Dales Academies Trust
Together for Excellence

SAFEGUARDING & CHILD PROTECTION POLICY

Reviewed and updated: September 2026
Next Review Due: August 2027

Dales Academies Trust a charitable company limited by guarantee registered in England and Wales (Company number: 8372064), whose registered office is: c/o Oakbridge Church Of England Primary School, Alvertune Road, Northallerton, DL6 2GD

This Trust-wide policy applies to all staff, including the Board of Trustees and Central Staff, paid staff, volunteers and sessional workers, agency / supply staff, students or anyone working for and on behalf of the Dales Academies Trust. This policy should be read in conjunction with the academy-specific policies published by individual academies.

Introduction

This policy has been developed in accordance with the principles established by the Children's Act 1989, the Education Act 2002, the Children's Act 2004, Keeping Children Safe in Education (KCSIE) (September 2026 edition) and in line with locally agreed guidance and procedures. Other reference documents are listed at Annex A.

The Dales Academies Trust (Dales) and the Local Governing Bodies (LGB) of all academies take seriously their responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess and support those children and young people who are suffering harm.

Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as defined in KCSIE 2026:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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

Children includes everyone under the age of 18.

Child protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Abuse and harm for the purpose of this policy are defined in WTSC 2026 Annex A.

The purpose of this policy:

- To protect children and young people who receive Dales' services;
- To provide staff and volunteers with the overarching principles that guide our approach to child protection; staff and volunteers also need to be au fait with academy policies in situ.
- To create an ongoing culture of vigilance that will promote the best interests of children and protect them online and offline.
- To ensure that systems for reporting abuse, neglect, and exploitation are well promoted, easily understood and easily accessible for children.

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Dales believes that a child or young person should never experience abuse, neglect, or exploitation of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

Ethos
Improving outcomes for all children and young people underpins all of the development and work within the Trust.

Safeguarding is considered everyone's responsibility and as such our schools aim to create the safest environment within which every student has the opportunity to achieve. The academies recognise the contribution they can make in ensuring that all students registered or who use our facilities feel that they will be listened to and appropriate action taken.

We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curricula that will help equip our students with the skills they need. This will include materials and learning experiences that will encourage our students to develop essential life skills and protective behaviours.

We promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of the safeguarding responsibilities.

Trustees Responsibilities
As the proprietor of the academies, the Trust Board retains strategic responsibility for ensuring that safeguarding arrangements across the Trust comply with KCSIE 2026. This includes ensuring that policies, procedures, training, safer recruitment, filtering and monitoring, allegations management, information sharing, attendance, alternative provision and oversight arrangements are implemented consistently across all academies and are subject to regular assurance, challenge and review.

The Trust Board will ensure that members and trustees are subject to the suitability and disqualification checks required for their role before appointment and that the outcome of those checks is recorded. Any concern about continued suitability will be considered promptly in accordance with Trust governance procedures, safer recruitment requirements and KCSIE 2026.

The Trust Board has a legal responsibility to make sure that the schools have an effective safeguarding policies and procedures in place and monitors that the schools comply with them. The Trust Board will do this by:

a. commissioning independent safeguarding audits of schools and the MAT on a regular basis.
b. receiving regular progress reports from the CEO on the overarching Dales Trust Board safeguarding action plan.
c. delegating operational responsibilities to LGBs as defined below and set out in the Trust Scheme of Delegation.
d. having a senior board level lead to take leadership responsibility for the Trust safeguarding arrangements

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Senior board-level and central team Lead responsibilities – CEO / Trust Board Safeguarding Trustee / Trust Safeguarding Lead will:

- ensure the Single Central Record includes all checks required by KCSIE for trustees, members, central staff and others engaged by the Trust as applicable to their role. That there is a single central record detailing checks carried out in each academy within the MAT. The information will be recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to those entitled to inspect that information, including by inspectors.
- have a central overview of safeguarding across the Trust Academies, through regular reporting and assurance mechanisms.
- ensure staff have appropriate training, support and clear reporting procedures for concerns about children and adults.
- ensure each academy has an effective governing body and an identified lead governor for safeguarding who reports to the Trust Board through the agreed governance and assurance arrangements.
- ensure the Trust board has the relevant knowledge and training to monitor safeguarding effectively. All trustees, including the senior board-level safeguarding lead, will receive safeguarding and child protection training at induction and regular updates, thereafter, including online safety, filtering and monitoring, safer recruitment, allegations management and the strategic responsibilities set out in Part Two of KCSIE 2026. The Trust will keep records of trustee training.

Governors Responsibilities

The local governing board (LGB) of each school will appoint a lead governor to monitor statutory compliance as referenced in KCSIE (September 2026) and the effectiveness of the school's safeguarding and child protection arrangements in conjunction with the full governing board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.

The LGB will ensure that the named governor for Safeguarding & Child Protection attends the required training and that they refresh their formal training every three years and will complete any updates or additional identified training

All governors on the LGB will complete appropriate safeguarding and child protection training (including online, and which includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring) at induction to ensure they have a clear understanding of their strategic safeguarding roles and responsibilities as outlined in Part Two of KCSIE 2026.

All Governors will be aware of their obligations under the Equality Act 2010 and the Human rights Act 1998 (HRA). This includes guidance on sport and the regulations and safeguarding requirements relating to school premises.

The LGB will ensure the school follow the duties to process personal information fairly and lawfully and to keep the information they hold safe and secure in line with the UK General Data protection regulations (UK GDPR) and Data Protection Act 2018).

The LGB will ensure that their school has a Designated Safeguarding Lead on the school's senior leadership team, and appoint a designated teacher.

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Senior Leadership (SLT) in all academies throughout the Trust are required to ensure all staff, volunteers and visitors are provided with up-to-date guidance, in line with the publications from the Department for Education's guidance on KCSIE. SLT will evidence the distribution of guidance and store this with other essential Child Protection/ Safeguarding paperwork.

In addition to the basic requirements and good practice provided within this Safeguarding and Child Protection policy, the Trust require each academy to implement a bespoke Safeguarding and Child Protection policy which is tailored to the needs of each academy setting and reflects the statutory requirements set out in KCSIE (September 2026). The policy must include:

- A commitment to safeguarding including the roles and responsibilities of the DSL and all staff including those who do not work directly with children.
- clear, well-promoted reporting systems for children, parents and staff to confidently report any form of abuse or neglect,
- a description of the safeguarding and child protection procedures which are in accordance with government guidance set out in KCSIE 2026
- the arrangements for managing allegations and concerns about staff conduct, including clear Whistleblowing procedures,
- the arrangements for safer recruitment of staff, volunteers, supply staff, trainee teachers, contractors, the checks recorded and the training requirements of staff and volunteers
- reference to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners, including universal services, community-based early help and the targeted early help level of Family Help
- the procedures for referrals to statutory partners including escalation routes where there are disagreements about decisions
- policies as reflected in Part two KCSIE 2026, such as online safety, mobile phones, information security, filtering and monitoring, alternative provision, mental health, young carers, special educational needs and disabilities (SEND), medical conditions and, where relevant, boarding or residential accommodation
- clear expectations for information sharing and record keeping, including compliance with GDPR
- the school's approach to online safety, including how it meets the standards for filtering and monitoring, mobile phone use, information security, internet-connected devices, and the additional risks associated with safe and effective use of generative AI products, including how responds to online safety incidents
- the whole school/college approach to child-on-child abuse (including harassment and violence) (inline with the guidance set out in Part five of KCSIE 2026
- a statement making it clear that there is a zero-tolerance approach to child-on-child abuse (including harassment and violence), including the systems in place for children to report concerns, and recognition of risks linked to racism, misogyny, misandry, derogatory behaviour, physical violence and conflict.

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- clear procedures for responding to incidents of child on child abuse, including recording, investigation and review
- a recognition that even if there are no reported cases of child on child abuse, this does not mean it is not happening within the school
- a recognition that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused
- an understanding and recognition that some groups of children are potentially at greater risk of harm than others (both online and offline), including children who need a social worker, children requiring mental health support, young carers, children with SEND, children with medical conditions, and children who are LGB or gender-questioning; and describe the arrangements in place to support these groups
- the arrangements in place to teach children about how to keep themselves and others safe, how this is tailored to the specific needs and vulnerabilities of individual children, including those who are victims of abuse and children with SEND. Schools must have regard to the statutory guidance Relationships and sex and health education 2025
- the arrangements in place for remote learning and remote welfare, for when children are not attending the school site
- the arrangements in place to support young people online with the challenge of the dissemination of misinformation, disinformation (including fake news) and conspiracy theories and the use of generative AI
- the arrangements in place for responding to incidents involving the making or sharing of nudes or semi-nudes, whether consensual or non-consensual, as a safeguarding concern
- the arrangements in place to safeguard pupils involved in sport, trips, off-site provision, alternative provision and use of school premises by external providers
- the arrangements in place to review filtering and monitoring effectiveness at least once every academic year, including checks across all internet-connected devices in relevant locations and keeping a record of those checks clear arrangements on how susceptible learners will be safeguarded and their welfare will be promoted. In cases where children are being asked to learn online at home the school policy should reflect the advice from the DfE on safeguarding and remote education.

The policy is reviewed annually (as a minimum) and updated whenever needed, so that it remains current with safeguarding issues as they emerge and evolve, including lessons learnt; It is available publicly either via the school website or by other means.

A copy of the academy policy is to be forwarded to the Trust on publishing. Each academy has the duty to ensure their own Safeguarding and Child Protection policy is up-to-date and is displayed on the academy website.

Staff Responsibilities

All staff refers to all paid adults, volunteers, trainee teachers or students on placement, contractors working in any capacity in the school or in activities organised by the school which brings them into contact with pupils or students of the school, including through online delivery.

The Trust and our LGBs recognise that for this policy to be effective, it is essential that school staff understand what safeguarding is, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard our students and how to access further advice, support, or services.

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All staff will know their responsibility to report incidents / concerns of harm, neglect and exploitation including the statutory duty regarding Female Genital Mutilation. All staff will report all concerns about a child or adult working in the school following the procedures set out in the school's child protection policy

All staff will 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 as set out in the schools Child protection policy. This will include updates as required and at least annually.
All staff are aware that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff will be alert to the signs and impact of prejudice based harm and ensure that concerns are considered within safeguarding practice where appropriate

All staff will be aware of in-school policies, procedures and processes which support safeguarding, who their DSL is and the role of the DSL and any deputies. All staff will be provided with the following documents (Including those who do not work directly with children)

- Part 1 of KCSIE and Annex A at the start of each school year (or on joining if later)
- The schools code of conduct or staff behaviour policy
- Guidance for Safer Working Practice 2022
- The school's safeguarding and child protection policy
- The school's behaviour policy
- The school's safeguarding arrangements to respond to children who are absent from education, particularly for prolonged periods and/or repeated occasions, during the school day or otherwise

Roles and responsibilities of LGB to ensure:

- The safeguarding and child protection policy is reviewed annually and confirm it complies with the latest guidance including KCSIE and hold the Headteacher to account for its implementation and any actions/recommendations made by the Local Authority / regulatory bodies / external audits in respect to strengthening the school's safeguarding arrangements.
- That there is a strong culture of safeguarding including online safety in school in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development. This includes ensuring the child protection flies are maintained as set out in Annex B of KCSIE 2026.
- That staff are recruited in accordance with the safer recruitment policy and part 3 of KCSIE 2026.
- There are procedures to manage safeguarding concerns or allegations about staff (including supply staff, trainee teachers, volunteers, and contractors). Andin the event that safeguarding concerns, or an allegation of abuse is made against the Headteacher, the chair of governors will act as the 'case manager'.
- That staff have completed effective safeguarding and child protection training at induction, which is regularly updated.
- That children are taught about how to keep themselves and others safe, including online

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- That the school has in place appropriate filtering and monitoring systems to protect children from potentially harmful content, that adhere to the published guidance and standards. A review of their effectiveness should be carried out at least once every academic year by the SLT member responsible for filtering and monitoring, with the support of the DSL and IT support. Reviews should include checks that filtering is working appropriately on all internet-connected devices in relevant locations, and a record should be kept of these checks. These systems should be informed in part by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks.
- Governing bodies, in partnership with proprietors, should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard. Governing bodies should be aware of the risks associated with generative AI and ensure that filtering and monitoring requirements in place to keep staff and children safe apply when accessing AI products. Schools should follow current Department for Education guidance on safe and effective use of generative AI in education and product safety expectations.
- That written assurances are sought from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSiE 2026 and in accordance with the guidance on keeping children safe in out-of-school settings. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and have a clear allegation management processes.
- That when a school places a child with an alternative provider it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. Schools should obtain written assurances which include informing the school of any arrangements that may put the child at risk. The school should know where the child is based during school hours. Governing bodies should ensure regular reviews of any alternative provision at least half termly, and where safeguarding concerns arise the placement should be immediately terminated if necessary.
- That there are robust arrangements are in place to monitor pupil attendance, including regular reports to the LGB. There are clear procedures to respond to the associated safeguarding risks for children who are persistently absent. This includes the duty for schools to work with local authority children's services where school absence indicates safeguarding concerns, to engage with Virtual School Heads where this supports improved attendance, and to provide information when removing a child from the school roll. Academies are required to have a policy on school attendance following the requirements set out in Working together to improve school attendance.
- That the school appoint a Designated safeguarding Lead and the roles and responsibilities of the DSL/DDSL as referenced in Annex B of KCSIE (2026) are reflected in their job description. And appoint an appropriately trained designated Teacher
- That the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent or unavailable.

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The Headteacher is responsible for the implementation of the school's safeguarding and child protection policy, including:

Ensuring that all staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction, including through online delivery.

Communicating the policy to parents when their child joins the school and via the school website.

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.

Designated Safeguarding Lead Responsibilities
Each academy will appoint at least one Designated Safeguarding Lead (DSL) who will have day to day responsibility for dealing with safeguarding in the school.

The DSL is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role must be a senior member of the school's leadership team, and the DSL role must be set out in the post holder's job description. All DSLs (and where appropriate any deputies) are expected to carry out the full range of roles and responsibilities outlined in Annex B of KCSIE (DfE 2026). All designated staff will update their training every 2 years.

The school will nominate a deputy DSL to cover when the DSL is unavailable. All deputies will be trained to the same level as the DSL. Schools will maintain robust DSL cover arrangements, such as clearly identified deputies and appropriate confidential communication routes. In large schools the Headteacher will designate other senior staff who can take on this role as part of a designated safeguarding team. The lead responsibility for safeguarding and child protection remains with the DSL.

Schools are expected to have a trained DSL or DDSL available on site. Where this is not possible a trained DSL or DDSL will be available to be contacted via phone or online video - for example when working at another site at home.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken.

The DSL and any deputies are responsible for liaising with the three safeguarding partners, working with other agencies in line with Working Together to Safeguard Children (2026) and follow their locally agreed safeguarding partnership arrangements in all cases of suspected child abuse or neglect. The guidance document "When to call the police" (NPCC 2020) should help the DSL and any deputies understand when they should consider calling the police and what to expect when they do.

The DSL and (where appropriate any deputies) are responsible for promoting the educational outcomes of children with a social worker and other pupils or students deemed susceptible.

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The DSL is responsible for the safe transfer of the child protection file to a new school or college as soon as possible, following the timescales and procedures set out in KCSIE (2026). The DSL will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil.

DSLs will ensure that all other members of staff are provided with appropriate opportunities and regular appropriate training including updates as required at least annually in order to carry out their statutory duties to safeguard children and promote their welfare as defined in KCSIE (2026).

The DSL will ensure there are clear systems for reporting and recording concerns in line with the child protection policy.

The designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)

In the case of serious concern, the DSL will ensure that Chief Executive Officer (CEO), is informed of all issues / concerns / incidents. In the absence of the CEO they should inform the Director of Primary / Deputy CEO (DoP / DCEO) who will inform the CEO. Where there is doubt about what constitutes a 'serious concern' the CEO or DoP/DCEO should be informed.

Reporting concerns about children

If a staff member has any concerns about a child's welfare, they will act on them immediately, they will follow the academy's child protection policy and speak to the designated safeguarding lead (or a deputy).

Where a child is suffering, or is likely to suffer from harm, staff will immediately speak to the DSL and make a referral to local authority's children's social care and if appropriate, the police. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available the staff member will take appropriate action and inform the DSL as soon as possible.

The school child protection policy will set out the procedures for reporting and recording concerns

Managing allegations or safeguarding concerns against a member of staff or person in school.

The LGB will ensure that there are clear procedures for all staff to follow in any case in which it is alleged that a member of staff (including supply staff), trainee teacher, governor, contractor, visiting professional or volunteer has:

a. behaved in a way that has harmed a child or may have harmed a child.
b. possibly committed a criminal offence against or related to a child.
c. behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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The LGB will ensure that all staff fully understand that any adult behaviours that deviate from the Guidance for Safer Working Practice, including inappropriate conduct outside of work are a concern, even if they are low-level. Low-level concerns are concerns that do not meet the harm test / allegations threshold. Examples of such behaviour include:

- Being over familiar with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate sexualised, intimidating or offensive language
- Humiliating children

The procedures for managing allegations or safeguarding concerns against a member of staff, supply teacher, trainee teacher, volunteer, contractor or other person in school must reflect the requirements set out in Part 4 of KCSIE (2026) and be clearly outlined in each school's safeguarding and child protection policy. All concerns that meet the Local Authority Designated Officer (LADO) harm threshold must be reported to the LADO immediately in keeping with the agreed local three safeguarding partnership protocols. If a referral to LADO, Children's Social Care, or anyone else is not made, the decision, rationale for the decision and the name and post of the decision maker must be recorded.

The Headteacher (or if appropriate, Chair of Governors) will report all incidents that meet the harm threshold relating to an adult working/volunteering with children to the Local Authority Designated Officer (LADO) immediately as well as the CEO. All notifications are to be followed up by email and clear records of all incidents must be kept confidentially, stored securely and comply with the UK GDPR, Data Protection Act 2018 and the Data (Use and Access) Act 2025.

It is the responsibility of the LGB to ensure that there are clear procedures in place for any staff / volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children / young people to be referred to the DBS for consideration of barring and to the appropriate teacher misconduct route, where applicable.

Similarly, where the school has a reasonable belief that the member of staff / volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS and to the appropriate teacher misconduct route, where applicable. The school will keep written records of all of the above.

Allegations or concerns about governors, members, trustees, the CEO or central team staff will be reported without delay in accordance with the Trust allegations and low-level concerns procedures. Concerns about governors will be referred to the Headteacher and Chair of Governors, unless the concern relates to the Chair, in which case it will be referred to the Trust Board Safeguarding Lead. Concerns about trustees, members, the CEO or central team staff will be referred to the Chair of Trustees or another nominated trustee who is independent of the concern. Where the concern meets the harm threshold, the case manager will contact the Local Authority Designated Officer immediately and record the referral, decision-making rationale and actions taken.

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Whistleblowing
It is the responsibility of the LGB and the Headteacher to ensure that all staff members are aware of the Trust's Whistleblowing procedures in situations that a member of staff feels unable to raise an issue with their employer or feels that their genuine safeguarding concerns are not being addressed. There should be a clear reference to the Trust whistleblowing procedures in each academy safeguarding and child protection policy. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

Multi-agency working
Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2026) and the local safeguarding board partnership arrangements. The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. All Dales' schools are under a statutory duty to co- operate with the published arrangements.

Parent Role
All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the individual academy Safeguarding and Child Protection Policy on the school website. In keeping with KCSIE (2026), the school will hold emergency contact details for each child, parents / carers will be expected to supply at least two emergency contacts in case of emergencies. The school child protection policy sets out the procedures for working with parents.

Community
Community users organising activities for children are to be made aware of and understand the need for compliance with the Trust and academy child protection guidelines and procedures. This will be undertaken in partnership with the organiser during the planning stages for events and activities.

In cases where a third party hires or lets school grounds for the purposes of providing activities or services for children, LGB's will retain written assurances that the organisation has appropriate child protection policies and procedures in place and that they follow safer recruitment principles as outlined in KCSIE (2026).

Recruitment
Dales Academies Trust pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSIE (2026) for all staff employed across the Trust. The Trust will maintain a single central record detailing checks carried out in each academy within the MAT. Whilst there is no requirement for the MAT to maintain an individual record for each academy, the information will be recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to those entitled to inspect that information, including Ofsted inspectors.

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Where schools are also subject to the EYFS framework, individuals will not be permitted to begin working within the settings covered by the EYFS framework until the school or maintained nursery school has received the applicant's enhanced DBS certificate including barred list information.

LGBs and the Headteacher of each school are responsible for ensuring that all recruitment panels include at least one person that has undertaken safer recruitment training.

All Trust schools will obtain written notification from any agency or third-party organisations that they have carried out all relevant checks for anyone who will be working in the school, or providing education on the schools behalf including online delivery.

All Trust schools will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Schools must apply Part 3 of KCSIE (2026) when determining the appropriate checks for volunteers. The removal of the supervision exemption means that a person volunteering in a role that involves teaching, training, instructing or supervising children on more than three days in a month or overnight is now in regulated activity.

We will repeat checks on existing staff if they fall within the circumstances set out in KCSIE. These are when:

- an individual working at the school or college moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity must be carried out
- there has been a break in service of 12 weeks or more, or there are concerns about an individual's suitability to work with children

All schools have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour, these will include:

1. All volunteers, including all Trustees and Governors, will be encouraged to join the DBS update service, which is at no cost for volunteers. Where volunteers are in regulated activity, schools must ensure the appropriate DBS and barred list checks are completed in line with KCSIE 2026.
2. On promotion or significant change of role, staff will undergo a DBS check and any other relevant checks, including those who move from voluntary to paid employment.
3. Our staff code of conduct sets out the clear procedures for staff to disclose any criminal charges or convictions. All staff are reminded at appraisal of this duty and the importance of sharing information or concerns that would indicate they or others are unsuitable to work with children.

Information sharing and UK GDPR

Information sharing is vital in identifying and tackling all forms of abuse, neglect, exploitation and modern slavery. As part of meeting a child's needs, it is important for governing bodies recognise the importance of information sharing between practitioners and local agencies. Arrangements should set out clearly the processes and principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required. Staff should be proactive in sharing information as early as possible, supported by appropriate risk assessment, to help identify,

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assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging or where a child is already known to local authority children's social care.

The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

We will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the data protection laws. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data',
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows, where appropriate, practitioners to share special category personal data without the need for consent. and
- for schools, not providing pupils' personal data in response to a Subject Access Request where the serious harm test under data protection legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the data protection laws. Where in doubt schools will seek independent legal advice.

The Trust's Safeguarding and Child Protection policy and procedures will be reviewed and updated annually or when circumstances necessitate.

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Annex A – this policy should be read in conjunction with related guidance below

1. The complete guidance, Keeping children safe in education Statutory guidance for schools and colleges September 2026
2. Working Together to Safeguard Children 2026)
3. Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2025
4. The Education Inspection Framework Ofsted (2025)
5. The Independent Schools Inspectorate (ISI) Inspection Framework 2019 (updated 2025)
6. Teaching online safety in school January 2023
7. 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
8. Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
9. The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
10. Statutory Guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
11. Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium Feb 2022)
12. Sharing nudes and semi-nudes: advice for education settings working with children and young people (Department for Science, Innovation and Technology and UK Council for Internet Safety 2020 updated 2024)
13. Children Missing Education – Statutory guidance for local authorities (DfE September 2025)
14. Working together to improve school attendance 2026
15. When to call the police – Guidance for schools and colleges (NPCC – 2020)
16. Education and Training (Welfare of Children) Act 2021 https://www.legislation.gov.uk/ukpga/2021/16/contents/enacted
17. Searching screening and confiscation at school July 2022
18. Behaviour in schools September 2024
19. Meeting digital and technology standards in schools and colleges March 2022 updated 2024
20. Equality Act 2010
21. Forced Marriage Resource Pack May 2023
22. After school clubs, community activities, and tuition 2023
23. Information sharing advice for safeguarding practitioners 2024
24. Plan technology for your school September 2024
25. Alternative Provision Guidance February 2025
26. Restrictive intervention in schools guidance 2026
27. Crime and Policing Act 2026 provisions on regulated activity and the removal of the supervision exemption
28. Data (Use and Access) Act 2025
29. Preventing Child Sexual Exploitation – The Children's Society and Home Office
30. Generative AI: Product safety expectations and safe and effective use of generative AI in education (Gov.uk)

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