the main pupil file;
- receipt is obtained from the receiving school;
- appropriate safeguarding information is shared to ensure continuity of support;
- any additional contextual information necessary to safeguard the child is communicated to the receiving Designated Safeguarding Lead.

Wherever possible, the sending DSL will communicate directly with the receiving DSL prior to transfer.

5.8 Multi-Agency Working

Collaborative Education Trust recognises that safeguarding is most effective when agencies work together.

The Trust will work proactively with:

- Children's Social Care;
- Police;
- Health Services;
- Education providers;
- Local Safeguarding Partnerships;
- other agencies involved in supporting children and families.

Staff are expected to contribute fully to multi-agency safeguarding arrangements where required.

5.9 Professional Curiosity

All staff are expected to exercise professional curiosity when working with children and families.

This means:

- asking questions where something does not seem right;
- seeking clarification where information is unclear;
- respectfully challenging where appropriate;
- escalating concerns where they remain unresolved.

Professional curiosity is an essential element of effective safeguarding practice.

5.10 Escalation

Where staff believe that appropriate action has not been taken to safeguard a child, they should escalate their concerns in accordance with the Trust's safeguarding procedures.

Staff should never assume that another person has taken appropriate action.

The welfare of the child remains paramount at all times.

6. Responding to Safeguarding Concerns

All staff have a responsibility to take appropriate action where they have concerns about the welfare of a child. Concerns may arise through a disclosure made by a child, observations of behaviour or injuries, information received from another person, or concerns relating to attendance, wellbeing or online activity.

Staff should never assume that somebody else will take action. Any concern, however small it may appear, should be reported promptly in accordance with this policy.

6.1 Recognising Concerns

Staff should be alert to indicators that a child may:

- be suffering, or be at risk of suffering, abuse or neglect;
- require Early Help & Family Help;
- be at risk of exploitation;
- be experiencing mental health difficulties that may indicate a safeguarding concern;
- be missing education;
- be affected by domestic abuse or other adverse experiences.

The absence of obvious signs of abuse should not prevent staff from reporting concerns.

6.2 If a Child Makes a Disclosure

Where a child chooses to disclose information relating to abuse or neglect, staff should:

- remain calm and listen carefully;
- reassure the child that they have done the right thing by speaking out;

- avoid asking leading questions;
- not promise confidentiality;
- explain what will happen next;
- accurately record the disclosure using the child's own words wherever possible;
- report the matter immediately to the Designated Safeguarding Lead.

Staff should not investigate concerns themselves or attempt to determine whether abuse has occurred.

6.3 Reporting Concerns

Any member of staff who has a safeguarding concern must report it immediately to the Designated Safeguarding Lead or, in their absence, a Deputy Designated Safeguarding Lead.

Where a child is considered to be at immediate risk of significant harm and the DSL or Deputy DSL cannot be contacted without delay, staff must make a referral directly to Children's Social Care and/or the Police, informing the DSL as soon as possible afterwards.

6.4 Recording Concerns

Safeguarding concerns must be recorded as soon as possible after the concern arises.

Records should:

- be factual and objective;
- distinguish between fact, opinion and professional judgement;
- include dates and times where appropriate;
- record actions taken;
- be signed or attributable to the member of staff making the record.

Safeguarding records shall be maintained securely using the Trust's approved recording system.

6.5 Speaking to Parents and Carers

Collaborative Education Trust recognises the important role that parents and carers play in safeguarding children.

In most circumstances, parents will be informed where safeguarding concerns arise. However, where there is reason to believe that informing a parent or carer may place a child at increased risk of harm, prejudice a criminal investigation or otherwise compromise the child's welfare, advice will be sought from the Designated Safeguarding Lead and, where appropriate, Children's Social Care before contact is made.

The welfare of the child will always be the Trust's paramount consideration.

6.6 Escalating Concerns

If a member of staff believes that appropriate action has not been taken following the reporting of a safeguarding concern, they must escalate the matter.

Staff should continue to escalate concerns until they are satisfied that appropriate action has been taken to safeguard the child.

No member of staff will be disadvantaged for raising a genuine safeguarding concern in good faith.

6.7 Allegations About Adults

Concerns or allegations relating to adults working with children must be managed in accordance with the Trust's procedures for managing allegations against adults.

Further information is contained within **Section 10** of this policy.

6.8 Whistleblowing

Where staff have concerns regarding safeguarding practice or believe that safeguarding procedures are not being followed appropriately, they should raise those concerns in accordance with the Trust's Whistleblowing Policy.

The Trust is committed to creating a culture in which staff feel confident to raise safeguarding concerns without fear of detriment.

7. Specific Safeguarding Issues

All staff should be aware that safeguarding concerns can arise in many different forms and may occur both inside and outside school, including online.

Staff should be familiar with the indicators of abuse, neglect and exploitation described within the latest edition of Keeping Children Safe in Education (KCSIE) and should report any concerns immediately in accordance with this policy.

The Trust recognises that safeguarding issues are often interconnected and that children may experience multiple vulnerabilities at the same time.

7.1 Abuse and Neglect

All staff should understand the indicators of:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Definitions and indicators are set out within Keeping Children Safe in Education and staff will receive appropriate safeguarding training to recognise these concerns.

7.2 Child-on-Child Abuse

Collaborative Education Trust recognises that children can abuse other children.

Child-on-child abuse may include, but is not limited to:

- bullying (including prejudice-based and discriminatory bullying);
- physical abuse;
- sexual violence;
- sexual harassment;
- upskirting;
- initiation or hazing-type violence;
- online abuse;
- sharing of nude and semi-nude images or videos without consent.

The Trust adopts a zero-tolerance approach to child-on-child abuse. Allegations will always be taken seriously, investigated appropriately and managed in accordance with statutory guidance.

7.3 Online Safety

The Trust recognises that technology presents both opportunities and risks for children.

Schools will implement appropriate arrangements to promote online safety, including:

- effective filtering and monitoring systems;
- online safety education;
- staff training;
- acceptable use arrangements;
- appropriate management of mobile phones and personal devices in accordance with statutory guidance.

Online safety forms an integral part of the Trust's safeguarding arrangements.

7.4 Filtering & Monitoring

The Trust will ensure that appropriate filtering and monitoring systems are in place across all schools to safeguard children when accessing online content.

The Trust Board will receive assurance that:

- filtering and monitoring systems are effective;
- safeguarding and IT staff understand their responsibilities;
- systems are reviewed regularly;
- children are taught how to keep themselves safe online.

The effectiveness of filtering and monitoring arrangements will form part of the Trust's safeguarding assurance processes.

7.5 Artificial Intelligence (AI)

The Trust recognises the increasing use of Artificial Intelligence (AI) technologies by children and adults.

Staff should remain alert to safeguarding risks associated with AI, including:

- AI-generated indecent imagery;
- synthetic nude images;
- deep nudes;
- deepfakes;
- online grooming;
- misinformation;
- impersonation;
- inappropriate chatbot interactions;
- AI-assisted coercion and exploitation;
- misuse of personal information.

The Trust will continue to review emerging safeguarding risks associated with AI and provide appropriate guidance and training where necessary. The Trust recognises that AI technologies may be used to create synthetic or manipulated images, including indecent images involving children, and such imagery will be treated as a safeguarding concern and managed in accordance with statutory guidance.

7.6 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Staff should remain alert to indicators of child criminal exploitation and child sexual exploitation.

The Trust will work closely with partner agencies where concerns arise and will take appropriate safeguarding action to protect children from exploitation.

7.7 County Lines and Serious Violence

Staff should be aware of the risks associated with:

- county lines;
- serious violence;
- criminal exploitation;
- weapon carrying;
- organised criminal activity.

Concerns should be reported immediately to the Designated Safeguarding Lead.

7.8 Preventing Radicalisation

The Collaborative Education Trust recognises its responsibilities under the Prevent Duty under section 26 of the Counter-Terrorism and Security Act 2015. The Prevent Duty forms part of the Trust's wider safeguarding responsibilities and is intended to protect children from the risk of being drawn into terrorism or supporting terrorism.

The Trust will use the definitions of extremism and terrorism contained in the current Prevent Duty Guidance. Staff should be aware that children may be susceptible to radicalisation into terrorism and that there is no single profile or pathway to radicalisation.

Staff should remain alert to changes in a child's behaviour, circumstances, relationships or online activity which may indicate that they are susceptible to radicalisation. This may include exposure to extremist or terrorist content, influence from individuals or groups, online radicalisation, conspiracy theories, intolerance or hatred towards particular groups, or other behaviours which indicate that a child may be at risk of being drawn into terrorism.

There is no single set of indicators which will demonstrate that a child is being radicalised. Staff should consider concerns in the context of the individual child, including their vulnerabilities, circumstances and any other safeguarding concerns. Staff should maintain an attitude of professional curiosity and act proportionately.

The Trust recognises the importance of protecting freedom of expression and ensuring that concerns are assessed objectively and proportionately. Holding or expressing a lawful view does not, in itself, indicate that a child is being radicalised or requires a Prevent referral.

Raising and assessing concerns

Any member of staff who has a concern that a child may be at risk of radicalisation or being drawn into terrorism must report the concern immediately to the **Designated Safeguarding Lead (DSL) or Deputy DSL**, in accordance with the Trust's safeguarding reporting procedures.

The DSL will consider the concern alongside other safeguarding information and will:

- assess the nature and level of risk;
- consider the child's individual circumstances, vulnerabilities and any other safeguarding concerns;
- consider whether the concern is appropriately managed through existing safeguarding or early help arrangements;
- seek advice from the relevant local authority Prevent lead, safeguarding partners and/or the police where appropriate;
- determine whether a **Prevent referral** is required; and
- ensure that appropriate records are maintained securely.

Where a concern meets the threshold for a Prevent referral, the DSL will follow the relevant local referral procedure and use the **Prevent national referral process** where applicable.

Where there is uncertainty about whether a concern meets the Prevent threshold, the DSL should seek advice from the relevant local authority Prevent lead or police.

Prevent concerns will be managed in accordance with the principles of **notice, check and share**, and will be handled proportionately, lawfully and without discrimination.

Risk assessment

The Trust will maintain an appropriate, proportionate and regularly reviewed assessment of the risk of radicalisation, including risks arising online. This assessment will take account of:

- the local terrorism and radicalisation threat;
- the age and phase of the pupils;
- the individual circumstances and vulnerabilities of pupils;
- online risks and access to extremist or terrorist content;
- the effectiveness of filtering and monitoring arrangements;
- the curriculum and wider opportunities to develop resilience and critical thinking; and
- information and advice provided by local safeguarding and Prevent partners.

Where specific risks are identified, the Trust and/or individual schools will take proportionate action to mitigate those risks.

Channel

Where a Prevent referral is accepted for consideration through the **Channel programme**, the Trust will cooperate with the relevant multi-agency partners and Channel panel as reasonably required.

Channel is a voluntary, confidential, multi-agency process designed to provide early support to people who may be susceptible to being drawn into terrorism. The DSL, or an appropriate representative, may contribute information to the assessment and any subsequent support arrangements.

Prevent and the curriculum

The Trust recognises the importance of preventative education. Schools will provide pupils with age-appropriate opportunities to develop critical thinking, resilience and an understanding of democratic values, respectful relationships and the risks associated with extremist and harmful online content.

Prevent will be considered alongside the Trust's curriculum, RSHE, online safety, behaviour and wider safeguarding arrangements.

7.9 Mental Health

The Trust recognises that mental health concerns can, in some cases, be an indicator that a child has experienced or is at risk of abuse, neglect or exploitation.

Whilst only appropriately trained professionals should make mental health diagnoses, all staff should be alert to changes in behaviour or presentation that may indicate a safeguarding concern.

7.10 Children Questioning Their Gender

The Trust recognises that children who are questioning their gender may have individual safeguarding and wellbeing needs and that each child's circumstances should be considered on a case-by-case basis.

Schools will take a careful and considered approach when responding to children who are questioning their gender, with the child's best interests, safeguarding and wellbeing at the centre of decision-making.

Staff should remain alert to any safeguarding concerns affecting a child who is questioning their gender, including bullying, abuse, harassment, discrimination, mental health concerns or other vulnerabilities. Any safeguarding concerns must be reported to the Designated Safeguarding Lead in accordance with this policy.

Where decisions are required regarding support for a child who is questioning their gender, schools will consider the individual circumstances of the child and, where appropriate, involve parents or carers and take account of relevant clinical advice. The Trust recognises that there may be exceptional circumstances where involving parents or carers could place a child at risk of significant harm, and advice should be sought from the Designated Safeguarding Lead and appropriate safeguarding partners where this is a concern.

The Trust will ensure that children who are questioning their gender are protected from bullying, abuse and discrimination and are supported in accordance with their individual safeguarding and wellbeing needs.

Any arrangements relating to social transition, including requests concerning names, pronouns or uniform, will be considered carefully in accordance with current statutory guidance, the Trust's safeguarding duties and other relevant legal obligations.

The Trust will follow **Managing risk of radicalisation in your education setting - GOV.UK** and **The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK**

7.11 Children Missing Education

The Trust recognises that children missing education are at increased risk of abuse, neglect, exploitation and other safeguarding concerns.

Schools will follow statutory guidance and local procedures where children fail to attend or cease attending school.

7.12 Attendance

Good attendance is an important safeguarding measure.

Schools will identify and respond to persistent absence and severe absence in accordance with statutory attendance guidance, recognising that absence can be an indicator of safeguarding concern.

The Trust will monitor attendance carefully and respond promptly to patterns of absence that may indicate safeguarding concerns, working with parents, carers and partner agencies where appropriate.

7.13 Domestic Abuse

Children may experience domestic abuse directly or indirectly.

The Trust recognises the significant impact domestic abuse can have on children's emotional wellbeing, development and safety and will respond appropriately to concerns.

7.14 Honour-Based Abuse

The Trust recognises that safeguarding concerns may include:

- so-called honour-based abuse;
- forced marriage;
- female genital mutilation (FGM).

Staff will act immediately where concerns arise and follow statutory reporting duties where applicable.

7.15 Additional Vulnerabilities

The Trust recognises that some children may be at greater risk of harm, including those who:

- have special educational needs and disabilities (SEND);
- are young carers;
- are looked after or previously looked after;
- have experienced bereavement, trauma or adverse childhood experiences;
- are privately fostered;
- identify as LGBTQ+ (noting that while being LGBTQ+ is not in itself a safeguarding risk, some children may face additional vulnerability because of discrimination or prejudice).

Safeguarding responses will always take account of each child's individual needs and circumstances.

7.16 Looked After and Previously Looked After Children

The Trust recognises the particular safeguarding needs of looked after children and previously looked after children.

Each school will ensure appropriate arrangements are in place to support these children and promote educational achievement.

8. Safer Recruitment

Collaborative Education Trust is committed to ensuring that only suitable individuals are appointed to work with children and young people.

The Trust will operate robust recruitment and selection procedures that help deter, reject or identify individuals who may pose a risk to children.

Safer recruitment arrangements will include, where applicable:

- appropriate advertising and recruitment procedures;
- shortlisting and interview processes;
- identity verification;
- Disclosure and Barring Service (DBS) checks;
- prohibition, Section 128 and other statutory checks where required;
- verification of qualifications and employment history;

- references obtained prior to appointment wherever possible;
- induction and safeguarding training for all new staff.

The Trust will maintain a compliant Single Central Record (SCR) for each school in accordance with statutory requirements.

All staff involved in recruitment will receive appropriate safer recruitment training where required by Keeping Children Safe in Education.

9. Managing Allegations Against Adults

Collaborative Education Trust recognises the importance of responding promptly, fairly and consistently where concerns or allegations are made about adults working with children.

This section applies to all employees, volunteers, contractors, agency staff, governors and trustees working on behalf of the Trust.

Any allegation that an adult has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children,

will be managed in accordance with statutory guidance and local safeguarding procedures.

The Headteacher (or CEO where appropriate) will consult the Local Authority Designated Officer (LADO) without delay where the threshold for referral is met.

Low-level concerns will be managed separately in accordance with the Trust's Staff Code of Conduct and Low-Level Concerns Procedure.

Appropriate records of all concerns and allegations will be maintained.

10. Safeguarding Training

Collaborative Education Trust is committed to ensuring that all staff receive safeguarding training appropriate to their role.

The Trust will ensure that:

- all staff receive safeguarding and child protection training as part of their induction;
- all staff receive regular safeguarding updates;
- Designated Safeguarding Leads and Deputy DSLs receive specialist training in accordance with statutory guidance;
- Trustees and Local Governors receive safeguarding training appropriate to their governance responsibilities;

- staff receive training relating to online safety, Prevent, child-on-child abuse and emerging safeguarding risks, including Artificial Intelligence (AI), where appropriate.

- Staff will receive Prevent training appropriate to their role, including information on recognising potential susceptibility to radicalisation, the Trust's internal reporting arrangements and the action to take where concerns arise.

- The DSLs, Deputy DSLs and designated Prevent Lead will receive more in-depth Prevent training, including understanding extremist and terrorist ideologies, making Prevent referrals and working with Channel panels. This training will be refreshed at least every two years, or sooner where required by changes in statutory guidance, local risk or circumstances.

Training records will be maintained by each school and monitored by the Trust.

11. Monitoring, Quality Assurance & Review

The Trust Board retains overall strategic responsibility for safeguarding across Collaborative Education Trust.

Safeguarding arrangements will be monitored through:

- regular safeguarding assurance reports;
- safeguarding audits;
- Single Central Record monitoring;
- safeguarding visits and reviews;
- safeguarding training records;
- analysis of safeguarding data and trends;
- external inspections and reviews where appropriate.

The Trust will undertake regular safeguarding audits across all schools and monitor compliance through quality assurance activities, safeguarding reviews and executive reporting.

The Governance & Compliance Manager will coordinate the annual review of this policy, ensuring it remains compliant with current legislation and statutory guidance, before presenting any proposed amendments to the appropriate committee for approval.

This policy will be reviewed annually or sooner where changes to legislation or statutory guidance require amendment.

12. Related Policies & Documents

This policy should be read alongside the following Trust policies and procedures:

Trust Policies

- Behaviour Policy
- Attendance Policy
- Staff Code of Conduct
- Safer Recruitment Policy

- Whistleblowing Policy
- Online Safety Policy
- Acceptable Use Policy
- Anti-Harassment & Anti-Bullying Policy
- SEND Policy
- Equality, Diversity & Inclusion Policy
- Health & Safety Policy
- First Aid Policy
- Data Protection Policy
- Complaints Policy
- Low-Level Concerns Procedure
- Relationships, Sex and Health Education (RSHE) Policy

Statutory Guidance

- Keeping Children Safe in EducationWorking Together to Safeguard Children
- Prevent Duty Guidance
- Information Sharing Advice for Practitioners
- Local Safeguarding Partnership procedure

Appendices

The following appendices form part of this policy.

Each school appendix is reviewed annually by the relevant Headteacher and Designated Safeguarding Lead and updated whenever key safeguarding contacts change.

Appendix A – Strategic Trust Safeguarding Contacts

- Chief Executive Officer: Clare Thorpe – cthorpe@coedtrust.org
- Safeguarding Trustee: Paul Fisher – pfisher1@coedtrust.org
- Governance & Compliance Manager: David Adams - dadams@coedtrust.org

Appendix B – Langley School

- Designated Safeguarding Lead: Dave Evans - s206devans@langley.solihull.sch.uk
- Deputy DSL: Laura Byrne - s206lbyrne@langley.solihull.sch.uk
- Headteacher : Duncan Carr - s206dcarr@langley.solihull.sch.uk
- Chair of Local Governors: Mahmood Altaf - g206maltaf@langley.solihull.sch.uk
- Safeguarding Governor: Anne Forder - g206aforder@langley.solihull.sch.uk

School specific safeguarding arrangements

- Safeguarding concerns are recorded using CPOMS.
- A DSL or Deputy DSL is available during school hours.
- Visitors must sign in, wear identification and follow safeguarding procedures.
- The school operates Trust-approved filtering and monitoring systems.
- Pupils are taught safeguarding through the curriculum and wider pastoral programme.
- The school works closely with Solihull Children's Services and partner agencies to safeguard pupils.

Appendix C – Coleshill Heath School

- Designated Safeguarding Lead: Miss Caroline Budd – stayingsafe@chs.solihull.sch.uk
- Deputy DSLs: Miss Nicole Fowles, Miss Rachel Arnold, Ms Nicola Catlow, Miss T Strong, Miss R Thomas - stayingsafe@chs.solihull.sch.uk
- Headteacher: Nicole Fowles - stayingsafe@chs.solihull.sch.uk
- Chair of Local Governors – Dr Rizwan Rafi
- Safeguarding Governor – Ms Sharon Ealing

School specific safeguarding arrangements

- Safeguarding concerns are recorded using CPOMS.
- A DSL or Deputy DSL is available during school hours.
- Visitors must sign in, wear identification and follow safeguarding procedures.
- The school operates Trust-approved filtering and monitoring systems.
- Pupils are taught safeguarding through the curriculum and wider pastoral programme.

The school works closely with Solihull Children's Services and partner agencies to safeguard pupils.

Appendix D – Haslucks Green Junior School

- Designated Safeguarding Lead: Helen Street – s27hstreet@haslucks-green.solihull.sch.uk
- Deputy DSLs: Jenny Charsley – s27jcharsley@haslucks-green.solihull.sch.uk Nicky Hart – s27nhart@haslucks-green.solihull.sch.uk Debbie Synnott – s27dsynnott@haslucks-green.solihull.sch.uk
- Headteacher: Helen Street - s27hstreet@haslucks-green.solihull.sch.uk
- Chair of Local Governors - Louise Baggott - g27lbaggott@haslucks-green.solihull.sch.uk
- Safeguarding Governor - Bernard Murray - g27bmurray@haslucks-green.solihull.sch.uk

School specific safeguarding arrangements

- Safeguarding concerns are recorded using CPOMS.
- A DSL or Deputy DSL is available during school hours.
- Visitors must sign in, wear identification and follow safeguarding procedures.
- The school operates Trust-approved filtering and monitoring systems.
- Pupils are taught safeguarding through the curriculum and wider pastoral programme.

The school works closely with Solihull Children's Services and partner agencies to safeguard pupils.

Appendix E – Oak Cottage Primary School

- Designated Safeguarding Lead: Richard Marshall -s42rmarshall@oak-cottage.solihull.sch.uk
- Deputy DSLs: Ruth Boyce (Deputy Headteacher)s42rboyce@oak-cottage.solihull.sch.uk
- Headteacher: Richard Marshall - s42rmarshall@oak-cottage.solihull.sch.uk
- Chair of Local Governors (Co Chairs) Sam Clark -g42sclark@oak-cottage.solihull.sch.uk Dan Boulger -g42dboulger@oak-cottage.solihull.sch.uk
- Safeguarding Governor - Hilary Stone g42hstone@oak-cottage.solihull.sch.uk

School specific safeguarding arrangements

- Safeguarding concerns are recorded using CPOMS.
- A DSL or Deputy DSL is available during school hours.
- Visitors must sign in, wear identification and follow safeguarding procedures.
- The school operates Trust-approved filtering and monitoring systems.
- Pupils are taught safeguarding through the curriculum and wider pastoral programme.

The school works closely with Solihull Children's Services and partner agencies to safeguard pupils.

Appendix F – Local Authority & External Contacts

Solihull Council contacts

- Solihull Children's Social Work Services MASH Team 0121 788 4300
- Education representatives within the MASH team – Wendy Hillier and Nick Walker 0121 788 4364/4449 masheducation@solihull.gov.uk. These contact details are for outcomes of referrals and other non-urgent queries. New referrals must go directly to MASH.
- Emergency Duty Team (EDT) 0121 605 6060
- Multi-agency referral form
- Local Authority Duty Officer (LADO) – lado@solihull.gov.uk 07795 128638
- SMBC Adult Social Work one stop referral – 0121 704 8007 ccadults@solihull.gov.uk
- Solihull Council school extranet safeguarding pages
- My Solihull Maps
- The Waiting Room Birmingham and Solihull wellbeing services
- Solar
- SIAS (Solihull Integrated Addiction Services)

National Organisations

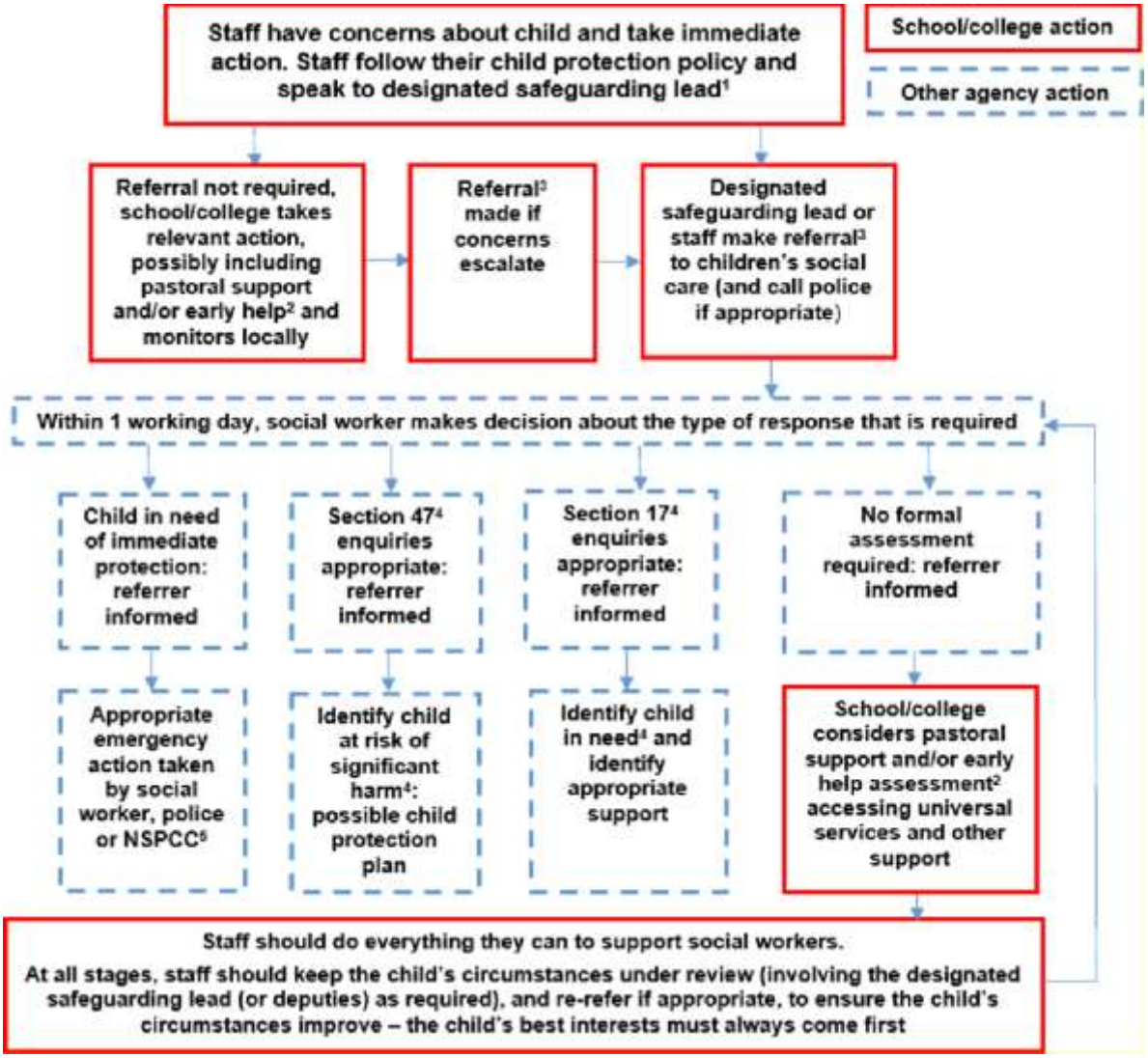
- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk

NSPCC Report abuse in education

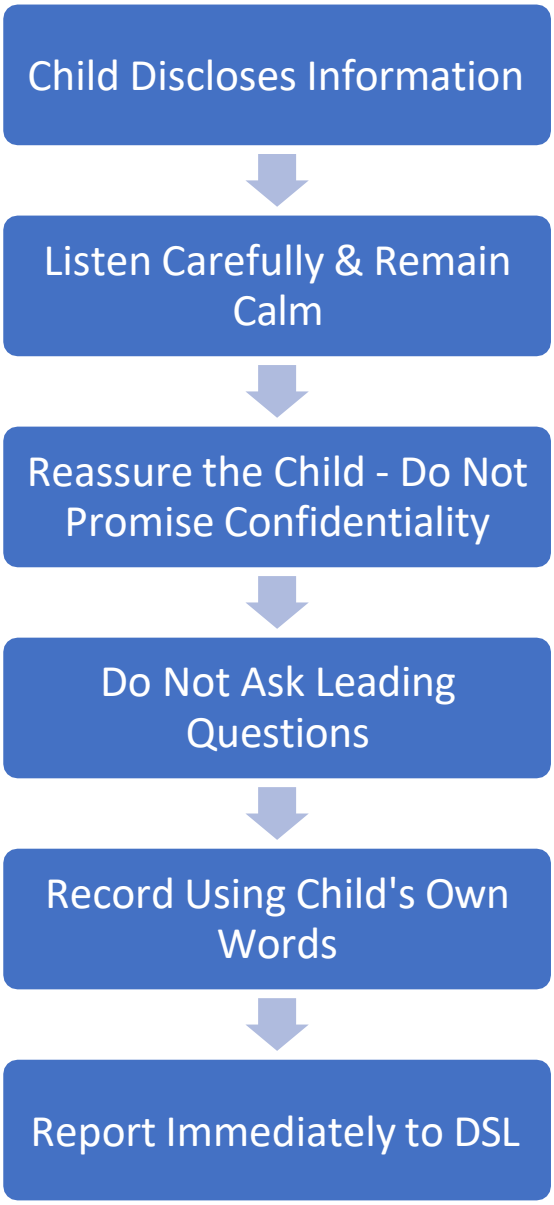
- Helpline 0800 136 663 or help@nspcc.org.uk

Appendix G – Safeguarding Flowcharts

G1 – Reporting a Safeguarding Concern



G2 – Responding to a Child Disclosure



G3 – managing Allegations Against Adults

