



Corinium

Education Trust

Collaboration • Kindness • Courage • Innovation

Policy: Safeguarding and Child Protection Policy

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1. Introduction

- 1.1. The Corinium Education Trust (the Trust) is an ambitious and inclusive family of schools.
- 1.2. We aim to transform lives and strengthen communities:
 - We put children and young people first;
 - We inspire a lifelong love of learning and fellowship;
 - We challenge everyone to achieve more than we all first think is possible.
- 1.3. We act with courage and kindness.
- 1.4. The Trust has a statutory and moral duty to ensure it functions with a view to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and on each of its schools' premises.
- 1.5. We implement a trust-wide preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken and that healthy relationships are promoted. The Trust is also committed to a zero-tolerance policy with regard to sexual harassment and violence.
- 1.6. This policy sets out a framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It applies to all members of the trust's community, Trustees, members of our Local Governing Bodies, staff, volunteers and others who work with, or come into direct contact with, school learners.
- 1.7. The policy will be achieved by ensuring:
 - All members of trust's Board of Trustees, Local Governing Bodies, Trust Lead (CEO), Headteachers and all staff members understand their responsibility, under safeguarding legislation and statutory guidance, to be alert to the signs of child abuse and to refer concerns to the Designated Safeguarding Lead in each school;
 - The Designated Safeguarding Lead in each school is a member of the leadership team of their school and is appropriately trained in line with the Gloucestershire Safeguarding Children Executive's guidance;
 - All pupils are taught how to keep safe and to recognise behaviour that is unacceptable;
 - We identify and make provision for any child that has been subject to abuse;
 - We sustain and develop our culture of safe recruitment by continuing to adopt procedures that help deter, reject or identify people who might pose a risk to children;
 - School leaders and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- 1.8. This policy should be adhered to and followed by:
 - All members of staff;
 - All schools within the Trust;
 - All local governing boards and committees of the Trust;
 - Individual trustees and the Board of trustees;
 - The Trust as a whole, including trust staff;
 - Any associate members of the Board of trustees and/or its committees;
 - All contractors and other people using or visiting any of the premises of the Trust or our schools.

- 1.9. Designated Safeguarding Leads (DSL) and Deputy Designated Safeguarding Leads (DDSL) within The Corinium Education Trust are listed below. The Board of Trustees and the trust's local governing bodies have named link safeguarding trustees and/or governors.

School	DSL	DDSL	Governor
Corinium Education Trust	Chiquita Henson		
Cirencester Deer Park School	Helen Charlesworth	Louise Stubbs and Glynn Reed	Hema Naselli
Chesterton Primary School	Libby Pringle	Kerry Buckland	Beth Warren
Kemble Primary School	Emma Morrogh-Ryan	Jo Rogers	Abi Cockerell
Siddington C of E Primary School	Louise Lennox	Briony Smith	Claire Ladwa
Down Ampney C of E Primary School	Rebecca Gray	Helen Russell	Pip Tayloe
Sherborne C of E Primary School	John Moore	Flora Ellis and Lindsay Connor	Will Russell

- 1.10. This policy contains several acronyms used in the Education sector. These are listed in Appendix 1.

2. Equality statement

- 2.1. With regards to safeguarding we will comply with our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:
- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it, and
 - Promote mental health and wellbeing.
- 2.2. Our specific duties are set out in the trust's Equality statement and objectives and Equality, equity, diversity and inclusion policies for pupils and staff.

3. Definitions

- 3.1. The terms 'children' and 'child' refer to anyone under the age of 18.
- 3.2. For the purposes of this policy, '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 pupils from maltreatment, whether that is within or outside the home, including online;
 - Preventing the impairment of pupils' mental and physical health or development;
 - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care;
 - Taking action to enable all pupils to have the best outcomes.

- 3.3. For the purposes of this policy, 'consent' is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.
- 3.4. For the purposes of this policy, 'sexual violence' refers to the following offences as defined under the Sexual Offences Act 2003:
- Rape: A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
 - Assault by penetration: A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
 - Sexual assault: A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
 - Causing someone to engage in sexual activity without consent: A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- 3.5. For the purposes of this policy, 'sexual harassment' refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:
- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
 - Sexual 'jokes' and taunting.
 - Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
 - Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - Upskirting;
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos;
 - Sharing unwanted explicit content;
 - Sexualised online bullying.
 - Unwanted sexual comments and messages, including on social media.
 - Sexual exploitation, coercion, and threats.
- 3.6. For the purposes of this policy, 'upskirting' refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

- 3.7. For the purposes of this policy, the 'consensual and non-consensual sharing of nude and semi-nude images and/or videos', colloquially known as 'sexting', is defined as the sharing between pupils of sexually explicit content, including indecent imagery. Furthermore, 'indecent imagery' is defined as an image which meets one or more of the following criteria:
- Nude or semi-nude sexual posing;
 - A child touching themselves in a sexual way;
 - Any sexual activity involving a child;
 - Someone hurting a child sexually;
 - Sexual activity that involves animals.

4. Legal Framework

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

Legislation

- Children Act 1989 (and 2004 Amendment)
- Human Rights Act 1998
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010 and Public Sector Equality Duty
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE 'Academy Trust Handbook' (updated 2024)
- DfE (2024) 'Keeping children safe in education' 2024 (KCSIE)

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Governance handbook'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE Data Protection in Schools (updated 2024)

5. Policies and documents

5.1 This policy operates in conjunction with the following trust-wide and school-level policies:

Trust-wide policies:

- Attendance Policy
- Data and Cyber-security Breach Prevention and Management Plan
- Data Protection Policy, including Privacy Notices
- Equality, equity, diversity and inclusion policies (pupils and staff)
- Equality information and Objectives
- Exclusions Policy
- Records Management Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Statement of procedures for dealing with allegations of abuse made against teachers, other staff and volunteers
- Whistleblowing Policy

Each school's:

- Anti-bullying Policy
- Behaviour Policy
- Safeguarding and Child Protection Procedures

6. Roles and responsibilities

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

- Consider, at all times, what is in the best interests of the pupils in the trust.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide safe environments in which pupils can learn.
- Read and be familiar with the latest version on 'Keeping Children Safe in Education'.
- Be aware of the Trust's systems which support safeguarding, including any policies, procedures, information and training provided upon induction and during their employment.
- Be aware of the role and identity of the DSL and DDSL(s) within the relevant school.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL within the relevant school.
- Be aware of and understand the trust's procedure to follow should a pupil confide they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to their school's DSL or DDSL(s) if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, unexplainable and/or persistent absences from education, and sharing indecent images, and other signs that pupils may be at risk of harm.

- 6.2 All teachers within the trust, including headteachers, have a responsibility to:
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
 - Report, by law, any instances of FGM to the police.
 - Adhere to the guidance that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- 6.3 Headteachers in each school throughout the trust have a duty to:
- Ensure that the policies and procedures adopted by the trust, particularly concerning referrals of cases of suspected abuse, neglect and exploitation, are followed by all staff.
 - Provide staff within the trust with the appropriate policies and information upon induction and regularly through their employment.
 - Appoint a member of staff from the school's leadership team to the role of Designated Safeguarding Lead (DSL) as an explicit part of the role-holder's job description.
 - Appoint one or more Deputy Designated Safeguarding Leads (DDSLs) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
 - Ensuring that staff in their schools working directly with children read at least part one and Annex B of Keeping Children Safe in Education (KCSIE).
 - Ensuring that staff in their schools who do not work directly with children read either part one or Annex A of KCSIE. NB: Individual schools within the trust will assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
 - Making sure that pupils in each school are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
 - Ensuring that mechanisms are in place to assist staff in schools to understand and discharge their role and responsibilities in regard to safeguarding children.
 - Where there is a safeguarding concern within their school ensure there are procedures in place to take the child's wishes and feelings into account when determining what action to take and what services to provide.
 - Appointing a designated teacher for LAC within their school to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
 - Ensuring that the designated teacher for LAC within their school works with the virtual school head(s) (VSH) to discuss how the pupil premium funding can best be used to support LAC.
 - Making sure that staff members within their school have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- 6.4 On a trust-wide level, Designated Safeguarding Leads have a duty to:
- Take lead responsibility for safeguarding and child protection within their schools, including online safety.
 - Network with each other and the trust's link trustees and governors to share and develop 'best' practice and report on an agreed basis to the Board of Trustees via the agreed route of communication.
 - Refer cases:
 - To CSCS where abuse, neglect and exploitation are suspected, and support staff who make referrals CSCS.
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.

- Ensure each member of staff within their school has access to and understands the trust-wide Safeguarding and Child Protection Policy and their individual school's Safeguarding and Child Protection Procedures – this will be discussed during the staff induction process and reviewed regularly throughout their employment.
- Work with the Board of Trustees and/or their school's local governing bodies to ensure their school's Safeguarding and Child Protection Procedures are reviewed annually, and the procedures are updated and reviewed regularly.
- Understand the importance of information sharing within the trust, including within school, with the trust's other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Adhere to any other school-level duties outlined in their school's Safeguarding and Child Protection Procedures and their job description.
- Adhere to any safeguarding arrangements specified in the trust's funding agreement.

6.5 The Trust Lead (CEO) is responsible for:

- Creating a culture within the trust where all staff are confident to challenge senior leaders over any safeguarding concerns.
- Taking strategic leadership responsibility for the trust's safeguarding arrangements.
- Facilitating training opportunities trust-wide to ensure consistency in the level of training and expertise in safeguarding across the trust's schools.
- Guaranteeing that each school within the trust contributes to multi-agency working in line with the statutory guidance [‘Working Together to Safeguard Children’](#)
- Confirming that the trust's safeguarding arrangements take into account the procedures and practices of the relevant LAs as part of the inter-agency safeguarding procedures.
- Understanding the local criteria for action and the local protocol for assessment for each school within the trust, and ensuring these are reflected in the trust's policy and school's procedures.
- Complying with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensuring schools within the trust appoint a member of staff from the school's leadership team to the role of DSL as an explicit part of the role-holder's job description.
- Ensuring schools within the trust appoint one or more DDSLs to provide support to the DSL, and ensuring that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Where there is a safeguarding concern within a school that is part of the trust, ensuring there are procedures in place to take the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensuring systems are in place within the trust for pupils to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensuring that procedures are in place within the trust and in each school so that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensuring all relevant persons are aware of the trust's safeguarding arrangements, including the Board of trustees itself, local governing bodies, and each school's DSL, DDSL(s) and SLT.
- Adhering to statutory responsibilities by ensuring pre-employment checks are conducted on all staff within the trust who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required, including their activity on social media.
- Ensuring that staff within the trust are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensuring each school within the trust has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guaranteeing that volunteers within the trust are appropriately supervised.

- Making sure that at least one person on any appointment panel within the trust has undertaken safer recruitment training.
- Guaranteeing that there are procedures in place within the trust to handle pupils' allegations against other pupils.
- Ensuring that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff within the trust.
- Ensuring that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child and teenage relationship abuse within the trust.
- Guaranteeing that there are systems in place for pupils to express their views and give feedback within the trust.
- Establishing an early help procedure and ensure all staff within the trust understand the procedure and their role in it.
- Ensuring headteachers appoint designated teachers for LAC within their schools to promote the educational achievement of LAC and ensuring that they have undergone appropriate training.
- Introducing mechanisms to assist headteachers, designated teachers and staff within the trust in discharging their roles and responsibilities with regard to LAC and that they have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Ensuring the trust has put in place appropriate safeguarding responses for pupils who go missing from any school within the trust, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and preventing the risk of their disappearance in future.

6.6 The Board of Trustees is responsible for:

- Understanding its safeguarding duties and keeping up-to-date with legislation and statutory guidance and ensuring that every school within the trust complies with these duties.
- Guaranteeing that there are effective and appropriate safeguarding and child protection procedures in place in all schools within the trust and clearly delegating operational responsibilities in the Schedule of Delegation.
- Acting in accordance with their obligations under the Human Rights Act 1998 the Equality Act 2010, and the trust's local multi-agency safeguarding arrangements.
- Commissioning annual independent safeguarding audits of the Trust and each school.
- Receiving regular reports from the Trust Lead (CEO) and/or headteachers and DSLs on safeguarding.
- Guaranteeing that all relevant policies, procedures and training opportunities in the schools within the trust are effective and comply with the law at all times.
- Certifying that there are procedures in place within the trust to handle allegations against staff, supply staff, volunteers and contractors.
- Confirming that there are procedures in place within the trust to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

6.7 The Trust's Governance Officer is responsible for compliance and:

- Ensuring that all members of the Board of trustees have been subject to an enhanced DBS check
- Ensuring that all trustees and members of our local governing bodies receive appropriate safeguarding and child protection training upon induction into the role, and that this training is updated regularly thereafter.
- Ensuring that a member of the local governing body for each school within the trust is nominated as the safeguarding link governor to monitor safeguarding in each school and liaise with the school's LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.

- 6.8 Our safeguarding link governors are responsible for monitoring and:
- Ensuring each school within the trust facilitates a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
 - Reviewing the impact of this policy and making sure that the schools within the trust have effective safeguarding procedures in place and monitoring the implementation of these regularly.
 - Ensuring that all staff within the trust receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
 - Ensuring that robust safeguarding records are kept in each school and the effectiveness of recordkeeping is monitored.
- 6.9 The Designated Safeguarding Trustee is responsible for monitoring and:
- Liaising with the Board of Trustees on an agreed basis with regards to safeguarding matters.
 - Undertaking any responsibilities delegated to them by the Board of trustees.
 - Liaising with the DSL in each school on an agreed basis regarding safeguarding matters.
 - Taking leadership responsibility for safeguarding arrangements within the trust.
 - Ensuring that accurate and effective records of concerns and incidents are kept securely.

7. Sexual harassment and child-on-child abuse

- 7.1 Sexual harassment and upskirting will not be tolerated within the Trust or any of its schools. Pupils across the Trust's schools will be allowed an open forum to talk about concerns and sexual behaviour. They will be taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. Reports of sexual harassment and upskirting will be managed at school level in line with the Safeguarding and Child Protection Procedures for that school.
- 7.2 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.
- 7.3 Youth-produced sexual imagery and indecent imagery: the sharing of consensual and non-consensual nude or semi-nude images or videos will not be tolerated within the trust or any of its schools. Pupils across the trust's schools will be allowed an open forum to talk about their concerns regarding sexual imagery. They will be taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. Reports of youth-produced sexual imagery will be managed at school level in line with the Safeguarding and Child Protection Procedures for that school. Indecent imagery that is not youth-produced sexual imagery will also be managed at school level in line with the Safeguarding and Child Protection Procedures and Behaviour Policy for that school.

8. Multi-agency working

- 8.1 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.
- 8.2 The schools within the trust will be fully engaged, involved, and included in local safeguarding arrangements. Once the trust and its schools are named as a relevant agency by local safeguarding partners, they will follow their statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. Schools within the trust will act in accordance with the trust's safeguarding arrangements.
- 8.3 The trust will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

- 8.4 Where a need for early help is identified, the schools within the trust will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
- 8.5 The trust also recognises the particular importance of inter-agency working in identifying and preventing CSE.
- 8.6 The trust recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- 8.7 Considering the above, staff within the trust 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 the pupil being placed at risk of harm.
- 8.8 Staff members within the trust and its schools will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If school staff members are in doubt about sharing information, they will speak to their school's DSL or DDSL(s).

9. Early help

- 9.1 Early help means providing support as soon as a problem emerges, at any point in a child's life. In KCSIE 2024, it is defined as 'support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse'.
- 9.2 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:
- Are disabled, have certain health conditions, or have specific additional needs;
 - Have SEND, regardless of whether they have a statutory EHC plan;
 - Have mental health needs;
 - Are young carers;
 - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
 - Have experienced multiple suspensions, are at risk of being permanently excluded from school and are in Alternative Provision or a pupil Referral Unit;
 - Are frequently missing or going missing from care or from home;
 - Are at risk of modern slavery, trafficking, or sexual or criminal exploitation;
 - Are at risk of being radicalised or exploited;
 - Have family members in prison, or are affected by parental offending;
 - Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse;
 - Misuse drugs or alcohol;
 - Have returned home to their family from care;
 - Are at risk of HBA, such as FGM or forced marriage;
 - Are privately fostered;
 - Are persistently absent from education, including persistent absences for part of the school day;
 - Show early signs of abuse and/or neglect in other ways.
- 9.3 The DSL, alongside pastoral staff, in the affected school will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.
- 9.4 The Board of trustees local governing body will collaborate with the relevant LA's and external agencies to engage with the local early help process.

- 9.5 Staff within the trust may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

10. Children missing from education

- 10.1 A child going missing from a school within the trust is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- 10.2 Staff within the trust will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to their school's DSL and the Attendance and Support Officer where one exists, following normal safeguarding procedures, in accordance with the trust's Attendance Policy and their school's Safeguarding and Child Protection Procedures.
- 10.3 The school will inform the LA and the trust of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

11. Child abduction and community safety incidents

- 11.1 For the purposes of this policy, 'child abduction' is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.
- 11.2 The board of trustees will ensure that information about community safety incidents is shared across all schools in the trust, especially those in close geographic proximity to one another.
- 11.3 Joint solutions and strategies will be implemented where a community safety incident impacts pupils at more than one school within the trust.
- 11.4 Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

12. Modern slavery

- 12.1 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.
- 12.2 All staff within the trust will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.
- 12.3 The trust is committed to taking appropriate steps to prevent modern slavery. However, we are not yet required to publish an annual statement on our website as our annual turnover is less than £36m.

13. Female genital mutilation

- 13.1 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.
- 13.2 The trust ensures that teachers within its schools are aware they are legally required 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.

14. Radicalisation

- 14.1 For the purposes of this policy, 'extremism' refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.
- 14.2 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.
- 14.3 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.
- 14.4 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. These indicators will be considered alongside other factors or contexts. 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 Prevent referral. The trust and its schools will work together with local safeguarding arrangements as appropriate.
- 14.5 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.
- 14.6 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.
- 14.7 The trust's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in school-level Safeguarding and Child Protection Procedures.

15. Mental health

- 15.1 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.
- 15.2 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.
- 15.3 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 their school-level Safeguarding and Child Protection Procedures and speak to the DSL or DDSL(s).

- 15.4 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.

16. Consensual and non-consensual sharing of indecent images and videos

- 16.1 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.
- 16.2 Staff within the trust will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.
- 16.3 Staff within the trust will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.
- 16.4 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 affected school's DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:
- 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.
 - Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the school's DSL.
 - Report the incident to the school's DSL.
- 16.5 Further information on this procedure and a school's response to incidents of consensual and non-consensual sharing of indecent images and videos can be found in each school's Safeguarding and Child Protection Procedures.

17. Context of safeguarding incidents

- 17.1 Safeguarding incidents can occur outside of schools within the trust and can be associated with outside factors. All staff, particularly DSLs and DDSL(s), will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The schools within the trust will provide as much contextual information as possible when making referrals to CSCS.

18. Pupils potentially at greater risk of harm

- 18.1 Each school within the trust recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse, neglect and exploitation in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.
- 18.2 Witnessing ill treatment of others is harmful to children. This applies to all forms of domestic abuse, including where children see, hear or experience its effects.

- 18.3 Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.
- 18.4 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.
- 18.5 Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.
- 18.6 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.
- 18.7 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.
- 18.8 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.
- 18.9 Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. Previously LAC (PLAC), also known as care leavers, can also remain vulnerable after leaving care.
- 18.10 The Board of trustees will ensure that staff in the trust have the skills, knowledge and understanding to keep LAC and PLAC 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, or on an interim or full care 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.
- 18.11 The DSL in each school will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers from the delegated teacher for LAC and PLAC where necessary.
- 18.12 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 disproportionately impacted by issues such as bullying, without outwardly showing any signs
 - Communication barriers may exist, as well as difficulties in overcoming these barriers
- 18.13 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 SENDCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

- 18.14 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+.
- 18.15 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.

19. Use of school premises for non-school activities

- 19.1 Where a school within the trust hires or rents out school facilities or school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe, including seeking approval from the Board of trustees, where required.
- 19.2 Where a school within the trust provides the activities under the direct supervision or management of school staff, safeguarding and child protection arrangements will apply.
- 19.3 Where activities are provided separately by another body, this may not be the case; therefore, the Board of trustees or delegated authority will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.
- 19.4 The Board of trustees or delegated authority will also ensure that there are arrangements in place to liaise with schools within the trust on these matters where appropriate. The Board of trustees or its delegated authority 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.
- 19.5 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 and child protection arrangements.
- 19.6 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 safeguarding and child protection concerns and how to make a referral to CSCS or the police, if necessary.
- 19.7 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.

20. Concerns about pupils

- 20.1 The trust will approve and continuously monitor the procedures within each school for reporting concerns about pupils' welfare.
- 20.2 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.
- 20.3 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 be prepared to use any term with which the individual is most comfortable.

- 20.4 The trust adopts a zero-tolerance approach to child-on-child abuse, which is defined as abuse between children under the age of 18. The procedures for managing instances of child-on-child abuse will be held within each school and outlined in the school's Safeguarding and Child Protection Procedures.

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 (including supply staff and volunteers), it will be raised with the headteacher of that school. If the concern is with regards to a headteacher within the trust, it will be referred to the chair of trustees (see 'Statement of procedures for dealing with allegations of abuse made against teachers, other staff and volunteers').
- 21.2 Any concerns regarding the safeguarding practices at the trust will be raised with the leadership team of the school, and the necessary whistleblowing procedures will be followed, as outlined in the trust's Whistleblowing Policy. If a staff member feels unable to raise an issue with their school's SLT, they should contact the Trust Lead (CEO) or access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

22. Allegations of abuse against staff

- 22.1 All allegations against school staff, trust staff, supply staff, volunteers and contractors will be managed in line with the trust's 'Statement of procedures for dealing with allegations of abuse made against teachers, other staff and volunteers' and the procedures laid out by the individual school at which the staff members work or have worked.
- 22.2 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.
- 22.3 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'.
- 22.4 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.
- 22.5 The trust's 'Statement of procedures for dealing with allegations of abuse made against teachers, other staff and volunteers' explains how low-level concerns and allegations will be handled.

23. Communication and confidentiality

- 23.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with the data protection policies of the trust and individual schools within the trust.

- 23.2 Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the trust and affected schools will consult its relevant policies and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the trust and its schools will do all it can to protect the anonymity of the pupils involved in the case.
- 23.3 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- 23.4 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL of the affected school will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- 23.5 Depending on the nature of a concern, the DSL of the affected school will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. External agencies will be invited to these discussions where necessary.
- 23.6 Where confidentiality or anonymity has been breached, the trust will ensure the appropriate disciplinary procedures are implemented as necessary and will analyse how damage can be minimised and future breaches be prevented.

24. Safer recruitment

- 24.1 The policy and procedures for safer recruitment are outlined in the trust's Safer Recruitment Policy.
- 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:
- 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 conduct the appropriate pre-employment checks for all prospective trust employees, including internal candidates and candidates who have lived or worked outside the UK. This responsibility may be delegated by the Board of trustees as required.
- 24.5 The appropriate DBS and suitability checks will be carried out for all trustees and local governors, volunteers, and contractors within the trust.
- 24.6 The chair of trustees will undertake a suitability check by the ESFA 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 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.

25. Monitoring and review

- 25.1 The trust has a rigorous and on-going cycle of monitoring and reviewing the impact of our safeguarding policy and procedures. This is summarised in the flow chart in Appendix 3.
- 25.2 Monitoring visits will be conducted by the Trust Lead (CEO), designated safeguarding trustee and safeguarding link governors. During these monitoring visits they will assess whether each school:
- Has an accurate and up to date Single Central Record;
 - Has clear procedures for staff to report concerns to their DSL;
 - Has clear procedures for their DSL to make referrals to their LA;
 - Has trained its staff members to understand their responsibilities in these procedures;
 - Has ensured all staff are aware of their obligations in relation to confidentiality and information sharing.
- 25.3 Schools' local governing bodies' safeguarding link governors will use a safeguarding monitoring form put together in partnership with our DSLs. These will be complemented by a further review undertaken by the Trust Lead (CEO).
- 25.4 This Safeguarding Policy is reviewed annually by the designated safeguarding trustee and Board of trustees.
- 25.5 This policy is updated as needed to ensure it is up-to-date with all relevant legislation and guidance and safeguarding issues as they emerge and evolve, including any lessons learnt.
- 25.6 Each school within the trust will review their own safeguarding procedures, specific to their contexts, annually with their Local Governing Bodies, the Trust Lead (CEO).
- 25.7 Headteachers, DSLs and their Safeguarding Link Governors annually complete the Gloucestershire Safeguarding Children Partnership's 'Keeping Children Safe in Education Assurance Declaration Procedure'. This helps to inform our policy and procedures.
- 25.8 This policy is published on the trust's and each schools' websites.
- 25.9 Any changes made to this policy will be communicated to all members of the trust.
- 25.10 All members of staff are required to familiarise themselves with all processes outlined in this policy and in their school's procedures as part of their induction programme and regularly during their employment.

Appendix 1: Acronyms

Acronym	Long form	Description
CCE	Child criminal exploitation	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 in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	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 in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act 2018.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the DfE with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	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.
UK GDPR	The UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.

HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the UK and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in LA care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs and disabilities (SEND) policy and provision of education to pupils with SEND.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.

TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the LA they work for, and all children who currently have, or previously had, a social worker.

Appendix 2: Staff Disqualification Declaration

Name:	Position:	Name of school:
Orders and other restrictions		Yes/No
Have any orders or other determinations related to childcare been made in respect of you?		
Have any orders or other determinations related to childcare been made in respect of a child in your care?		
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?		
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?		
Are you barred from working with children by the DBS?		
Are you prohibited from teaching?		
Specified and statutory offences		
Have you ever been cautioned, reprimanded, given a warning for or convicted of:		
• Any offence against or involving a child?		
• Any violent or sexual offence against an adult?		
• Any offence under The Sexual Offences Act 2003?		
• Any other relevant offence?		
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?		

Staff Disqualification Declaration (continued)

Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions and/or convictions, a DBS certificate may be provided.	

Declaration	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that: <ul style="list-style-type: none">• I understand my responsibilities to safeguard children.• I understand that I must notify the headteacher immediately of anything that affects my suitability to work within the trust. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.	
Signed:	
Print name:	
Date:	

Document History

Creation date	December 2019
Trust Lead	Trust Lead (CEO), Designated Safeguarding Leads
Approved by	Board of Trustees
First approval date	May 2018
Review frequency	Annually

Review date	Significant amendments	Made by	Next review
Dec 2019	Changes to this statement included amending the Gloucestershire Safeguarding Children Board to Gloucestershire Safeguarding Children Executive as it is now known and updating the references to include 'Keeping Children Safe in Education 2019'.	CXH	Oct 2020
Oct 2020	Changes to this statement included updating the references to include 'Keeping Children Safe in Education 2020'. Re-formatted to show document history.	CXH	Oct 2021
Oct 2021	Updated to reflect changes in 'Keeping Children Safe in Education 2021'. 4.6 Amended to show policies as bullet points. 6.1. References updated to conform to latest guidance.	CXH	Oct 2022
Nov 2022	New Policy to replace CET overarching Safeguarding statement. Expansion based on template from The School Bus and 'Keeping Children Safe in Education 2022'.	CXH/HLC (DSL at CDPS)	Oct 2023
Oct 2023	Further revisions made to move document to a MAT-wide policy. This will be supported by procedures specific to each school within in the trust. Added Trust values (1) and equality statement (2). Lists rearranged in date or alphabetical order. Re-ordered, clarified and extended roles and responsibilities to include governance Officer (6.7) and safeguarding link governors (6.8) and to achieve greater coherence. Checks updated to include activity on social media in line with guidance in KCSIE 2023 (6.5). Added more detail re-monitoring and review following discussion with Trustees and receipt of revised 'Keeping Children Safe in Education Assurance Declaration Procedure' from the Gloucestershire Safeguarding Children Partnership.	CXH	Oct 2024

Oct 2024	<p>Updated to reflect changes in 'Keeping Children Safe in Education 2024'.</p> <p>Extended definition of safeguarding to include 'providing help and support to meet the needs of children as soon as problems emerge' (3.2);</p> <p>Updated references to guidance: Working together to Safeguard Children (2023), Keeping Children Safe in Education (2024) and Data Protection in Schools (2024) (4.1);</p> <p>Refreshed terminology to be consistent with KCSIE – eg 'abuse, neglect and exploitation'.</p> <p>Inserted definition of Early Help (9.1);</p> <p>Added pupils with multiple suspensions and at risk of permanent exclusion to the list (9.2);</p> <p>Referenced the consideration of other factors around radicalisation (14.4);</p> <p>Included impact of domestic abuse on children (18.2)</p> <p>1.9 Designated Safeguarding Leads (DSL) and Deputy Designated Safeguarding Leads (DDSL) staff updated</p>	CXH	Oct 2025
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