



Education Learning Trust Multi Academy Trust

Trust-wide Child Protection and Safeguarding Expectations

Approved by Trust Board	
Next review	Autumn 2027

Revision History

Date	Document Version	Document Revision History	Policy Owner / Reviser	Document Approver
August 2025	1.0	New document for Trust	ELT Executive Team	Trust Board 15/10/2025
Autumn 2026	1.1	Updated to reflect KCSIE 2026	ELT Executive Team	Pending ratification

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1 Introduction

- 1.1 The Education Learning Trust's Safeguarding and Child Protection Policy provides an overview of how all Trust schools ensure the safeguarding of pupils in their care. It also provides the requirements for all individual Trust schools' Child Protection and Safeguarding policies, in accordance with current statutory guidance.
- 1.2 Individual School policies provide full details about the guidance, procedures and arrangements in their own setting, although the structure of the school policies will be similar to ensure current statutory requirements are met.
- 1.3 The Education Learning Trust require all Trust schools ensure their policies are regularly updated to meet new statutory guidance and follow their Safeguarding Partnership's arrangements, and that the policies are available on each individual school's website, as well as the Trust website.

2 Responsibilities

- 2.1 All Education Learning Trust schools appoint Senior Leader(s) as Designated Safeguarding Lead(s) (DSL), at least one Deputy DSL and a link Safeguarding Governor. Depending on the needs of the school, a Safeguarding Team of staff who work closely with the DSL may also be in place.
- 2.2 The Trust Executive Team has a DSL, two DDSLs and a link Safeguarding Trustee.
- 2.3 The Trust engages the services of **Keefe and Associates** as its **Data Protection Officer**. Their contact information can be found here:

Phone No: Wigan Office: 01942 554081

Address: Registered Office: 24 Preston Road, Standish, WN6 0HS

3 Aims of the Policy

- 3.1 To demonstrate the Trust's commitment to safeguarding the welfare of pupils and protecting them from harm.
- 3.2 To provide a framework for Safeguarding and Child Protection policies in all Trust schools, which supports consistency, but also ensures that all schools take responsibility for defining their own arrangements for promoting the welfare of pupils and protecting them from harm.

4 Who the Policy Applies to

- 4.1 The policy applies to all employees, governors/trustees/members and other individuals, or organisations who come in to contact with the Trust or its schools.
- 4.2 Pupils and parents are also made aware of the arrangements set out in the policy, which is available on the Trust's website.

5 Principles and Values

- 5.1 We are committed to abiding by the Trust 'Principles of Effective Safeguarding' which enable effective safeguarding arrangements in alignment with the Trust's core values. The following principles have been designed by the Education Learning Trust as underpinning approaches to ensure all schools are enabling effective safeguarding arrangements aligned to the Trust's core values of **Collaborate, Empower, Achieve**.

6 Collaborative Safeguarding

- **Whole-community approach:** Build safeguarding as a collective responsibility—educators, families, pupils, and external partners working together to identify risks early and take collective action.
- **Shared learning:** Use regular training, peer review, and open forums for staff to learn best practice and share insights.
- **Pupil-first focus:** Safeguarding decisions are always based on what is best for the learner.
- **Voice and participation:** Encourage pupil involvement in shaping safety policies—ensuring they understand and buy into the principles that protect them.

7 Empowering Awareness and Response

- **Empowerment through knowledge:** Train pupils and staff to recognise and respond to harm—through age-appropriate curriculum elements.
- **Agency and autonomy:** Ensure learners know how and where to speak up—child-friendly reporting mechanisms, trusted adults, and clear pathways to support and redress.
- **Unwavering standards:** Just as ELT sets “high expectations” for success, safeguarding policies must be clear, robust, and consistently enforced—with no compromise.
- **Open culture:** Encourage honest dialogue about safeguarding concerns—stigma-free reporting, restorative practices, and a learning mindset.
- **Visible responsibility:** Designate clearly defined roles (DSL, governors, staff), each accountable for record-keeping, action, and follow-through—as part of a trustworthy and visible culture.
- **Reflective practice:** Embed regular self-evaluation sessions to adapt and improve safeguarding policies—aligning with ELT's ethos of continuous innovation and excellence.
- **Professional development:** Invest in CPD so that all staff stay ahead of emerging trends and local context specific safeguarding themes.

8 Achieving a Proactive Culture of Safeguarding

- **Proactive evaluation:** Regular audits, risk assessments, and reviews ensure measures remain effective, relevant, and responsive to new challenges (e.g. mental health, online risks and AI, exploitation).

- **Equality of protection:** Every pupil—even those with protected characteristics or vulnerabilities—must receive tailored and fair safeguarding support aligned with ELT's commitment to aspiration and inclusivity.
- **Cultural sensitivity:** Recognise and respect diversity in approach to safety, confidentiality, and communication.
- **Inter-agency working:** Ensure best provision and communication regarding the safeguarding of children in line with statutory guidance 'Working Together to Safeguard Children' 2018. Schools comply with current legislation and their Local Safeguarding Partner's procedures.

9 Staff Training

- 9.1 All Education Learning Trust employees, and governors/trustees/members receive regular safeguarding and online safety training.
- 9.2 The Chief Executive Officer, Executive Director of Education and Trust Business Lead are trained as DSLs. The DSLs update their training every two years at the level for their role and responsibility, currently 'level 3'.
- 9.3 New employees receive training as part of their induction.
- 9.4 All employees and trustees/governors/members are issued and read Part one of Keeping Children Safe in Education (2026). This is recorded and stored. They also undertake annual refresher training,
- 9.5 Individual schools make arrangements for the training of temporary employees and volunteers. They also ensure supply staff receive training on and are aware of school safeguarding procedures.

10 Working Together in the Trust

- 10.1 The Trust ensures that a Safeguarding Community of Practice is in place. This acts as a forum for supervision and these meetings enable the schools to share best practice and gain support from each other, as well as developing consistency of policy and practice across the Trust.

11 Safer Working Practices/Safer Recruitment

- 11.1 All Education Learning Trust employees must fulfil their obligations to comply with the Trust Staff Code of Conduct.
- 11.2 The Trust has a Safer Recruitment and Single Central Record Policy which all schools follow to ensure a consistent approach to safer recruitment legislation. All staff members involved in any stage of recruitment processes undertake Safer Recruitment training at least every two years.
- 11.3 The Education Learning Trust has Confidential Reporting (Whistleblowing), Complaints and Disciplinary Procedures which all schools follow. We take seriously any concern

raised by parents, staff or pupils regarding poor practice towards pupils. School policies should inform employees what to do if they have a concern about another employee.

12 Monitoring and Legislation

- 12.1 The Trust and all its schools are committed to fulfilling requirements as specified in Section 175 of the Education Act 2002 and 2011, requiring Local Authorities and governance to make arrangements to ensure the safeguarding and promotion of the welfare of children.
- 12.2 All schools will use the KCSIE Compliance Checklist and Safeguarding Policy Checklist annually to ensure they are fully meeting their commitments and identifying any areas for immediate attention.
- 12.3 Contextualised termly reports are shared with the Trust Board to ensure oversight and consideration of arising themes and issues at School level.
- 12.4 Individual School and Trust policies are revised and updated annually according to any changes in legislation and statutory guidance. Trust Schools ensure that all stakeholders are informed of the policy and procedures as appropriate, and that staff receive annual training and regular updates.

13 Appendix A: Annual KCSIE Compliance Checklist

School Name:

Date:

Safeguarding Policy Review

Child Protection & Safeguarding Policy reviewed against KCSIE 2026	Y/N	
Policy approved by Governors/Trustees	Y/N	
Policy published on school website	Y/N	
Filtering & Monitoring arrangements reviewed	Y/N	
Attendance procedures align with safeguarding expectations	Y/N	
Behaviour Policy reflects safeguarding responsibilities	Y/N	

Leadership & Governance

DSL appointed	Y/N	
Deputy DSL(s) appointed	Y/N	
DSL Training in date	Y/N	
Governors receive safeguarding updates	Y/N	
Annual safeguarding report completed	Y/N	
Action Plan created	Y/N	
Review Date booked	Y/N	
Safeguarding responsibilities clearly defined	Y/N	
Named Safeguarding Governor identified	Y/N	

Staff Training

All staff have read KCSIE Part One	Y/N	
Staff safeguarding training completed	Y/N	
Annual safeguarding updates delivered	Y/N	
Prevent Duty training completed	Y/N	
Online Safety training completed	Y/N	
Annual Declarations completed	Y/N	
Record of staff training and declarations maintained	Y/N	

Safer Recruitment

Single Central Record (SCR) compliant	Y/N	
DBS checks completed	Y/N	
Overseas checked completed where applicable	Y/N	
Identity checks completed	Y/N	
Right to work checks completed	Y/N	
Prohibition checks completed where applicable	Y/N	

References obtained before appointment	Y/N	
At least one trained safer recruitment panel member on all panels	Y/N	
All recruitment authorised by CFOO	Y/N	

Safeguarding Procedures

Clear reporting procedures for concerns	Y/N	
Staff know how to report concerns	Y/N	
Child protection records securely maintained	Y/N	
Multi-agency referrals follow local procedures	Y/N	
Escalation procedures understood	Y/N	
Information sharing follows statutory guidance		

Child Protection

Early Help processes in place	Y/N	
Vulnerable pupils identified	Y/N	
Looked After Children monitored	Y/N	
Children with SEND considered in safeguarding arrangements	Y/N	
Mental health concerns recognised appropriately	Y/N	
Attendance concerns linked to safeguarding		

Online Safety

Filtering systems effective	Y/N	
Monitoring systems operational	Y/N	
Staff aware of online harms	Y/N	
AI-generated abuse risks considered	Y/N	
Cyberbullying procedures in place	Y/N	
Online safety taught through curriculum	Y/N	

Specific Safeguarding Issues

Review Procedures involving:

Domestic abuse	Y/N	
Child criminal exploitation (CCE)	Y/N	
Child sexual exploitation (CSE)	Y/N	
Child sexual exploitation (CSE)	Y/N	
Child sexual exploitation (CSE)	Y/N	
County lines	Y/N	
Radicalisation/Prevent	Y/N	
Honour-based abuse	Y/N	
Forced marriage	Y/N	
Female Genital Mutilation (FGM)	Y/N	
Missing education	Y/N	
Mental health	Y/N	
Substance misuse	Y/N	
Online abuse	Y/N	
AI-enabled abuse and exploitation	Y/N	
Children questioning their gender	Y/N	

Site Safety

Visitors managed appropriately	Y/N	
Signing-in procedures operational	Y/N	

Site security reviewed	Y/N	
Lockdown procedures tested	Y/N	
Emergency contacts current	Y/N	

Record Keeping

Secure safeguarding records maintained	Y/N	
Chronologies updated	Y/N	
CPOMS (or equivalent) reviewed regularly	Y/N	
Files transferred appropriately	Y/N	
Confidentiality maintained	Y/N	

Curriculum

Safeguarding embedded within curriculum	Y/N	
RSHE supports safeguarding	Y/N	
Online safety education delivered	Y/N	
Prevent education delivered	Y/N	
Pupils know how to seek help	Y/N	

Engagement with Parents, Agencies, and the Community

School works closely with local safeguarding partners and multi-agency bodies.	Y/N	
Safeguarding policies are shared with parents and available on the website.	Y/N	
Information is shared appropriately and lawfully with external agencies.	Y/N	
School engages in Prevent Duty and Channel referrals where necessary.	Y/N	

Governing Body/Trustees Responsibilities

A safeguarding governor/trustee is appointed and appropriately trained.	Y/N	
Governors/Trustees ensure policies and procedures are in place and effective.	Y/N	
Safeguarding Governor/Trustee has audited the Single Central Record within the last 12 months	Y/N	
Governors/Trustees receive regular safeguarding reports and updates.	Y/N	
The school's safeguarding arrangements are subject to regular audit or review.	Y/N	

Optional: Supporting Documents

Copy of latest KCSIE guidance distributed and acknowledged by all staff.	Y/N	
Completed safeguarding audit or self-assessment tool (e.g. LA or NSPCC templates).	Y/N	
Records of staff training and policy sign-offs.	Y/N	
DSL logs of referrals, actions, and outcomes.	Y/N	

Signed by:

Position:

14 Appendix B: Safeguarding Compliance Checklist for Safeguarding Policy

Safeguarding Policy: **SCHOOL NAME**

This checklist is designed to support compliance with:

- **Keeping Children Safe in Education (KCSIE) 2026** – effective from 1 September 2026.
- **Working Together to Safeguard Children 2026 (WTSC 2026).**
- Relevant legislation and statutory guidance referenced within those documents.
- Local safeguarding partnership arrangements, thresholds and procedures.

Important: This checklist is an audit tool and does not replace reading the statutory guidance, local safeguarding procedures or obtaining appropriate legal/professional advice.

Statutory Framework and Policy Status

		Comments
Policy identifies safeguarding and child protection as a key responsibility of the school.	Y/N	
Policy reflects KCSIE 2026 .	Y/N	
Policy reflects Working Together to Safeguard Children 2026 .	Y/N	
Policy references relevant legislation and statutory guidance.	Y/N	
Policy reflects the school's local safeguarding partnership arrangements.	Y/N	
Policy identifies how the school complies with locally agreed safeguarding procedures.	Y/N	
Policy states when it will be reviewed and by whom.	Y/N	
Policy is approved through the school's appropriate governance arrangements.	Y/N	
Policy is publicly available and accessible to parents/carers.	Y/N	

Safeguarding Roles and Responsibilities

The policy sets out the following:

Designated Safeguarding Lead (DSL).	Y/N	
Deputy DSL arrangements.	Y/N	
Headteacher/principal safeguarding responsibilities.	Y/N	
Governing body/proprietor/trust safeguarding responsibilities.	Y/N	
Responsibilities of all staff and volunteers.	Y/N	
Arrangements for allegations concerning staff.	Y/N	
Arrangements when the DSL is unavailable.	Y/N	

Role of the DSL in referrals, record keeping and multi-agency working.	Y/N	
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Child Centred Safeguarding

The child's welfare is paramount in safeguarding decision-making.	Y/N	
The child's wishes and feelings are considered appropriately.	Y/N	
Safeguarding practice is child-centred.	Y/N	
The school recognises that children may experience safeguarding risks differently.	Y/N	
The policy recognises additional vulnerabilities and barriers to disclosure.	Y/N	
Children are provided with appropriate routes to report concerns and seek help.	Y/N	
The policy recognises that children who are questioning their gender may have individual safeguarding and wellbeing needs.	Y/N	

Types of Safeguarding Concern

The policy recognises and provides an appropriate response to:

Abuse and neglect.	Y/N	
Physical abuse.	Y/N	
Emotional/psychological abuse.	Y/N	
Sexual abuse.	Y/N	
Child sexual exploitation.	Y/N	
Child criminal exploitation and county lines.	Y/N	
Domestic abuse.	Y/N	
Child-on-child abuse.	Y/N	
Sexual violence and sexual harassment.	Y/N	
Online safety and online exploitation.	Y/N	
Serious violence	Y/N	
Female genital mutilation (FGM).	Y/N	
Forced marriage.	Y/N	
Honour-based abuse.	Y/N	
Radicalisation and extremism/Prevent.	Y/N	
Modern slavery and trafficking.	Y/N	
Harmful sexual behaviour.	Y/N	
Teenage relationship abuse and coercive/controlling behaviour.	Y/N	
Safeguarding risks associated with children with SEND/disabilities.	Y/N	

Reporting and Responding to Concerns

The policy sets out:

How staff report a safeguarding concern.	Y/N	
Who concerns should be reported to.	Y/N	
What staff should do if the DSL is unavailable.		
Expectations regarding immediate action where a child is at risk.	Y/N	
Appropriate arrangements for referrals to children's social care/police.	Y/N	
Procedures for responding to disclosures.	Y/N	
Expectations around factual and timely recording.	Y/N	
Procedures for escalating concerns where appropriate action is not taken.	Y/N	
Staff responsibilities where they disagree with a safeguarding decision.	Y/N	

Early Help / Family Help

The policy:

Defines the school's role in early help/Family Help.	Y/N	
Reflects the Family Help approach in WTSC 2026.	Y/N	
Explains when early help/Family Help may be appropriate.	Y/N	
Makes clear that early help does not replace a safeguarding referral where a child may be at risk of significant harm.	Y/N	
Sets out how the school works with other agencies and families.	Y/N	
References the school's local threshold/continuum of need.	Y/N	

Multi-Agency Safeguarding

The policy includes:

The school's role within local safeguarding arrangements.	Y/N	
Arrangements for working with children's social care.	Y/N	
Arrangements for working with police and health services where appropriate.	Y/N	
Arrangements for contributing to assessments and child protection processes.	Y/N	
Arrangements for information sharing.	Y/N	
Appropriate escalation/dispute resolution arrangements.	Y/N	
The school's participation in relevant multi-agency safeguarding arrangements.	Y/N	
Recognition of the importance of family networks where appropriate.	Y/N	

Information Sharing and Confidentiality

The policy:

Explains appropriate safeguarding information sharing.	Y/N	
Makes clear that data protection legislation is not a barrier to lawful safeguarding information sharing.	Y/N	
Sets out appropriate confidentiality expectations.	Y/N	
References relevant information-sharing guidance.	Y/N	
Includes arrangements for secure safeguarding records and transfer of information.	Y/N	
Reflects relevant 2026 information-sharing requirements.	Y/N	

Safeguarding Records

The policy specifies that:

Safeguarding concerns must be recorded appropriately.	Y/N	
Records should be factual, accurate and timely.	Y/N	
Actions and decisions should be recorded.	Y/N	
The rationale for significant safeguarding decisions should be recorded.	Y/N	
Safeguarding records are appropriately stored and protected.	Y/N	
Safeguarding information is transferred appropriately when a child moves school.	Y/N	

Online Safety, Filtering and Monitoring

The policy:

Addresses online safety as part of safeguarding.	Y/N	
Covers online abuse and exploitation.	Y/N	
References filtering and monitoring arrangements.	Y/N	
Names the filtering and monitoring system in use at the school	Y/N	
Sets out how online safeguarding concerns are reported and managed.	Y/N	
Addresses online risks associated with emerging technologies where relevant.	Y/N	
Cross-references the school's Online Safety/Acceptable Use policy where appropriate.	Y/N	

Specific Statutory Safeguarding Duties

The policy appropriately addresses:

FGM and mandatory reporting duties.	Y/N	
Prevent duty and radicalisation.	Y/N	
Forced marriage.	Y/N	
Honour-based abuse.	Y/N	
Domestic abuse and relevant local arrangements.	Y/N	

Children missing education.	Y/N	
Attendance-related safeguarding concerns.	Y/N	
Children in care and previously looked-after children.	Y/N	
Kinship care where relevant.	Y/N	
SEND/disability-related safeguarding vulnerabilities.	Y/N	

Equality, Anti-Racism and Anti-Discriminatory Practice

The policy:

Reflects an anti-discriminatory approach to safeguarding.	Y/N	
Recognises the impact of racism and discrimination on children and families.	Y/N	
Requires practitioners to challenge discriminatory practice.	Y/N	
Avoids stereotyping children, families or communities.	Y/N	
Recognises that individual circumstances and lived experience must inform safeguarding decisions.	Y/N	

KCSIE 2026 – Children Who Are Questioning Their Gender

The policy recognises that children who are questioning their gender may have individual safeguarding and wellbeing needs.	Y/N	
The policy states that safeguarding decisions must be based on the best interests of the individual child.	Y/N	
The policy makes clear that there is no one-size-fits-all approach to children questioning their gender.	Y/N	
The policy requires the school to consider the child's individual circumstances, age, developmental stage and wider needs.	Y/N	
The policy addresses potential safeguarding concerns associated with gender questioning and/or social transition.	Y/N	
The policy sets out how requests relating to names, pronouns, uniform and other aspects of social transition will be considered.	Y/N	
The policy requires appropriate parental involvement in decision-making, subject to safeguarding considerations.	Y/N	
The policy recognises that parental involvement may need to be considered differently where there are safeguarding concerns.	Y/N	
The policy recognises the importance of considering relevant clinical/professional advice, where available and appropriate.	Y/N	
The policy considers the impact of decisions on the questioning child and other children.	Y/N	
The policy addresses the safeguarding implications of access to single-sex toilets,	Y/N	

changing facilities and residential/overnight accommodation.		
The policy provides for appropriate support where a child experiences bullying, harassment, abuse or discrimination relating to gender questioning.	Y/N	
The policy cross-references the school's relevant Equality Act, behaviour, anti-bullying, relationships/health education, child on child abuse and online safety policies, where appropriate.	Y/N	

Estates, Toilets, Changing and Other Physical Spaces

The policy explains how safeguarding considerations apply to the school's premises and physical environment.	Y/N	
The policy addresses safeguarding arrangements for toilets and toilet facilities.	Y/N	
The policy addresses changing rooms/facilities, including arrangements for PE and sport.	Y/N	
The policy addresses showers and other areas where privacy may be required.	Y/N	
The policy addresses single-sex spaces and facilities, where relevant.	Y/N	
The policy considers the privacy, dignity and safety of all pupils when making arrangements for physical spaces.	Y/N	
The policy explains how safeguarding risks relating to the design, access and use of premises are identified and managed.	Y/N	
The policy addresses safeguarding arrangements for residential accommodation/overnight stays, where applicable.	Y/N	
The policy identifies how concerns arising from the use of toilets, changing facilities or other physical spaces are reported and managed.	Y/N	