



Education Learning Trust Multi Academy Trust

Trust-wide Child Protection and Safeguarding Expectations

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Revision History

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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.

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.

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, trustees/governors/members and other individuals, or organisations who come in to contact with the Trust.
- 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, 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 receive regular safeguarding training. The CEO 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'.
- 9.2 New employees receive training as part of their induction.
- 9.3 All trustees/governors/members and employees have been issued and read Part one and Annex one of Keeping Children Safe in Education (2025).
- 9.4 Individual schools make arrangements for the training of supply employees, temporary employees and volunteers.

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 Education Learning Trust has 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 (Appendix A) and Safeguarding Checklist (Appendix B) annually to ensure they are fully meeting their commitments and identifying any areas for immediate attention.
- 12.3 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:

1. Policies and Procedures

- ☐ Safeguarding and Child Protection Policy in place, reviewed at least annually.
- ☐ Policy reflects KCSIE guidance and is tailored to the specific context of the school.
- ☐ Staff Code of Conduct in place, including use of technology and social media.
- ☐ Whistleblowing Policy accessible and clear.
- ☐ Behaviour Policy includes measures to prevent bullying (including cyberbullying).
- ☐ Procedures for managing allegations against staff and low-level concerns are clear and compliant.
- ☐ Online Safety Policy, including remote education protocols.

2. Staff Training and Awareness

- ☐ All staff receive safeguarding and child protection training at induction.
- ☐ Regular updates (at least annually) on safeguarding issues provided to staff.
- ☐ DSL and deputies undertake training updated every 2 years.
- ☐ All staff are familiar with Part One of KCSIE (or Annex A, if appropriate).
- ☐ All governors/trustees receive appropriate safeguarding training.

3. Designated Safeguarding Lead (DSL)

- ☐ A named DSL is in place and clearly identifiable to staff and students.
- ☐ DSL has adequate time and resources to fulfil the role.
- ☐ DSL maintains accurate, confidential, and secure records of concerns and referrals.
- ☐ DSL liaises with the local authority and other agencies effectively.
- ☐ DSL coordinates early help and supports staff in referring to external agencies.

4. Safer Recruitment

- ☐ At least one person on every recruitment panel has up-to-date safer recruitment training.
- ☐ Enhanced DBS checks (with barred list checks where appropriate) carried out on all staff.

- ☐ Section 128 checks completed for management roles in the School/Trust.
- ☐ Prohibition checks for teachers undertaken.
- ☐ Risk Assessments and supervision arrangements are in place for volunteers.
- ☐ Single Central Record (SCR) is complete, up-to-date, and regularly reviewed.

5. Safeguarding Culture

- ☐ Clear staff reporting systems for concerns about children or staff.
- ☐ Low-level concerns policy and process embedded in staff culture.
- ☐ Children know how to report concerns and feel confident to do so.
- ☐ Effective pastoral support is in place for students.
- ☐ Staff understand safeguarding in the context of SEND, LGBTQ+, mental health, and vulnerability.
- ☐ Anti-bullying strategies in place, including tackling sexual harassment and online abuse.

6. Child-on-Child Abuse (previously peer-on-peer)

- ☐ Policy outlines approach to preventing, identifying, and responding to child-on-child abuse.
- ☐ Procedures ensure child-on-child abuse is never tolerated or passed off as "banter".
- ☐ Staff are trained to recognise and respond to incidents of sexual violence and harassment.

7. Online Safety

- ☐ Online safety is embedded across the curriculum.
- ☐ Filtering and monitoring systems in place and reviewed regularly.
- ☐ Staff and students receive regular training on online safety risks.
- ☐ Safeguarding Policy reflects online risks including grooming, radicalisation, and exploitation.

8. Record Keeping and Referrals

- ☐ Accurate records kept securely and separately from academic files.
- ☐ Concerns are logged promptly and include action taken and outcomes.
- ☐ Referrals made to children's social care when appropriate, and followed up if no response.

9. Engagement with Parents, Agencies, and the Community

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

10. Governing Body/Trustees Responsibilities

- ☐ A safeguarding governor is appointed and trained.
- ☐ Governors ensure policies and procedures are in place and effective.
- ☐ Governors receive regular safeguarding reports and updates.
- ☐ The school's safeguarding arrangements are subject to regular audit or review.

Optional: Supporting Documents

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

14 Appendix B: Safeguarding Compliance Checklist for Safeguarding Governor

1. Strategic Leadership & Oversight

- ☐ Safeguarding and child protection policy is in place, up-to-date, and reviewed at least **annually**.
- ☐ Safeguarding is a **standing item** on the board meeting agenda.
- ☐ The board promotes a **whole-school approach to safeguarding**, including online safety and mental health.
- ☐ Safeguarding procedures reflect the latest guidance (KCSIE, Working Together to Safeguard Children).

2. Designated Safeguarding Lead (DSL)

- ☐ A qualified **DSL is appointed** in each school.
- ☐ DSL has appropriate **training, time, and resources** to fulfil their duties.
- ☐ DSL reports regularly to the board on safeguarding activity and concerns.

3. Legal Compliance

☐ **Governors/trustees are familiar with and ensure compliance with:**

- ☐ KCSIE (latest edition)
- ☐ Working Together to Safeguard Children
- ☐ Education Act 2002 (Section 175/157)

Policies and procedures are in place for:

- ☐ Managing allegations against staff
- ☐ Whistleblowing
- ☐ Record keeping and information sharing

4. Safer Recruitment

- ☐ **Safer recruitment policy** in place and implemented.
- ☐ At least one board member has completed **safer recruitment training**.
- ☐ **Enhanced DBS checks** are carried out for all staff and relevant checks for governors/trustees.
- ☐ **Section 128 checks** completed for management roles and trustees.

- ☐ A compliant **Single Central Record (SCR)** is maintained and regularly reviewed.

5. Governor/Trustee Training

- ☐ All governors/trustees have received **up-to-date safeguarding training**.
- ☐ Training includes:
 - ☐ Understanding of KCSIE
 - ☐ Allegations management
 - ☐ Safer recruitment (where applicable)

6. Accountability & Scrutiny

- ☐ Governors/trustees receive regular reports on:
 - ☐ Safeguarding concerns/incidents
 - ☐ Training completion rates
 - ☐ Audit outcomes
- ☐ Challenge and scrutiny is applied where safeguarding concerns arise.
- ☐ Minutes of board meetings reflect safeguarding discussions and decisions.

7. Responding to Concerns

- ☐ Procedures are in place for escalating safeguarding concerns (including about the Headteacher/Principal).
- ☐ Governors/trustees understand when to contact the **Local Authority Designated Officer (LADO)**.

8. Named Safeguarding Governor/Trustee

- ☐ A **nominated safeguarding governor/trustee** is in place.
- ☐ The safeguarding governor meets regularly with the DSL and reports to the board.

☒ Annual Review Sign-Off

- ☐ All safeguarding policies and practices have been reviewed within the last 12 months.
- ☐ Action plan created for any gaps or non-compliance areas.