

Safeguarding and Child Protection Policy

Aims	City of London Academies Trust (COLAT) is committed to safeguarding and promoting the welfare of children. Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers, trustees and governors in the Trust. Safeguarding goes beyond implementing basic child protection procedures, it is an integral part of all activities and functions of the Trust and each COLAT academy. The Trust aims to ensure that: • Appropriate action is taken in a timely manner to safeguard and promote children's welfare • All staff are aware of their statutory responsibilities with respect to safeguarding • Staff are properly trained in recognising and reporting safeguarding issues The overall responsibility for the approval of this policy sits with the Board of Trustees. However, each academy must have their own local safeguarding and child protection policy, outlining how the academy delivers safeguarding at a local level, which is reviewed on an annual basis by the relevant Local Board Members (LBMs).
Targets/Outcomes	• All pupils/students at all times are fully safeguarded on each and every Trust Academy site and on any offsite trip or journey • All child protection matters are dealt with, in line with regulations and the best interest of the child
Legislation	Legislation and statutory guidance as Listed in Appendix A
Definitions	Listed in Appendix A
Roles and Responsibilities	
Pupils/Students will	• Recognise that confidentiality cannot be guaranteed. • Raise any concerns that they might have about themselves or their peers by speaking to a trusted adult and expect that these are taken seriously, otherwise tell another member of staff. • Participate in appropriate classroom discussion and debates.
All staff will	• Upon employment, complete all safer recruitment checks including a full disclosure of criminal background and other pre-employment checks. • Ensure pupils/students are aware that staff cannot guarantee confidentiality. • Identify and act on any information given to them by pupils/students as a matter of the highest priority and inform the relevant Academy's Designated Safeguarding Lead however minor the concern. • read either Part 1 of the most recent Keeping Children Safe In Education (KCSIE) or the condensed guidance in Annex A if they do not work directly with children. • Read and understand part 1 of KCSIE statutory guidance if they work directly with children. • Engage in annual training on how to identify neglect and abuse and how to report concerns, in accordance with the relevant Academy's safeguarding and child protection procedures. • Have awareness of inappropriate behaviour towards pupils/students and with regards to social media settings and protocol. • Strive to develop an atmosphere of trust and respect where pupils/students feel they can approach and talk to them about their concerns and that these will be taken seriously. • Take all possible measures to ensure no child is at risk of harm, abuse, neglect, radicalisation or exploitation and report any concerns relating to these or any other issues to the relevant Designated Safeguarding Lead immediately. • Follow up any and every safeguarding concern and report to the relevant Designated Safeguarding Lead immediately.
In addition, teaching staff will:	• Promote the highest expectations of Health and Safety in every activity undertaken in and out of the classroom. • Promote the highest expectations of attendance and punctuality for all pupils/students • Teach Health and Safety awareness as part of the curriculum.

	• Actively engage and promote a listening culture to engage dialogue with pupils/students by seeking their views in ways appropriate to their age and understanding. • Ensure that pupils/students are aware of where to go/what to do if they are being abused or neglected. • Actively encourage collaboration amongst pupils/students and their families from a range of racial, cultural, religious and linguistic backgrounds.
Parents and carers will	• Inform Trust/Academy staff and/or the relevant authorities immediately if they have concerns about their own (or another) child's safety and well-being. • Support the Trust and the relevant Academy in their actions against those who abuse or endanger a child.
The senior leadership team (SLT) in each Academy will:	• Read and understand Annex B, C, D and E of the KCSIE guidance. • Nominate one member of the SLT to be a Designated Safeguarding Lead and a second member of staff to be deputy DSL and ensure that cover is provided outside of the school day and term time. • Develop effective working relationships with the three Safeguarding Partners, social services and all other external agencies. • Regularly refer to and liaise with the relevant local authority safeguarding team which provides specific training and has expertise and advice to offer in relation to emerging issues such as online safety and sexual exploitation. • Complete and maintain regular Safer Recruitment Training. • Undertake Prevent risk assessment. • Maintain the Single Central Record (SCR) to ensure safeguarding checks are carried out on staff, visitors, governors, volunteers and contractor staff and update DBS checks every three years in line with Trust requirements. • Promote a code of practice regarding behaviour and conduct, applicable to both staff and pupils/students. • Ensure that there is a comprehensive safeguarding training strategy to properly equip staff and volunteers to carry out their responsibilities. • Display key information around the Academy including NSPCC, Childline and where and who to go to for support. • Ensure that staff and LBMs understand what online filtering and monitoring is and that it is in place to prevent children accessing inappropriate and harmful content online while pupils are in school. • Make online pre-recruitment checks for shortlisted candidates. • Clarify with stakeholders and update staff that being absent, as well as missing, from education, can be warning sign of a range of safeguarding concerns including sexual abuse, sexual exploitation or child criminal exploitation. • Implement and monitor the local safeguarding and child protection policy as approved by LBMs.
The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in each Academy will:	• Refer all cases of suspected abuse to the appropriate local authority team. • Refer all cases of suspected radicalisation to the Prevent police officer for the local authority. • Refer cases of allegations against staff to the Local Authority Designated Officer. • Liaise with the Principal/Headteacher to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. • Refer incidents to the police where a criminal offence is believed to have been committed. • Ensure detailed records and child protection files are kept for all students referred to the safeguarding team, even in cases where no further action has been taken. • Monitor referrals and ensure that records are kept up to date by liaising regularly with outside agencies in weekly Complex Case meetings. • Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

	• Undertake appropriate ongoing training and professional development as required. • Liaise with the rest of the safeguarding team to ensure that all concerns are acted upon swiftly and referred to the relevant agencies and that support is put in place for all students.
Local Board members will:	• Read part 2 of KCSIE statutory guidance and at least ONE will read ALL of KCSIE. • Receive, review and challenge safeguarding reports provided to Governors/LBMs.
The lead Local Board Member for safeguarding at each Academy will:	• Undertake termly link LBM visits to review safeguarding and child protection procedures. • Produce an annual report with recommendations for the Academy SLT and ensure that recommended actions are completed. • Liaise with the local authority and COLAT in the event of an allegation being made against the Principal. • Liaise with the Principal and DSLs regarding serious safeguarding incidents.
Trustees will:	• Ensure that arrangements are made to safeguard and promote the welfare of children in all Trust Academies in line with their duty as 'proprietors' under the Education (Independent School Standards) Regulations 2014. • Read part 2 of the most recent Keeping Children Safe In Education statutory guidance and at least ONE will read ALL of KCSIE. • Engage in relevant training on how to identify neglect and abuse and how to report concerns, in accordance with the Academies' safeguarding and child protection procedures. • Receive, review and challenge safeguarding reports provided to Trustees.
Related Policies:	Listed in Appendix A

	Approval Date:	Monitored By:	Full Review Due:	Review By:
	July 2025	Trustees	July 2026	Trustees, Local Governing Bodies, employees

APPENDIX A

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2025) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements and procedures agreed and published by our 3 safeguarding partners in each local authority where our academies are located.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#)2023, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- [Statutory guidance on FGM](#) 2020, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [Statutory guidance on the Prevent duty](#) 2023, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR).
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.
- [The Public Sector Equality Duty \(PSED\)](#)2023, which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

- The **Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018** (also referred to as the “2018 Childcare Disqualification Regulations”) and **Childcare Act 2006**, which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the **statutory framework for the Early Years Foundation Stage**.

This policy also complies with our funding agreements and articles of association.

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment.
- Preventing impairment of children’s mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area.

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Related Documents

Trust-wide policies

- Staff Code of Conduct
- Trust Whistleblowing Policy
- Trust IT Acceptable Use Policy
- Trust Data Protection Policy
- Safer Recruitment and Selection
- Allegations Against Professionals
- Health and Safety Policy
- COLAT Complaints Procedure

Local Academy Policies

- Local safeguarding and child protection policy and procedures
- Other related policies and procedures concerning:
 - Behaviour
 - Health and safety
 - Attendance
 - Online safety
 - Anti-bullying
 - Equality
 - Sex and relationship education
 - First aid
 - Privacy notices