ENDEAVOUR
LEARNING TRUST

CHILD PROTECTION AND SAFEGUARDING POLICY

2026/2027

PEOPLE CENTRED BELONGING INDIVIDUALITY TOGETHERNESS TRANSFORMATIONAL

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1. Intent

1.1 Endeavour Learning Trust is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of our schools' premises. We implement a Trust-wide preventative approach to safeguarding, ensuring that the wellbeing of pupils is at the forefront of all action taken.

1.2 Where schools have pupils attending a sixth form provision who are over the age of 18, the Trust acknowledges that adult safeguarding procedures apply and will act in the best interest of the pupil, in line with their wishes and along with local safeguarding adult procedures.

1.3 Where settings have an EYFS provision for children who are under the age of 5, the Trust follows the safeguarding requirements in the EYFS Framework for group and school providers for staff and Designated Safeguarding Leads, including the criteria for safeguarding training set out in Annex C of the framework.

1.4 The Trust does not tolerate any form of harm, discrimination, prejudice or bullying, including sexual harassment and violence.

1.5 This policy has been created to outline a clear framework relating to any aspects of safeguarding within the Trust and should be followed by:

- All members of staff
- Any volunteers or trainee members of staff
- All schools within the Trust
- All Local Governance volunteers and Trustees
- The Trust as a whole, including Executive and Central staff
- Any associate members of the board of Trustees and/or its committees

1.6 This policy sets out a clear and consistent framework for delivering on this commitment, in line with safeguarding legislation and statutory guidance. However, the policy alone will not safeguard or protect those who need it. All members of the Trust community are responsible for safeguarding; it is our actions, in line with legislation, guidance and this policy, that will safeguard our children and Trust communities.

1.7 Should you wish to raise a complaint in regards to safeguarding practice of any Endeavour Learning Trust School or member of staff, please access Endeavour Learning Trust Complaints Policy.

1.8 Endeavour Learning Trust ensures that safeguarding is prioritised through the strategic oversight of the Central Team, providing ongoing regular input into all aspects of safeguarding, strengthening practice in schools across the Trust to maintain safe environments where children can learn and thrive.

2. Key Internal Contacts and Policies

Endeavour's Learning Trust Designated Safeguarding Lead

2.1 Endeavour's Learning Trust Designated Safeguarding Lead is:

Name	Heather Fowler
Role	Head of Safeguarding and Welfare
Email	h.fowler@endeavourlearning.org
Telephone	01772 817904 (ext. 1244)

Contact Information: Trust Level

2.2 Please find below details of key Trust contacts and their relevant training:

Role	Name	Details of Training
Head of Safeguarding and Welfare	Heather Fowler	DSL Training, Sefton Council, January 2025
Prevent Lead	Heather Fowler	PREVENT Training, Home Office, June 2025
Operation Encompass Lead	Heather Fowler	Operation Encompass, Key Adult Training, July 2025
Safeguarding Trustee	Helen Dicker	Safeguarding for Governance training, LGfL, 2025

Contact Information: School Level

2.3 Please find below details of key school contacts and their relevant training:

Role	Name	Details of Training
Designated Safeguarding Lead(s)	Leanne Sambrook	Annual refresher training (2.9.26) DSL training with Heather Fowler (26.3.25)
Prevent Lead	Leanne Sambrook	Prevent – Part 1, 2 and 3 (April 2025)
Operation Encompass Lead	Leanne Sambrook	Operation Encompass Lead Training 15.10.24
Safeguarding Local Governance Lead	Gary Dicker	Safeguarding and Ofsted Framework (05.26) Safeguarding (10.25) Cybersecurity training for school staff (07.25) Safeguarding for Governance (04.25)

Linked Policies

2.4 This policy operates in conjunction with the following school-level and Trust-wide policies:

- Anti-bullying Policy
- Data Protection Policy
- Whistleblowing Policy

- Staff Code of Conduct
- Behaviour Policy
- Mobile Phone Policy
- Supporting Pupils with Medical Conditions in Schools Policy
- Managing Allegations Against Staff Policy
- Complaints Policy

3. Trust Context and Rationale

3.1 Endeavour Learning Trust is a growing Multi-Academy Trust in the North West of England, serving children from a number of local authorities. Endeavour Learning Trust aims to be a place of safety, where the needs of the children and communities we serve are of paramount importance.

3.2 ELT recognises the benefit of Family Help and providing support for children and families as soon as a problem emerges at any stage in a child's life. We offer this support in line with local safeguarding arrangements. Our single agency response includes support through our pastoral structures and trained Designated Safeguarding Leads. Where more complex needs arise the process for joint agency support will be followed through referral to the Local Authority Family Help Service as well as other relevant local and national agencies providing support.

3.3 Where there is reasonable cause to suspect a child is at risk of or has experienced significant harm, the school will follow the procedures set out by the local Safeguarding Children Partnership arrangements for the geographical location where the child resides and statutory guidance. Most commonly, but not exclusively, the main Safeguarding Partnerships that schools access safeguarding arrangements from are:

- Lancashire Safeguarding Children Partnership
- Sefton Children's Safeguarding Partnership
- Blackpool Safeguarding Children Partnership
- Liverpool Safeguarding Children Partnership

3.4 ELT ensures that all staff and volunteers receive annual training on safeguarding as well as regular updates as part the ongoing development of staff expertise around specific safeguarding issues and implementing a robust safeguarding culture. Our Trustees and Local Academy Councillors receive specific governance safeguarding training at point of induction which is updated regularly.

3.5 Children are taught about safeguarding through the PSHE curriculum regularly as part of our responsibility to equip them with skills to recognise abuse, remain safe online and know how to report their concerns. We recognise this is vitally important in our preventative approach to keeping all children in all our schools safe.

4. School Context and Rationale

4.1 Linaker Primary School is an average sized primary school based in the Southport area of Sefton.

4.2 Whereas we recognise that any safeguarding issue can occur in a child's life, there are some safeguarding concerns that are more prevalent than others within our setting.

4.3 These are:

- Neglect
- Domestic Abuse
- Poor school attendance/persistent absence

4.4 Linaker Primary School recognises that experiencing these issues can mean children could be more vulnerable to experiencing abuse and neglect and contextual risks such as child exploitation.

4.5 Linaker Primary School recognises the benefit of Family Help and providing support for children and families as soon as a problem emerges at any stage in a child's life. We offer this support in line with Sefton's Continuum of Need.

4.6 Our single agency response includes support through our pastoral structures and trained Designated Safeguarding Leads. Where more complex needs arise the process for joint agency support will be followed through referral to the Local Authority Family Help Service as well as other relevant local and national agencies providing support.

4.7 Where there is reasonable cause to suspect a child is at risk of or has experienced significant harm, the school will follow the procedures set out by our local Safeguarding Children Partnership arrangements and statutory guidance.

4.8 The main Local Safeguarding Partnerships serving our Trust communities are:

- Lancashire Safeguarding Children Partnership
- Sefton Children's Safeguarding Partnership
- Blackpool Safeguarding Children Partnership
- Liverpool Safeguarding Children Partnership

4.9 Linaker Primary School ensures that all staff and volunteers receive annual training on safeguarding as well as regular updates as part of the ongoing development of staff expertise around specific safeguarding issues and robust safeguarding culture.

4.10 Children are taught about safeguarding through the PSHE curriculum regularly as part of our responsibility to equip them with skills to recognise abuse, remain safe online and know how to report their concerns. We recognise this is vitally important in our preventative approach to keeping all children in school safe.

5. Definitions

5.1 This policy refers to the Trusts safeguarding practice for children. The terms "children" and "child" refer to anyone under the age of 18.

Safeguarding and Protecting the Welfare of Children

5.2 Safeguarding and protecting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Child Protection

5.3 Child protection is part of safeguarding and promoting the welfare of children. It is defined as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.

Abuse, Neglect and Exploitation

5.4 Abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

5.5 The definitions of abuse and the four categories of abuse are taken from statutory guidance and are defined as:

- **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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.
- **Physical Abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school procedures for dealing with it.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
    - provide adequate food, clothing, and shelter (including exclusion from home or abandonment)
    - protect a child from physical and emotional harm or danger
    - ensure adequate supervision (including the use of inadequate caregivers)
    - ensure access to appropriate medical care or treatment
    - provide suitable education

  It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

6. Legal Framework and Guidance

6.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

6.2 The relevant legislation includes:

- Children Act 1989/2004
- Safeguarding Vulnerable Groups Act 2006
- Crime and Policing Act 2026
- Children's Wellbeing and Schools Act 2026
- The Terrorism (Protection of Premises) Act 2025
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Victim and Prisoners Act 2024
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Statutory Guidance

6.3 The relevant statutory guidance includes:

- HM Government Multi-agency statutory guidance on female genital mutilation
- HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage
- HM Government Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism
- Home Office and Foreign, Commonwealth and Development Office Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage
- DfE Teachers' Standards
- DfE Keeping Children Safe in Education
- DfE Working Together to Safeguard Children
- DfE Working Together To Improve School Attendance
- Home Office Domestic Abuse guidance
- DfE The Prevent Duty Guidance
- DfE Disqualification under the Childcare Act 2006
- DfE Academy Trust Handbook
- DfE Mobile Phones in Schools

- DfE Supporting Children with Medical Conditions in School
- DfE Allergy Safety in Schools
- DfE Restrictive Interventions including Use of Reasonable Force
- DfE Suspensions and Permanent Exclusions Guidance
- Non-statutory guidance
- DfE What to do if you're worried a child is being abused
- DfE Information sharing
- DfE Child sexual exploitation
- DfE Recruit teachers from overseas
- DfE Behaviour in schools
- DfE Sharing nudes and semi-nudes: advice for education settings working with children and young people
- NPCC When to Call the Police
- DfE Meeting digital and technology standards in schools and colleges
- Department of Health and Social Care Virginity testing and hymenoplasty: multi-agency guidance
- Safer Recruitment Consortium Guidance for Safer Working Practice for Professionals Working in Education Settings
- DfE EYFS Framework

Non-Statutory Guidance

6.4 The relevant non-statutory guidance includes:

- DfE What to do if you're worried a child is being abused
- DfE Information sharing
- DfE Child sexual exploitation
- DfE Recruit teachers from overseas
- DfE Behaviour in schools
- DfE Sharing nudes and semi-nudes: advice for education settings working with children and young people
- NPCC When to Call the Police
- DfE Meeting digital and technology standards in schools and colleges
- Department of Health and Social Care Virginity testing and hymenoplasty: multi-agency guidance
- Safer Recruitment Consortium Guidance for Safer Working Practice for Professionals Working in Education Settings

7. Roles and Responsibilities

7.1 This section provides an overview of the roles and responsibilities of the named individuals.

Board of Trustees

7.2 The Board of Trustees is responsible for:

- Safeguarding and promoting the welfare of children
- Having regard to any statutory guidance on safeguarding, issued by the Secretary of State for Education
- Ensuring the suitability of staff, supply staff, volunteers, contractors and proprietors

Headteachers

7.3 Headteachers in each school throughout the Trust have a duty to:

- Ensure that all safeguarding policies and procedures are adopted, understood and implemented in all aspects of practice by all staff
- Read, understand and apply statutory guidance relating to safeguarding children, ensuring that practice across the school by all staff and volunteers remains in line with guidance and this policy
- Provide all staff within their school with the appropriate policies, information and training upon induction
- Work directly with the DSL and Senior Leaders to ensure strategic oversight of all aspects of safeguarding responsibilities are being fulfilled
- Ensure all staff receive training annually and regular updates in addition to ensure they can fulfil their safeguarding responsibilities
- Ensure the Designated Safeguarding Lead has the skills and experience, status and authority in school, and that they are given the training, time, resources, funding and support to fulfil their role effectively
- Liaise with the Head of Safeguarding and Welfare regarding safeguarding practice within the school

All Staff

7.4 All staff within the Trust and its schools have a responsibility to:

- Read, understand and apply statutory guidance relating to safeguarding children
- Identify concerns early, provide help for children, and prevent concerns from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from Family Help
- Report concerns about a child's welfare as soon as they are identified and follow procedures set out in the Local Children's Safeguarding Partnership, including concerns identified outside of school hours
- Support children's social care and other agencies following any referral

Teachers and Teaching Staff

7.5 Teachers and those involved in teaching work have a responsibility to:

- Report, by law, any instances of FGM to the police

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties as set out in The Teachers Standards 2012

Designated Safeguarding Leads

7.6 Designated Safeguarding Leads have a duty to:

- Take lead responsibility for safeguarding and child protection within their school, including online safety and understanding the filtering and monitoring systems, as outlined in annex B in Keeping Children Safe in Education
- Work with the Executive and Central Team and Trust governance to ensure their school's safeguarding arrangements are met

The Head of Safeguarding and Welfare

7.7 The Head of Safeguarding and Welfare is responsible for:

- Work with Trustees to provide strategic management of safeguarding and child protection, including online safety and filtering and monitoring systems, on behalf of the Trust in line with policies, statutory guidance and best practice
- Ensuring ongoing development of a strong safeguarding culture across the Trust, including arranging/delivering training, reviewing practice in each individual school and consulting on individual cases where required
- Work closely with the Local Authorities where schools reside to ensure local safeguarding arrangements are known, understood and fully implemented and procedures followed
- Providing support and consultation for DSLs and DDSLs with their safeguarding functions in each school

8. Specific Safeguarding Issues

8.1 All staff should be aware of the indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

8.2 There are specific and emerging ways in which children can be abused and staff are aware of these specific issues, as outlined in Annex A of Keeping Children Safe in Education, reporting any concerns in the appropriate manner to the DSL. Specific issues include (but are not limited to):

Child-on-Child Abuse

8.3 Child on child abuse is an umbrella term used to highlight that children are capable of abusing other children, including online. Child on child abuse can include, but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Physical assault and harm, or the threat of harm with a weapon
- Harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry
- Consensual and non-consensual making or sharing of nudes and semi-nudes, including those altered or generated using Artificial Intelligence
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting
- Initiation/hazing type violence and rituals

8.4 Harmful sexual behaviour is an umbrella term applied to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage.

8.5 Child on child abuse, including sexual harassment and sexual violence, will not be tolerated within the Trust or any of its schools.

8.6 Procedures to minimise the risk of child-on-child abuse in Trust schools include, but are not limited to:

- Staff training and safeguarding updates for all staff on child-on-child abuse, what it is, how to identify it and how to respond and report.
- Clear behaviour expectations outlined in Trust Behaviour Policy and school procedures

- Staff will consistently challenge behaviour outside of the Behaviour Policy at point of observation
- Robust PSHE curriculum including relationship and sex education and misogyny in line with national curriculum
- Reporting mechanisms with children being taught about how to report any concerns
- Assessment of site and appropriate staff supervision of all areas
- Use of CCTV
- Filtering and monitoring systems in place and reviewed annually with individual reports analysed and responded to in real time
- Use of evidenced based assessments, including risk assessments
- Close work with external agencies for targeted intervention when emerging concerns are identified
- Data analysis to spot any emerging trends/patterns of behaviour and safeguarding concerns

8.7 The Trust recognises that that for some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously. All staff will be aware that child-on-child abuse can occur between children of any age and gender, both inside and outside of school, as well as online.

8.8 All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this does not necessarily mean that child-on-child abuse is not occurring. All staff will report concerns about child-on-child abuse immediately to the DSL.

8.9 Pupils will be taught about how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled.

8.10 All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up" as this can lead to a culture of unacceptable behaviour, misogyny and an unsafe environment for children and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

8.11 All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

8.12 All staff will be aware that children may struggle to verbally disclose abuse. Instead, they may show signs or behave in ways that signal distress, hoping that adults will notice and react. Disclosures may come indirectly, for example, through a friend, an overheard conversation that suggests a child has been harmed, or noticeable changes to a child's own behaviour which may indicate that something is wrong. Staff should act immediately on any concerns about a child's welfare, rather than wait to be told.

8.13 All staff will be made aware of the heightened vulnerability of pupils with SEND who, evidence suggests, are more likely to be abused than their peers. Staff will not assume that

possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

8.14 All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils who, evidence suggests, are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual harassment and sexual violence between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

8.15 The curriculum will ensure that pupils of all ages are taught about and understand the concept of consent and its importance in an age-appropriate way.

8.16 **Following a report of child-on-child sexual harassment, assault, violence or harmful sexual behaviour, the Designated Safeguarding Lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the wishes of the child who has/may have been harmed
- the child who has/may have caused harm including their vulnerability and potential of being a victim themselves
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- ongoing risks to the victim, other children, school staff
- contextual safeguarding issues

8.17 Schools will refer to Keeping Children Safe in Education Part 5 for detailed guidance on managing such incidents.

8.18 DSLs in schools will be supported by the Head of Safeguarding and Welfare who is trained to use AIM checklists and Risk Assessment Management Plans to ensure an appropriate assessment of behaviour is completed, including considering age and developmental stage of the child/ren involved.

8.19 All cases that are assessed using the AIM Assessment and categorised as abusive/violent (including all reports of rape or penetration with an object), will be referred to the police and Children's Social Care. School will always aim to be transparent and share information with families, however cases of child-on-child abuse can be complex and where external agency input is felt necessary, advice will be sought on what information can be shared by school. This may mean that families are not immediately informed where a concern has been reported.

8.20 Where required, risk assessments will be written, informed by the voice of the children involved, consulted on with parents and any agencies involved, shared on a need-to-know basis with relevant staff and kept under review as a minimum, half-termly.

8.21 The DSL will work closely with other agencies where needed and ensure ongoing multi-agency work to support all parties involved.

8.22 Advice can be sought from Lucy Faithful Foundation for concerns around any type of sexual abuse, including child on child abuse and harmful sexual behaviour. Shore Space is a great resource for children worried about sexual behaviour.

Domestic Abuse

8.23 In line with the Domestic Abuse Act 2021, domestic abuse is defined as abusive behaviour of a person towards another person where both are aged 16 or over and are personally connected. Abusive behaviour includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

8.24 The school will recognise the serious, long lasting emotional impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse.

8.25 Types of domestic abuse include intimate partner violence, abuse by family members, child to parent or care giver abuse. All staff will be aware of the signs of domestic abuse and will report concerns immediately to the DSL.

8.26 Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. More information on teenage relationship abuse is available at Safe Young Lives.

8.27 Where concerns about domestic abuse are raised, the DSL in school will consider the concerns in line with local safeguarding procedures. If a child has been harmed or is at risk of harm, a referral will be made to children's social care immediately, and, if appropriate, to the police.

Operation Encompass

8.28 Operation Encompass is a national police and education early intervention safeguarding partnership which supports children who experience Domestic Abuse. Children are recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

8.29 Through Operation Encompass the police will share information with school about ALL police attended domestic abuse incidents which involve any of our children who are related to either of the adults involved in the incident. This sharing of information will occur PRIOR to the start of the next school day. The notification will inform us about the context of the incident and will include the Voice of the Child.

8.30 There is a legislative requirement for police forces to share information with educational settings through Operation Encompass under the Victim and Prisoners Act 2024. The Operation Encompass notification is stored in line with all other confidential safeguarding and child protection information.

8.31 School considers each notification in relation to the best way to support the child and family. Advice may be sought from Head of Safeguarding and Welfare, police and/or Children's Social Care or the Operation Encompass Helpline following a report being received to ensure that the safety and welfare of the child is paramount. School are aware that any actions taken should be considered in terms of risk and care should be given to ensure that action does not increase risk to the pupil/victims.

8.32 The lead person for Operation Encompass for the Trust is: **Heather Fowler, Head of Safeguarding and Welfare**.

8.33 The school lead for Operation Encompass is: **Leanne Sambrook, AHT/DSL.**

8.34 Advice on supporting children experiencing domestic abuse is available via the Operation Encompass Helpline: **0204 513 9990**

8.35 For more information on Operation Encompass, please visit: www.operationencompass.org

Homelessness

8.36 Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to" or frequent moves

8.37 There is a legal duty on councils to notify schools when a child is placed in temporary accommodation. Once notified, schools will support children in line with local procedures and consider what support is available to the child and family, including a Family Help Assessment.

8.38 If school identify a child/family are at risk of homelessness, they will work with external agencies to refer into the Local Housing Authority so that concerns and support over homelessness can be raised as early as possible.

8.39 Referrals to the Local Housing Authority do not replace referrals to CSC where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSC will be made as necessary where concerns are raised.

Child Exploitation (CE)

8.40 **Child Exploitation** is an umbrella term which covers the two commonly known types of exploitation, child criminal exploitation (CCE) and child sexual exploitation (CSE). The Trust recognises that all forms of child exploitation are criminal. For the purposes of this policy, we will define CCE and CSE.

8.41 **Child criminal exploitation** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence (this could be online or through technology)

8.42 Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines
- Working in cannabis factories
- Shoplifting or pickpocketing
- Committing vehicle crime
- Committing, or threatening to commit, serious violence to others

8.43 The Trust recognises that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual as it is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

8.44 Staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Appearing with unexplained gifts, money or new possessions

8.45 Criminal exploitation of children can include County Lines. This is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or criminal networks / gangs groom and exploit children and young people to carry drugs and money into one or more areas.

8.46 Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked (moved, including within a local area) for the purpose of transporting drugs and a referral to the National Referral Mechanism by first responders and should be considered in addition to normal safeguarding procedures. Whereas schools are not defined as a first responder, they can request a referral be completed by agencies defined as first responders.

8.47 As well as the general indicators for CCE, all staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home
- Having been the victim or perpetrator of serious violence, e.g. knife crime
- Receiving requests for drugs via a phone line, moving drugs, collecting money
- Being found in accommodation that they have no connection to
- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing

8.48 **Child Sexual Exploitation** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence, this could be online or through technology

8.49 The Trust recognises that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The Trust recognises that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The Trust also

recognise that pupils may not realise they are being exploited and they believe they are in a genuine romantic relationship.

8.50 All staff will consider the language and terms used when raising concerns and providing ongoing support to pupils who have experienced abuse through exploitation to ensure victims are not unintentionally blamed or seen as active participants in their own abuse.

8.51 Staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Displaying sexual behaviours beyond expected sexual development
- Becoming pregnant

8.52 Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered.

8.53 In addition to local safeguarding procedures, schools will consider whether the concerns meet criteria for modern slavery, including when the victim may have been trafficked (moved, including within a local area) for the purpose of sexual abuse and a referral to the National Referral Mechanism by first responders and should be considered. Whereas schools are not defined as a first responder, they can request a referral be completed by agencies defined as first responders.

Modern Slavery

8.54 For the purposes of this policy, “modern slavery” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

8.55 All staff within the Trust will be aware of and alert to the signs that a pupil or family member may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery. Where modern slavery is suspected and the victim is under the age of 18, a referral to the National Referral Mechanism will be requested by school via a first responder agency. Where the victim is identified to be an adult, a referral will be discussed and if consent provided, school will request a first responder agency makes the referral. Where consent is not provided, a request by school via a first responder agency will be made for a referral under Duty to Notify.

8.56 In addition to this, schools will follow local safeguarding arrangements and refer to statutory safeguarding partners.

Honour or Faith-Based Abuse

8.57 Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be managed as such.

8.58 **Forced marriage** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

8.59 Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSC, the police or the Forced Marriage Unit. It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, as this will alert them to the concerns and may place the pupil in further danger.

Female Genital Mutilation

8.60 For the purposes of this policy, "**FGM**" is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

8.61 The Trust ensure that teachers within its schools are aware they have a mandatory duty to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action.

Extremism and Radicalisation

8.62 For the purposes of this policy, "**extremism**" is defined by the government as the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2).

8.63 For the purposes of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

8.64 For the purposes of this policy, "**terrorism**" refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to

influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

8.65 Protecting pupils from the risk of radicalisation is part of the Trust's wider safeguarding duties. Schools within the Trust will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. The Trust will ensure procedures are in place for staff to be made aware of changes in pupils' behaviour which could indicate that they may need help or protection. The Trust will also ensure that staff can use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a referral to Channel and are aware of how to do so.

8.66 The Trust will ensure that schools engage with parents and families on the matter, as they are in a key position to spot signs of radicalisation. In doing so, the Trust will assist and advise schools in which family members raise concerns and provide information for support mechanisms.

The PREVENT Duty

8.67 Under section 26 of the Counter-Terrorism and Security Act 2015, all schools within the Trust are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as "**The Prevent Duty**". The Prevent duty will form part of the Trust's wider safeguarding obligations.

8.68 All staff will complete PREVENT training at point of induction. This will be regularly updated.

8.69 Where there are concerns raised under the Prevent Duty, the school will follow local arrangements for referring to the Local Prevent Team.

- Sefton PREVENT Team

8.70 The Trust PREVENT lead is: **Heather Fowler, Head of Safeguarding and Welfare**

8.71 The school PREVENT lead is: **Leanne Sambrook, AHT/DSL**

Mental Health

8.72 All staff within the Trust will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

8.73 Staff within the Trust will not attempt to make a diagnosis of mental health problems and schools will ensure this is done by a trained mental health professional. Staff within all schools will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. The Trust will ensure that staff are also made aware of how pupils' experiences can impact on their mental health, behaviour, and education.

8.74 Staff within the Trust and its schools who have a mental health concern about a pupil that is also a safeguarding concern are encouraged by the Trust to act in line with this policy and speak to the DSL or DDSL(s).

8.75 The Trust will ensure its schools can access a range of advice to help staff members identify pupils in need of additional mental health support, including working with external agencies. It will also ensure that there is a wide variety of advice and support offered to its schools while ensuring an ethos that is positive towards being open about mental health is adopted and implemented in each school.

8.76 Schools will ensure that appropriate advice, support and where required, medical treatment is sought for pupils through immediate medical attention via contacting 999 or taking the child to A&E, early help processes or other local health services.

Private Fostering

8.77 Where a child under the age of 16, or over the age of 18 with SEND, stays with someone who is not a close family relative (defined as parents, step-parent through marriage or civil partnership, aunt or uncle through marriage or blood, brother or sister or grandparent) lasts 28 days or more, this may amount to private fostering under the Children Act 1989.

8.78 Where the school becomes aware of a pupil being privately fostered, they will notify CSC as soon as possible to allow the LA/CSC to conduct any necessary checks. Where a private fostering agreement is confirmed, the child will remain open to CSC throughout the duration of the agreement. It is a criminal offence not to notify the Local Authority in cases of private fostering.

Pupils with Family Members in Prison

8.79 Children with family members in prison are at increased risk of poverty, stigma, isolation and poor mental health. Schools will not always be informed when a family member receives a custodial sentence, but where they are informed there will be an offer of support in line with their needs and wishes.

8.80 Staff should be aware that children who have experienced parental imprisonment are more likely to be absent (or excluded) than their peers, to experience mental ill health and drug and alcohol misuse; they are also less likely to be in education, training or employment in later life. Staff should understand the need for tailored, trauma-informed and sensitive support that can help mitigate potential harm and help encourage stability.

8.81 Families can access support from The Prisoner Family Helpline which is free and confidential for families who are in contact with the criminal justice system in England and Wales.

Serious Violence

8.82 Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing

- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

8.83 Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male
- Having been frequently absent from school
- Disrupted education through permanent exclusion, suspensions, attending alternative provision or being on a reduced timetable
- Having experienced child maltreatment or trauma
- Having been involved in offending, such as theft or robbery
- Having used drugs or alcohol in early adolescence
- Having previously been a victim or previously perpetrated violence

8.84 Staff should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school and can concentrate in particular places. These times can be particularly risky for young people involved in serious violence. Schools should try to understand where these places are, with a view to working with partners to promote safety for children. Listening to children and consulting with staff can help establish when and where they feel unsafe. Working with wider partners can also help build understanding of the local context beyond the school and help co-ordinate a collective safeguarding response around the school day.

8.85 DSLs will consider evidence-based support for those considered at risk, as well as at critical points when concerns emerge. This includes access to trusted adults, social and emotional skill support, and, where available, targeted interventions such as mentoring or therapeutic support. Details on evidenced based approaches, i.e. 'what works' can be found at Youth Endowment Fund.

8.86 Where a child is thought to be a risk of significant harm, local safeguarding arrangements will be followed with a report to police and children's social care.

Nudes and Semi-Nudes (including where generated by AI)

8.87 All schools within the Trust will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern. This includes where images have been digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

8.88 Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes, including those altered or created by AI, in the school community, including how to respond and report concerns.

8.89 Staff within the Trust will be aware that creating, possessing, and distributing indecent imagery of children, including images altered or generated using AI, is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual

depicted; however, staff will work with external agencies so that pupils are not unnecessarily criminalised.

8.90 Where a member of staff within the Trust becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, including altered or generated using AI, depicting them or someone else, the staff member will:

- Respond empathically and sensitively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the school's DSL
- Refrain from viewing, copying, printing, sharing, storing or saving the imagery
- Inform the affected school's DSL immediately if they accidentally view an indecent image and seek support
- Explain to the pupil that the incident will need to be reported
- Report the incident to the school's DSL

8.91 Where required, school may refer to the police and CSC and may need confiscate phones/electronic devices to support any potential investigation. School will consider whether there is any ongoing risk to the child/ren involved and what support, they may benefit from. School will make children aware of the Report Remove tool and support them to use this.

Behaviour as an Indicator of Concern

8.92 The Trust recognises that children's behaviour can sometimes be an indicator that something isn't right for them and may be as a result of harm they have experienced previously, and/or are currently experiencing/at risk of experiencing.

8.93 All Trust staff know and have received training on behaviour as an indicator of concern and when responding to behaviour incidents will do so with professional curiosity to any circumstances that might be underpinning the behaviour.

8.94 When responding to a behaviour incident, the DSL will consider the child's lived experience within school and make inquiries into circumstances outside of school, including at home, and online. All schools will ensure that sanctions do not compromise a child's safety.

9. Pupils Potentially at Greater Risk of Harm

9.1 All schools within the Trust recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

Pupils Who Need Social Workers

9.2 Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

9.3 As a matter of routine, the DSL within each school will hold and use information from their LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

9.4 Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare and educational outcomes, e.g. considering the provision pastoral or academic support and support with behaviour.

Children Absent from School

9.5 All Trust staff will be aware a child being absent from school is a potential indicator of abuse, neglect and exploitation, as such, these pupils are particularly at risk of experiencing harm, including but not limited too sexual abuse, exploitation, forced marriage and female genital mutilation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and actions will be taken in line with the Attendance Strategy and Policy.

9.6 The Attendance Team in school will work closely with the DSL to review concerns over absence to ensure safeguarding is paramount when considering school attendance. The Attendance Team will immediately report to the DSL where there is an attendance concern which may indicate a child is at risk of harm.

9.7 Where reasonably possible schools **will hold more than one emergency contact number for their pupils and students.** School will contact all numbers on a child's emergency contact list where an absence is unexplained. Home visits will be undertaken where concerns about absence are identified. These visits may be unannounced and will take place with the aim of ensuring the child's safety. Where there are concerns for a child and/or family's safety, a welfare check by police will be requested.

Home-Educated Children

9.8 Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

9.9 In line with the Education (Pupil Registration) (England) Regulations 2006, each school within the Trust will ensure it informs their LA of all deletions from the admissions register when a pupil is taken off roll.

9.10 Where a parent has expressed their intention to remove a pupil from a school within the Trust for EHE, the school, in collaboration with the Trust, LA and other key professionals, will

coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

9.11 Where children are removed from roll for Elective Home Education and there are safeguarding concerns, school will ensure that concerns are shared with the LA.

9.12 Endeavour Learning Trust has an open door policy for supporting any child who has previously been on the roll of a Trust school.

9.13 Families are able to email: opendoor@endeavourlearning.org, to access signposting and where possible, individual support, including returning to education. This mailbox is maintained by the central team and representatives are trained and ready to help.

Children in the Care/Previously in the Care of the Local Authority and Children Cared for in Guardianship

9.14 Children most commonly become looked after because of abuse, neglect and/or exploitation. Because of this, they can be at potentially greater risk in relation to safeguarding. Looked After Children (LAC) and previously LAC (PLAC), also known as care leavers, can also remain vulnerable after leaving care. Sometimes, children reside with family members of friends through a guardianship where circumstances have meant they have not been able to be cared for by their biological parents. This can include, but is not limited to, abuse, neglect and exploitation.

9.15 The Board of Trustees will ensure that staff in the Trust have the skills, knowledge and understanding to keep children looked after, previously looked after children and children in guardianships safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, on an interim or full care order and under guardianship through a Special Guardianship Order or Child Arrangement Order
- Contact arrangements with parents or those with parental responsibility
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil

9.16 The DSL will work with the Designated Teacher for Looked After Children in each school and ensure the contact details of the Social Worker for each LAC/PLAC is known, where applicable. School will ensure close links with the Virtual School and complete Personal Education Plans for Looked After Children in line with the placing authority's arrangements.

9.17 Children cared for by a legal guardian ordered by court will be supported in school through pastoral systems where required. All schools will require sight of any court orders to ensure details are verified for confirming parental responsibility and relevant information will be stored securely.

Children from Black, Asian and Minoritised Ethnic Communities

9.18 Many children and young people who come from Black, Asian and minoritised ethnic communities experience racism, bias, stereotyping or cultural misunderstanding as they grow up. It might happen at an individual, institutional or societal level and might be displayed

consciously or unconsciously. This can result in some children being more likely to come to the attention of statutory services, while other children are less likely to receive effective support.

9.19 Black, Asian and minoritised ethnic communities refers to a wide range of people from a variety of backgrounds with different individual experiences, including different experiences of racism. This includes groups such as Gypsy, Traveller and Roma communities.

9.20 There is no place for racism or discrimination in Endeavour Learning Trust. Staff will receive training to help recognise the additional vulnerabilities of children from Black, Asian and minoritised communities, including adultification, a type of bias which skews the perception of children from some backgrounds/characteristics, leading to professionals viewing them as more grown up than their peers which can lead to unfair treatment and children not receiving protection and support in line with their needs/experiences.

9.21 Staff will be educated and supported to identify and challenge bias, including their own, through reflective practice and training on equality, diversity and inclusion. Staff will critically reflect on these issues and be curious and open to listening, understanding and learning from communities and individuals about their experiences.

9.22 Staff will ensure that *all* children receive support and protection, regardless of their background or characteristics.

Young Carers

9.23 A young carer is someone under the age of 18 who helps to care for a family member, relative or friend. A young person aged 16-25 with caring responsibilities can be known as a young adult carer. This includes practical support, for example household activities such as cooking and cleaning, individual support with medication or personal care as well as emotional support that without this help, the person would struggle to cope.

9.24 Endeavour Learning Trust has a commitment to identify and support young carers. This includes every school having a Young Carers Champion to be the main point of contact for young carers and their families to coordinate support as well as acting as a source of information and advice for staff supporting young carers.

9.25 The Trust Young Carers Champion is: **Heather Fowler, Head of Safeguarding and Welfare**

9.26 The school Young Carers Champion is: **Vanessa Fletcher**

9.27 All staff will be alert to opportunities to identify and support children with caring responsibilities and liaise with the DSL who will help coordinate Early Help where required.

Pupils with SEND

9.28 When managing safeguarding in relation to pupils with SEND, staff within the Trust and its schools will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionally impacted by issues such as bullying, without outwardly showing any signs

- Communication barriers may exist, as well as difficulties in overcoming these barriers

9.29 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL in the affected school will liaise with the school's SENCO, as well as the pupil's parent where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+ pupils

9.30 The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff within the Trust will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

9.31 Staff within the Trust will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. All staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

10. Support Before Statutory Intervention

10.1 All children and families are individual and unique and may at times benefit from help and support. This includes support before statutory intervention through universal services, community-based early help or targeted family help.

10.2 Any pupil may benefit from early help, but in particular, staff within the Trust will be alert to the potential need for early help for pupils who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child

10.3 The DSL in each school will support staff in decision making where there are indicators of need for support before statutory intervention. Operational tasks including liaising with other agencies and setting up an inter-agency assessment may be delegated to a trained member of staff where appropriate, with the oversight of the DSL. The local family help process will be followed as required.

10.4 Support before statutory intervention requires explicit consent from an adult with parental responsibility, or the child themselves where deemed to be able to give consent in line with age, development and competency. Where consent is not forthcoming, school will continue to work closely with the family in their best interests to support identified need.

10.5 Staff within the Trust may be required to support other agencies and professionals in community-based early help or family help assessment, in some cases acting as the lead practitioner.

10.6 Where a child is receiving support under family help services there is cause to suspect the child is at risk of significant harm, a referral to statutory services will be made by school in line with local child protection procedures. Family help should not be a barrier to following local child protection procedures in this instant.

Board of Trustees

10.7 The Board of Trustees is responsible for:

- Safeguarding and promoting the welfare of children
- Having regard to any statutory guidance on safeguarding, issued by the Secretary of State for Education
- Ensuring the suitability of staff, supply staff, volunteers, contractors and proprietors

Headteachers

10.8 Headteachers in each school throughout the Trust have a duty to:

- Ensure that all safeguarding policies and procedures are adopted, understood and implemented in all aspects of practice by all staff
- Read, understand and apply statutory guidance relating to safeguarding children, ensuring that practice across the school by all staff and volunteers remains in line with guidance and this policy
- Provide all staff within their school with the appropriate policies, information and training upon induction
- Work directly with the DSL and Senior Leaders to ensure strategic oversight of all aspects of safeguarding responsibilities are being fulfilled
- Ensure all staff receive training annually and regular updates in addition to ensure they can fulfil their safeguarding responsibilities
- Ensure the Designated Safeguarding Lead has the skills and experience, status and authority in school, and that they are given the training, time, resources, funding and support to fulfil their role effectively
- Liaise with the Head of Safeguarding and Welfare regarding safeguarding practice within the school

All Staff

10.9 All staff within the Trust and its schools have a responsibility to:

- Read, understand and apply statutory guidance relating to safeguarding children
- Identify concerns early, provide help for children, and prevent concerns from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from Family Help
- Report concerns about a child's welfare as soon as they are identified and follow procedures set out in the Local Children's Safeguarding Partnership, including concerns identified outside of school hours
- Support children's social care and other agencies following any referral

Teachers and Teaching Staff

10.10 Teachers and those involved in teaching work have a responsibility to:

- Report, by law, any instances of FGM to the police
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties as set out in The Teachers Standards 2012

Designated Safeguarding Leads

10.11 Designated Safeguarding Leads have a duty to:

- Take lead responsibility for safeguarding and child protection within their school, including online safety and understanding the filtering and monitoring systems, as outlined in annex B in Keeping Children Safe in Education
- Work with the Executive and Central Team and Trust governance to ensure their school's safeguarding arrangements are met

The Head of Safeguarding and Welfare

10.12 The Head of Safeguarding and Welfare is responsible for:

- Work with Trustees to provide strategic management of safeguarding and child protection, including online safety and filtering and monitoring systems, on behalf of the Trust in line with policies, statutory guidance and best practice
- Ensuring ongoing development of a strong safeguarding culture across the Trust, including arranging/delivering training, reviewing practice in each individual school and consulting on individual cases where required
- Work closely with the Local Authorities where schools reside to ensure local safeguarding arrangements are known, understood and fully implemented and procedures followed
- Providing support and consultation for DSLs and DDSLs with their safeguarding functions in each school

11. Safeguarding Concerns

11.1 All staff within the Trust will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. All staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

11.2 The Trust recognises that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. The Trust is conscious of this when managing any incident and is prepared to use any term with which the individual is most comfortable.

11.3 All staff have received training on how to report a concern about a pupil both internally to the DSL or Deputy DSL and how to refer to Children's Social Care and police. Where a member of staff or visitor has a concern about a pupil where they have reasonable cause to suspect they are at risk of or have experienced significant harm, the concern should be immediately reported to the DSL or a Deputy in their absence. If this is not possible then the adult with the concern should contact Children's Social Care for the geographical location where the child resides and police directly and the DSL informed as soon as is possible.

11.4 Pupils and parents can report concerns directly to any adult in school. In primary schools this is usually reported directly to staff from children or through contact with families.

11.5 The Trust will approve and continuously monitor the procedures within each school for reporting concerns about pupils' welfare. Annual reviews of safeguarding practice will be conducted by school leaders and governance and will be quality assured by the Trust Head of Safeguarding and Welfare, to assess whether each school has met expected safeguarding standards as outlined in guidance.

11.6 The outcomes of these reviews, along with data from safeguarding systems and processes will be shared with Local Academy Councillors and Trustees through termly reporting. In addition, there will be regular meetings with the Safeguarding Local Academy Councillor and school DSL, to monitor progress and provide challenge and support.

12. Responding to Reports of Abuse/Neglect/Exploitation

12.1 All staff receive training at induction, updated regularly, including how to respond to a report of abuse/neglect/exploitation.

12.2 All staff will use a curious approach to understand the lived experiences of children they work with. This will include building trusting relationships with children and talking to them about their lives both inside and outside of school.

12.3 Adults first response to a report from a child is incredibly important. A supportive and respectful response can empower victims to come forward, whilst a poor response may discourage further disclosures.

12.4 Staff will never promise to keep reports or concerns about abuse/neglect/exploitation confidential or 'secret' and will be clear with anyone reporting concerns that information is shared in line with guidance and in the interests of safeguarding and protection.

12.5 Staff should never ask a child to stop reporting concerns and to go and tell someone else, for example redirect the child to the DSL. Children often chose who they feel most comfortable with and all staff should be prepared to respond to a report of abuse/neglect/exploitation.

12.6 When reporting significant harm, children should not be asked to repeat their disclosure to other staff members, including the DSL, unless acting on advice of statutory safeguarding partners.

12.7 Staff can use open questions, if required, to establish further information, but should be alert to not begin an investigation themselves. The 'TED' approach is suitable for use with children:

- T – tell
- E – explain
- D – describe

12.8 Staff will report all concerns over significant harm immediately to the DSL who will advise on next steps, including referrals to external agencies. In the absence of the DSL, all staff are aware they remain responsible for ensuring appropriate actions in line with statutory guidance (see appendix) and that local safeguarding arrangements are followed.

13. Managing referrals

13.1 All Trust staff, in particular the DSLs and DDSLs, will be aware of the Local Safeguarding Children Partnership's arrangements in place for referring to statutory agencies. The DSL in each school will provide staff members with clarity and support where needed. When making a referral to CSC or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

13.2 The DSLs will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSLs will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

13.3 Where staff have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, school will contact the police directly in addition to referring to Children's Social Care under section 47 Children Act 1989.

13.4 The referrer will be notified by Children's Social Care of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

13.5 The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSC. Where CSC decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as community-based early help or family help and pastoral support. Where there are professional disagreements about the level of support and protection required for a child, school will evoke the escalation procedures of the Local Safeguarding Partnership where the child resides. School will be supported in this by the Head of Safeguarding and Welfare.

13.6 At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will take place where this would not put the pupil or others at potential risk of harm. All schools will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

14. Multi-Agency Working

14.1 The Trust contributes to multi-agency working as part of its statutory duty. The Trust is aware of and will follow, the local safeguarding arrangements.

14.2 The schools within the Trust will be fully engaged, involved, and included in local safeguarding arrangements. Working Together to Safeguard Children names education as a relevant agency, and schools will follow the statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

14.3 Schools will work with Children's Social Care, the police, health services and other services to protect the welfare of its pupils, through the family help process and by contributing to multi-agency plans to provide additional support.

14.4 All schools will work with agencies to allow access to children, where required and appropriate and in line with the wishes of the child/ren. School will work with agencies to inform families where external visits are taking place in school, unless to do so would prejudice a criminal investigation or place someone at risk.

15. Adverse Childhood Experiences and Trauma

15.1 The Trust acknowledges that children who have experienced adverse childhood experiences and trauma may be at increased risk of developing health and social difficulties.

15.2 All staff will be made aware of the long-lasting impact of experiencing adversity and the lasting effect trauma can have on a child's development through regular training.

15.3 Where a pupil is known to have experienced trauma, appropriate arrangements will be made to provide support based on the needs of the pupil and in line with all relevant guidance and policies. This may include close multi-agency working with external services and making special considerations for behaviour.

15.4 The Trust acknowledges that some children will experience trauma due to incidents that are not known about by staff. The Trust requires all staff to maintain curiosity around children's lived experiences and look for opportunities to support children and families based on the 5 principles for an evidenced-informed response to those who have experienced trauma, as outlined in the UK Trauma Council's Guidance for Critical Incidents.

16. Information sharing and Information Sharing Duty

16.1 The Trust recognises effective information sharing is essential to safeguarding and promoting the welfare of children. Without it, practitioners cannot build a full understanding of a child's circumstances, identify need or concerns before they escalate, or decide what action is needed to keep them safe or promote their welfare, including where they may pose a risk to other children. Information sharing also helps to holistically assess if a child poses a risk to other children.

16.2 Section 16LA of the Children Act 2004 (s16LA), as amended by the Children's Wellbeing and Schools Act 2026 introduced a new information sharing duty to provide clarity for practitioners on what and when they should share information for the purposes of safeguarding and promoting the welfare of children. Schools are included in the scope of this duty.

16.3 Where the information sharing duty applies, organisations must share information with another organisation, or the requestor, if it is considered that sharing may help the recipient's relevant functions, including assess need, make a decision, provide support or take action to safeguard and promote the welfare of a child, including when a child potentially poses a risk to others.

16.4 The information sharing duty does not apply in extremely limited circumstances where a practitioner determines through professional judgement that sharing information would be more detrimental to the child than not sharing. [1]

16.5 Staff within the Trust are aware of their responsibilities under UK GDPR Law 2018 and will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in a child being placed at risk of harm.

[1] *At time of writing this policy, the Information Sharing Duty statutory guidance is awaiting publication and this policy will be updated with more details once this guidance is published.*

17. Alternative provision

17.1 The school will remain responsible for a child's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will quality assure the provision using the Non-school Alternative Provision National Voluntary Standards, including obtaining written confirmation that the provider has conducted all relevant safeguarding checks on staff.

17.2 Schools remain responsible for knowing where children attending alternative provision are throughout school hours and will ensure regular checks on attendance and welfare are made, liaising with the DSL in the setting, where appropriate.

17.3 Schools commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – schools will be mindful of the additional risk of harm that these pupils may be vulnerable to, including increased risk of serious violence through a disrupted education. All schools will ensure children in alternative provisions are visited regularly to seek their views to inform the cycle of review.

18. Use of School Premises for Non-School Activities

18.1 Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances.

18.2 Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement

Extracurricular activities and clubs

18.3 Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the schools in the Trust to effectively safeguard pupils and adhere to local and Trust-wide safeguarding arrangements.

18.4 Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSC or the police, if necessary.

18.5 All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

19. Online Safety

19.1 The Trust is committed to keeping children safe online. The Trust recognises that addressing online safety issues should form an integral part of the safeguarding arrangements in every school and that online safety should be an interrelated and running theme throughout the safeguarding approach across the Trust.

19.2 Online safety risks can be broadly categorised in the following four areas, known as the four Cs:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

19.3 As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

19.4 All Trust schools will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. This system will be monitored and reviewed with any inappropriate or concerning behaviours or searches being followed up appropriately.

19.5 All Trust staff will be aware that ongoing in-person monitoring is required in addition to the software in place as it is vital staff don't rely solely on IT systems as this may leave some children vulnerable.

19.6 All Trust schools will also ensure that it meets the filtering and monitoring standards published by the DfE.

19.7 Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

19.8 An annual review of filtering and monitoring systems will take place with Head of IT and Head of Safeguarding. This will be shared with the Board of Trustees.

19.9 Each school will ensure appropriate communication with parents to support pupils being kept safe online whilst accessing online spaces and devices outside of school.

19.10 All Schools are aware of the DfE guidance on the Generative Use of AI in Education 2025 and ensure that safety is the main priority when deciding on use of AI in school.

Personal Electronic Devices

19.11 The use of personal electronic devices, including mobile phones and devices with cameras, by staff and pupils is closely monitored by the school, in accordance with the Acceptable Use Policy.

19.12 Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the Head or DSL. The Trust is committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner.

19.13 School will therefore ensure that:

- informed parental consent is obtained to take and use photographs and/or videos of children, for use in school, to market the school or to share on social media / internet
- staff, visitors and volunteers do not use their own mobile phones or devices to take or record any images of children
- Acceptable Use of Technology Policy is shared by school with all key stakeholders for explicit agreement on terms of use for school devices and online use

19.14 Staff working in EYFS provision must ensure mobile phones and personal electronic devices are stored securely in areas where children do not have access. All personal electronic devices, including smart watches with cameras and smart glasses, are strictly prohibited from areas where children access in EYFS provision.

19.15 All electronic devices, including school devices, are strictly prohibited from areas where personal/intimate care takes place in all settings. All concerns over potential mis-use of any electronic devices, including school devices and use or presence of a device in areas where personal/intimate care takes place, should be immediately reported to the Head or DSL.

20. Mobile Phones in Schools

20.1 This section provides an overview of the roles and responsibilities of the named individuals. All Trust schools are mobile phone free environments. There are some exceptions, where a mobile phone is required for managing a medical condition or where a child may have caring responsibilities. Further guidance can be found in the Mobile Phone Policy.

21. Concerns About Staff and Safeguarding Practices

21.1 If a staff member in a school within the Trust has concerns about another member of staff's practice in relation to safeguarding (including supply staff, contractors, trainee teachers and volunteers), it will be raised with the headteacher of that school. If the concern is with regards to a headteacher within the Trust, or where they may be a conflict of interests, concerns will be raised with the Trust Executive Team.

21.2 If a staff member feels unable to raise an issue within school, they should follow the Whistleblowing Policy. If staff feel unable to follow the Trust's Whistleblowing Policy, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline on 0800 028 0285.

22. Allegations of Abuse against Staff

22.1 All allegations against school staff, Trust staff, supply staff, trainee teachers, volunteers and contractors will be managed in line with the relevant the procedures laid out by the individual school at which the staff members work or have worked. The Trust will ensure its schools are equipped to manage all allegations against staff, including those who are not employees of schools within the Trust, and that the affected schools liaise with the relevant parties.

22.2 When managing allegations against staff, the Trust will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns".

22.3 Allegations that meet the harms threshold include instances where staff have:

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

22.4 All staff will be made aware of and receive training on reporting of concerns, including being made aware of the role of the Local Authority Designated Officer (LADO).

- Lancashire LADO – email: LADO.admin@lancashire.gov.uk Tel: 01772 536 694
- Sefton LADO – email: safeguardingunitadmin@sefton.gov.uk Tel: 0151 934 3783
- Liverpool LADO – email: lado@liverpool.gov.uk Tel: 0771 670 2034
- Blackpool LADO – email: lado@blackpool.gov.uk Tel: 01253 477541

22.5 Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

22.6 General advice for whistleblowing can be found here.

22.7 NSPCC whistleblowing advice line: Click here for website, Tel: 0800 028 0285

Low Level Concerns

22.8 The Trust will strive to embed a culture of openness, trust and transparency in which the Trust shared values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff. The Trust will ensure that all staff are aware of how to recognise and report **low level concerns** around staff behaviour or conduct

22.9 The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO

22.10 Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

22.11 The Trust will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, trainee teachers, volunteers and contractors) are dealt with promptly and appropriately.

22.12 The Trust will ensure that all staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

22.13 All staff are clear on how to report low level concerns and will be empowered to do so. Staff must report their concerns to the Headteacher. If concerns are surrounding the Headteacher, this must be referred to the line manager, Tracey Greenough (Deputy CEO) or Gareth Caunce (Director of Primary Education). Concerns will be kept securely in line with guidance.

22.14 If in doubt whether the concern is a low-level concern, the Head will consult with Head of Safeguarding and Welfare, the HR Team and the LADO for guidance.

22.15 The Board of Trustees will ensure low level concern procedures and staff behaviour expectations are clearly addressed within the staff code of conduct and procedures are implemented effectively, ensuring that appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

23. Record Keeping

23.1 The Trust ensures that all concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school.

23.2 Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome

23.3 If in doubt about recording requirements, staff should discuss with the DSL.

23.4 The Trust uses CPOMS, which is an electronic recording safeguarding system. All staff using CPOMS will adhere to the ELT Guidance for CPOMS Use. On occasions, it is possible that records would need to be amended to correct time/date, add additional information or amend information for clarity and accuracy. This is recognised to be in line with best practice and to meet the expectations above, as set out in Keeping Children Safe in Education 25. An original copy of the recording will always be available via CPOMS.

23.5 Safeguarding records should be transferred within five school days and should include a summary of current safeguarding concerns, relevant context, and any ongoing support needs.

23.6 Particular care should be taken to distinguish between current safeguarding concerns and historic information, ensuring that past issues are presented with appropriate context. For example, where a file contains extensive historical information, a concise summary of current risk and relevant context is likely to support more effective safeguarding than the transfer of unstructured records alone.

23.7 DSLs in ELT schools will ensure the summary is provided on the child's CPOMS file and pinned to the top of the profile.

23.8 When an ELT school receives a new child at either a natural point of transition or through an in-year admission/managed move, DSLs will review the safeguarding information so that key risks and needs are clearly understood. Safeguarding information should be used to support, not disadvantage, the child.

23.9 If a DSL considers that safeguarding information is unclear or incomplete, they should seek clarification where necessary to support effective safeguarding.

23.10 In addition to the child protection file, the Designated Safeguarding Lead should consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving in order to enable the new setting to safeguard the child and wider community and support the child to thrive in their new setting. This is particularly important where there are concerns about the child experiencing abuse/neglect/exploitation or being involved in serious violence and/or child on child abuse.

23.11 DSLs will hold a verbal conversation with the DSL of the new school/setting to share this information as well as proactively seek this information from any previous school without waiting for the previous school to share.

24. Safer Recruitment

24.1 The Trust prioritises the safety and integrity of all schools and Central team through best practice safer recruitment practices. This includes accredited training to upskill all staff involved in recruitment to be able to identify, deter and reject unsuitable applicants at every stage of the recruitment process as well as develop an ongoing culture of vigilance for all employees, volunteers, agency staff and contractors.

24.2 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Ensure that all safeguarding policies and procedures are adopted, understood and implemented in all aspects of practice by all staff
- Are responsible on a daily basis for the care or supervision of children
- Regularly work in the school at times when children are on the premises
- Regularly come into contact with children under 18 years of age

24.3 The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

24.4 The Board of Trustees will ensure that schools conduct the appropriate pre-employment checks for all prospective Trust employees, including internal candidates and candidates who have lived or worked outside the UK.

24.5 The appropriate DBS and suitability checks will be carried out for all Trustees and Local Academy Councillors, volunteers, and contractors within the Trust.

24.6 The Chair of Trustees will undertake a suitability check by the DfE and an enhanced DBS check that will be carried out regardless of checks previously performed by other organisations or how recently these took place.

24.7 Staff across the Trust will receive accredited training in Safer Recruitment by the Head of Safeguarding and Welfare, on behalf of the Safer Recruitment Consortium.

Referral to the DBS

24.8 The Trust will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Single Central Record (SCR)

24.9 The MAT holds a central SCR containing information that is easily accessible and recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to all who need to see it, including Ofsted.

24.10 This is regularly audited by the Trust to ensure that the document is compliant and all pre-employment checks are being carried out lawfully.

24.11 All members of the proprietor body are also recorded on the SCR.

24.12 Teachers and those involved in teaching work have a responsibility to:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions
- Any other information deemed relevant

24.13 Endeavour Learning Trust practice ensures checks conducted for volunteers or Trustees/Governors are also recorded on the SCR.

24.14 The details of an individual will be removed from the SCR once they no longer work at the school.

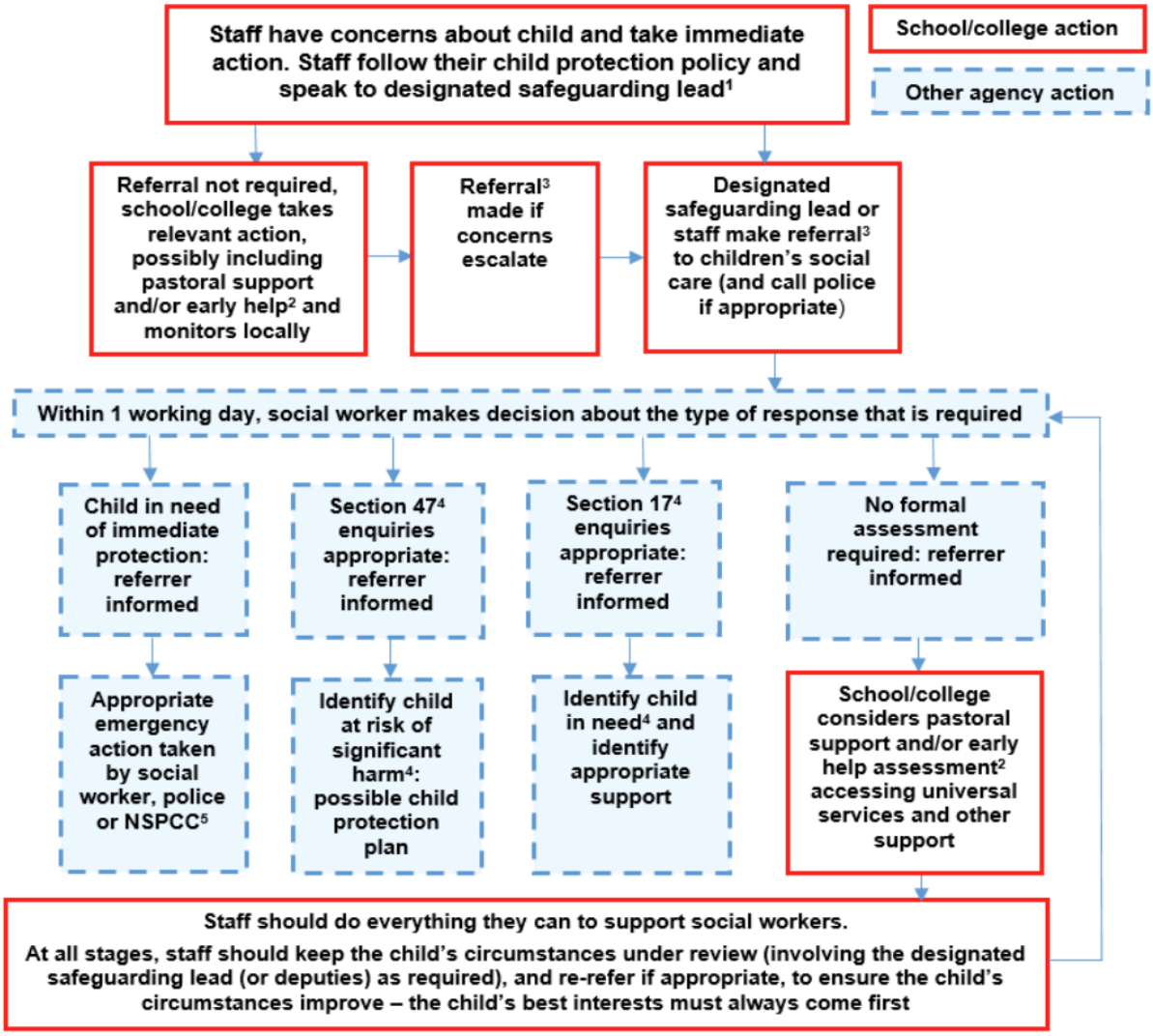
25. Monitoring and Review

25.1 This policy is reviewed at least annually by the Designated Safeguarding Trustee and Board of Trustees. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

25.2 Any changes made to this policy will be communicated to all members of the Trust. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is **September 2027**

Appendix One: *What to do if you have concerns about a child*

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

Document Control

Approved for Operation Within	All Endeavour Learning Trust Organisations		
Status	Statutory		
Owner	Endeavour Learning Trust		
Approver	Full Trust Board		
Policy Lead(s)	David Clayton, Chief Executive and Heather Fowler, Head of Safeguarding and Welfare		
Date Effective from	September 2026	**Date of Next Review**	September 2027
Review Period	Annual	**Version**	2026.1