

Safeguarding and child protection policy

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1 Policy statement

1.1 Purpose and intent

1.1.1 Our strong safeguarding culture – why it is important

Safeguarding is everyone's responsibility and it is our duty to safeguard and promote the welfare of children. 'Children' includes everyone under the age of 18. This is our core safeguarding principle.

In adhering to this principle, we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.

This policy, along with its associated procedures, forms a cornerstone of our safeguarding culture. This policy applies to all staff, volunteers, governors and trustees, all of whom are trained on its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.

1.1.2 What it means for our students

We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child. It also includes contributing to broader, multi-agency strategic discussions about safeguarding children.

All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any students or staff involved in child protection or safeguarding issue will receive appropriate support.

Our strong safeguarding culture ensures that we treat all children with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among students and we set a good example by conducting ourselves appropriately.

Identifying safeguarding and child protection concerns often begin with recognising changes in students' attendance and/or behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.

We are committed to child-centred practice through shared responsibility. All of our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

1.1.3 Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy.

- [Keeping children safe in education](#)
- [Working together to safeguard children](#)
- [Working together to improve school attendance](#)
- [What to do if you're worried a child is being abused](#)
- [Prevent duty guidance: England and Wales](#)
- [Teachers' standards](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Section 157 of the Education Act 2002](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [Domestic Abuse Act 2021](#)
- [PACE Code C 2019](#)
- [Statutory framework for the early years foundation stage \(EYFS\)](#)
- [Mobile phones in schools](#)

1.1.4 This policy should also be read in conjunction with our related policies and procedures, including the following. This is not an exhaustive list.

- Attendance policy
- Behaviour and anti-bullying policy
- Alternative provision procedure
- Special educational needs and disabilities policy
- Use of restrictive physical intervention protocol
- Early years foundation stage policy
- Equity, diversity and inclusion policy
- Concerns and complaints policy
- Recruitment policy
- Whistleblowing policy
- Staff code of conduct
- Grievance policy
- Disciplinary policy
- Data protection (GDPR) policy

1.2 Roles and responsibilities

1.2.1 Board of trustees

Trustees, working with local academy committees in line with the scheme of delegation, will monitor and evaluate the impact of the policy, and will hold the chief executive team to account for its implementation. The board will also appoint a link trustee for safeguarding, who will provide strategic oversight and assurance to the board on safeguarding matters across the Trust. The link trustee will liaise with the strategic development lead for safeguarding and other relevant leaders to ensure effective governance of safeguarding policy and practice.

1.2.2 Strategic development lead for safeguarding

The strategic development lead for safeguarding is appointed by the Trust to oversee the strategic implementation and continuous improvement of safeguarding practices across all academies. They monitor the effective application of this policy, support designated safeguarding leads (DSLs) and senior leaders, and ensure that safeguarding arrangements are consistent, compliant and focused on the best outcomes for children.

1.2.3 Local academy committee

The role of the local academy committee's safeguarding governor is to provide support and challenge to the designated safeguarding lead (DSL) and the leadership of the academy on how they manage safeguarding, so that the safety and wellbeing of the children can continuously improve. The DSL and the safeguarding governor should meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the academy. The safeguarding governor role includes:

- understanding the requirements of the governance handbook and keeping children safe in education statutory guidance;
- supporting and challenging the DSL on the standards of safeguarding at the academy;
- confirming that consistent and compliant safeguarding practice takes place across the academy; and
- reporting to the link trustee about the standard of safeguarding in the academy.

1.2.4 Principal

The principal has overall responsibility for safeguarding and child protection within the academy. They ensure that a strong safeguarding culture is embedded across all aspects of academy life and that the designated safeguarding lead (DSL) is supported with the time, training and resources needed to fulfil their role effectively. The principal works in partnership with the DSL, safeguarding governor, and external agencies to promote the safety and wellbeing of all students.

1.2.5 Designated safeguarding lead (DSL)

The designated safeguarding lead has the appropriate expertise and authority to assume the lead responsibility for safeguarding and child protection, including online safety, in the academy. The DSL duties include:

- ensuring child protection policies are known, understood and used appropriately by staff;
- working with the local academy committee to ensure that the safeguarding and child protection policy is reviewed annually and that the procedures are reviewed regularly;
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters;
- liaising with the principal regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and be aware of the requirement for children to have an appropriate adult in relevant circumstances;
- acting as a point of contact with the three safeguarding partners – the police, the local authority children's services and the local NHS integrated care board;
- making and managing referrals to children's social care, the police or other agencies;
- keeping detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions (including where referrals were or were not made);
- taking part in strategy discussions and inter-agency meetings;
- liaising with the 'case manager' and the designated officer(s) at the local authority if allegations are made against staff;
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements;
- transferring the child protection file to a child's new school; and
- in early years settings, working with the principal to ensure that the relevant staffing ratios are met, where applicable, and ensuring that each EYFS child is assigned a key person.

1.2.6 Deputy designated safeguarding lead(s)

Deputy DSL(s) are trained to the same level as the DSL and support the DSL with safeguarding matters on a day-to-day basis. Within the academy, the lead responsibility for child protection remains with the DSL. The deputy DSL has authority delegated to them to make decisions, particularly in complex cases, to oversee multi-agency working and to outline clear reporting expectations to all staff.

1.2.7 Key contacts

Role	Name	Contact
Link trustee for safeguarding	Margaret Blore interim Trustee (overseen by Standards and Outcomes Committee)	mblore@gov.diverse-ac.org.uk
Strategic development lead - safeguarding	Patrick Knight	pknight@diverse-ac.org.uk
Multi-agency safeguarding hub (MASH)	Nottinghamshire	mash.safeguarding@nottscq.qcsx.gov.uk 0300 500 80 90 for professionals 0300 500 80 80 for parents and public
Notts Early Help	Nottinghamshire	0115 804 1248
Children's safeguarding team	Lincolnshire	01522 782111 Out of hours – 01522 782333
Local authority designated officer – Nottinghamshire	Eva Callaghan	eva.callaghan@nottscq.gov.uk 0115 8041272
Local authority designated officer – Lincolnshire	LADO referral form	www.lincolnshire.gov.uk/safeguarding/lscp/7 01522 554674
Academy safeguarding contacts	See 'Safeguarding' webpage within the 'Our academy' section of the website	

2 Policy

2.1 Children who may be particularly vulnerable

2.1.1 Some children are at greater risk of abuse, neglect and exploitation. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice.

2.1.2 To ensure that all of our students receive equal protection, we give special consideration to children who:

- are vulnerable because of their race, ethnicity, religion, special educational needs, disability, gender identity or sexuality;
- are vulnerable because of a special educational need – such as autism spectrum disorder (see 2.2);
- are vulnerable to being bullied, or engaging in bullying;
- are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism;
- live in chaotic or unsupportive home situations;
- live transient lifestyles or live away from home or in temporary accommodation;
- are affected by parental substance abuse, all forms of domestic abuse or parental mental health needs;

- do not have English as a first language;
- experience or have experienced bereavement or mental health difficulties;
- are in care, kinship care, special guardianship or private fostering arrangements, or have returned home to their family from care;
- have experienced multiple suspensions and are at risk of, or have been, permanently excluded; and/or
- are formally identified as a young carer or informally as a possible young carer.

2.2 Children with special educational needs and disabilities

2.2.1 Our academies adhere to the latest statutory guidance as outlined in our [special educational needs and disabilities policy](#). Children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

2.2.2 Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

2.2.3 Where there are concerns about behaviour, mood, injuries or disclosures involving a child with special educational needs and/or disabilities, staff must not assume these are solely linked to the child's disability. All concerns must be reported immediately to the designated safeguarding lead (DSL) for further exploration.

2.2.4 Staff must use adapted communication strategies to ensure that the voice of the child is captured and understood, including for non- and pre-verbal students.

2.3 Children who are absent from education

2.3.1 Our academies adhere to the statutory guidance as outlined in '[Working together to improve school attendance](#).' Children being absent from education for prolonged periods, on an increasing basis and/or on repeat occasions, and children with unexplainable and/or persistent absences from education, can be an indicator of abuse, neglect and exploitation, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

2.3.2 We will closely monitor attendance, absence and exclusions and our DSL will take appropriate and proactive action including notifying the local authority, particularly where children go missing on repeated occasions, on an increasing basis and/or are missing for periods during the school day.

2.4 Alternative provision

Our academies adhere to our Trust alternative provision procedures. Where a student is placed with an alternative provision provider, we continue to be responsible for the safeguarding of that student, in accordance with the expectations outlined in '[Keeping children safe in education \(KCSIE\)](#)' and '[Arranging alternative provision](#)' guidance and will ensure we are satisfied that the placement meets the student's needs.

2.5 Mental health

2.5.1 Our academies adhere to mental health principles, as outlined in our procedures. Schools have an important role to play in supporting the mental health and wellbeing of their students. All our staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

2.5.2 Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy who will alert other relevant agencies as necessary.

2.6 Children who are LGBTQIA+

2.6.1 The fact that a child or a young person may be lesbian, gay, bisexual, transgender, queer, intersex, asexual, and other identities (LGBTQIA+) is not in itself an inherent risk factor for harm. Unfortunately, children who identify as LGBTQIA+, or are simply perceived to be LGBTQIA+, can be targeted by other children. The risk to these children can be compounded where children who are LGBTQIA+ lack a trusted adult with whom they can be open.

2.6.2 Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

2.6.3 We adhere to the statutory guidance on gender questioning children. The 2024 Cass review of gender identity services for children and young people identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs. When supporting a gender questioning child, as recommended by statutory guidance, we take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances

where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

2.7 Child-on-child abuse

2.7.1 Our safeguarding practices are fully aligned with the statutory guidance in part five of keeping children safe in education. Child-on-child abuse – children harming, coercing or abusing other children – is unacceptable and will be taken seriously. It will not be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’. We recognise that some pupils may engage in harmful behaviours, including the financial exploitation of other children and the use of misogynistic, sexist or homophobic language, attitudes and behaviours.

2.7.2 Different forms of child-on-child abuse may be more prevalent depending on sex and gender, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. It is more likely that boys will be perpetrators of child-on-child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

2.7.3 All staff must be clear about our policy and procedures for addressing child-on-child abuse and maintain an attitude of ‘it could happen here’. All staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

2.7.4 All allegations of child-on-child abuse must be reported immediately to the designated safeguarding lead (DSL), who will take appropriate action to ensure the safety and wellbeing of all children involved. Where allegations of a sexual nature are made, we will follow the statutory guidance set out in part five of keeping children safe in education.

2.7.5 Children can report allegations or concerns of child-on-child abuse to any staff member and the staff member will pass on the allegation to the DSL in accordance with this policy and associated procedures. To ensure children can report their concerns easily, we have systems in place for children to confidently report abuse.

2.7.6 To support those involved, our staff will reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

2.7.7 Abuse that occurs online or outside of the academy will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online – and increasingly through the use and manipulation of AI – can introduce a number of

complex factors. Amongst other things, this can include widespread misogyny, misandry, abuse or harm across a number of social media platforms that leads to repeat victimisation.

2.7.8 The support required for the student who has been harmed will depend on their circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.

2.7.9 Support may also be required for the student that caused harm. We will seek to understand why the student acted in this way and consider what support may be required to help the student and/or change behaviours. The consequences for the harm caused or intended will be addressed.

2.8 Serious violence

2.8.1 All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of mental health difficulties, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

2.8.2 All staff are made be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

2.9 Child criminal exploitation (CCE) and child sexual exploitation (CSE)

2.9.1 Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including age, gender, sexual identity, cognitive ability, physical strength, status and/or access to economic or other resources.

2.9.2 The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

2.9.3 We include the risks of criminal and sexual exploitation in our RSE and health education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim. We also recognise that, in certain circumstances, the identification of victim and perpetrator can overlap.

2.9.4 Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health. All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE.

2.9.5 All concerns are reported immediately to the DSL. Staff will always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

2.10 Online safety

2.10.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate and effective filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. Our filtering and monitoring systems also prevent access to harmful and inappropriate content accessed through generative AI tools and products.

2.10.2 We take care to ensure that inappropriate and harmful content do not unreasonably impact on teaching and learning. Our filtering and monitoring systems block harmful and inappropriate content and are effective when AI is applied. The systems are reviewed regularly (at least annually) to ensure their effectiveness, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our students.

2.10.3 We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe. We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.

2.10.4 Students may be exposed to explicit images or videos created or manipulated using artificial intelligence. These images, although not involving real children, are illegal and harmful. AI-generated child sexual abuse material (AI-CSAM) can involve blackmail, coercion or reputational harm. Students may not realise that creating or sharing such content – including altered images of themselves or others – may be a criminal offence.

2.10.5 All staff are aware of the risk areas in respect of online safety and should report any concerns to the DSL. Staff may reference [‘Using AI in education settings’](#) to assist in the effective and safe use of this technology.

2.10.6 We adhere to the expectations outlined in [‘Keeping children safe in education \(KCSIE\)’](#). Students are taught about harmful content including misinformation, disinformation and conspiracy theories.

2.11 Use of handheld devices and cameras in early years settings

2.11.1 Personal devices are only to be used by staff when on a designated break away from the children. At all other times, personal devices are to be switched off.

2.11.2 Trust devices are only to be used by staff for work purposes. Photographs and videos of the children are only to be taken on academy devices.

2.11.3 Images of the students will only be used in accordance with our data protection (GDPR) policy.

2.12 Use of mobile phones and smart devices in all settings (except for early years)

2.12.1 Students must not use mobile phones or other smart devices in classrooms or other teaching areas unless specifically authorised by staff for educational purposes.

2.12.2 Staff must ensure that mobile phones and personal devices are not used in ways that could compromise the safeguarding or privacy of children.

2.12.3 Sixth form students and staff may follow locally agreed protocols, if classrooms and communal areas remain mobile-free by default.

2.12.4 All our academies must follow the statutory guidance on mobile phones in schools.

2.13 Domestic abuse

2.13.1 Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.

2.13.2 All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

2.14 Honour-based abuse (HBA)

If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they must speak to the DSL.

2.15 Female genital mutilation (FGM)

If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they must speak to the DSL. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the DSL.

2.16 Forced marriage

Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK. If staff are concerned that a child may be at risk of forced marriage, they must speak to the DSL.

2.17 Radicalisation and extremism

Our staff are trained to identify those at risk of being radicalised or drawn into extremism. If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they must speak to the DSL.

2.18 Staff/student relationships

2.18.1 Staff are aware that any form of inappropriate behaviour towards students is unacceptable. Under the Sexual Offences Act 2003, it is a criminal offence for a member of staff to engage in sexual activity with a student under the age of 18. Furthermore, all staff are prohibited from engaging in any sexual or romantic relationship with a student of any age, including those aged 18 or over. Such conduct constitutes a serious breach of professional boundaries and will be treated as a disciplinary matter.

2.18.2 We provide our staff with advice regarding their personal online activity, and we have clear rules regarding electronic communications and online contact with students. It is considered a serious disciplinary issue if staff breach these rules.

2.18.3 Our staff code of conduct sets out our expectations of staff.

2.19 Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

2.19.1 If a safeguarding concern or allegation is made about a member of staff, supply staff, trainee teacher, contractor or a volunteer, or relates to incidents that happened when an individual or organisation was using Trust premises for the purposes of running activities for children, set procedures must be followed in part four of keeping children safe in education.

2.19.2 Safeguarding concerns or allegations made about staff who no longer work for the Trust will be reported to the local authority designated officer (LADO) in the first instance and, dependent on the nature of the concerns, to the police.

2.20 Whistleblowing if you have concerns about a colleague

2.20.1 It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the principal, unless the complaint is about the

principal, in which case concern should be reported to the executive principal or a member of the chief executive team.

2.20.2 Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

2.20.3 Our whistleblowing policy allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

2.21 Staff and governor/trustee training

2.21.1 Our staff receive appropriate safeguarding and child protection training (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our students. All staff, governors and trustees must read part one of keeping children safe in education in full.

2.21.2 New staff and volunteers receive a briefing during their induction which covers this safeguarding and child protection policy, alongside the staff code of conduct, how to report and record concerns and information about designated safeguarding lead(s) and deputy DSLs for their place of work.

2.21.3 Our trustees and governors receive appropriate safeguarding and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole-Trust approach to safeguarding. This training is updated at least annually.

2.21.4 Our safeguarding governor/trustee link roles receive additional training to empower them to support and challenge the strategic development lead for safeguarding and the designated safeguarding lead(s) and support the delivery of high-quality safeguarding across the Trust.

2.22 Safer recruitment

2.22.1 Our recruitment policy and procedures align with the guidance set out in '[Keeping children safe in education \(KCSIE\)](#)' and [on appointing volunteers](#). This outlines the measures we take to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with KCSIE and the local safeguarding partner arrangements.

2.22.2 We maintain a single central record of recruitment checks undertaken in each of our academies.

2.22.3 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

2.22.4 We ensure that our volunteers are appropriately checked and supervised when in our Trust. We check the identity of all contractors working on site and requests DBS checks where required by keeping children safe in education. Contractors who have not undergone checks will not be allowed to work unsupervised during the academy day.

2.22.5 When using supply staff, we will obtain written confirmation from supply agencies or third-party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the Trust or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

2.23 Site security

Visitors are asked to sign in when entering Trust premises and are given an identification badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the site. Visitors who have not undergone the required checks will be escorted at all times.

2.24 Confidentiality and sharing information

2.24.1 Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the DSL, principal (or executive principal in their absence) or the chair of the local academy committee.

2.24.2 The DSL will normally obtain consent from the student and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information without consent and will record the reason for deciding to do so. We adhere to the stronger alignment expectations with '[Working together to safeguard children](#)' statutory guidance.

2.24.3 Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so, and the information to be shared is relevant, adequate and accurate. Information sharing decisions will be recorded, whether or not the decision is taken to share. Our safeguarding practice is underpinned by effective multi-agency working and a shared commitment to promoting the welfare and protecting the safety of children.

2.24.4 The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the data protection officer.

2.24.5 Child protection information, and other safeguarding information will be stored separately from the student's school file, and the academy file will be 'tagged', when applicable, to indicate that separate information is held. It will be stored and handled in line with our records management and retention guidelines, which is available to parents and students on request.

2.25 Special circumstances

2.25.1 Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. We ensure that our staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

2.25.2 Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

2.25.3 Work experience

The academy has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise children on work experience which are in accordance with statutory guidance.

2.25.4 Children staying with host families

The academy may make arrangements for students to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

We cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where students stay with host families abroad, we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our DSL will ensure the arrangements are sufficient to safeguard our students and will include ensuring students understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

Some overseas students may reside with host families during school terms, and we will work with the local authority to check that such arrangements are safe and suitable.

2.25.5 Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a student may be in a private fostering arrangement, they will tell the DSL, and the academy will notify the local authority of the circumstances.

2.25.6 Children in kinship care

Kinship care refers to arrangements where a child is raised by relatives or family friends when their parents are unable to care for them. These arrangements may be formal (for example where the child is looked after by the local authority or subject to a special guardianship or child arrangements order) or informal. Where staff are aware that a child is living in a kinship care arrangement, this information will be shared with the DSL so that appropriate consideration can be given to the child's safeguarding and welfare needs and, where relevant, liaison can take place with the local authority and other agencies.