# Safeguarding and Child Protection Policy

(including allegations against staff)

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This policy applies to all Sussex Learning Trust Academies who will determine local safeguarding arrangements to deliver the intended outcomes.

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## Introduction and definitions

Safeguarding children and child protection apply to all children up to the age of 18.
Safeguarding is the action taken to promote the welfare of children and protect them from harm.

Safeguarding and promoting the welfare of children means:

- 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
- Making sure 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 the safeguarding process. It focuses on protecting individual children identified as suffering from, or likely to suffer, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Where the term 'child' is used, please read 'child/young person'.

**Safeguarding children is everyone's responsibility**. Everyone who comes into contact with children and families has a role to play.

The purpose of this policy is to inform staff[1], parents/carers, volunteers, Trustees and Governors about each academy's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

We recognise that all adults, including temporary staff, volunteers, Governors and Trustees, have a full and active part to play in protecting children from harm and that the child's welfare is our paramount concern.

All staff members will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

## The wider context of Safeguarding

**Human Rights Act** Under the Human Rights Act, it is unlawful for academies and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to academies and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination; and
- Protocol 1, Article 2: protects the right to education.

[1] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children

**Equality Act 2010**

According to the Equality Act 2010, academies and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Provisions within the Equality Act allow academies and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions.

Guidance to help academies understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for academies - GOV.UK (www.gov.uk).

**Public Sector Equality Duty**

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded academies and colleges, placing a general duty on academies and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

## 2 Safeguarding culture in our academies

**Child Protection Statement**

Our academies take their responsibilities to safeguard children extremely seriously. Each academy will train and empower all staff to recognise and respond effectively to protect a child who may be at risk of significant harm, in addition to identifying children and families who may benefit from early help provision.

## 3 *"It could happen here"*

We will ensure all staff members in our academies maintain an attitude of 'it could happen here' and feel able to raise concerns either about a child at risk or a member of staff whose behaviour may present a risk to a child.

**Each academy will**

a. have safeguarding at the heart of everything it does
b. provide an environment in which children and young people feel safe, secure, valued, respected, feel confident
c. support the child's/young person's development in ways that will foster security, confidence and independence
d. maximise opportunities to teach our children / young people how to keep safe both in the real and virtual world
e. ensure ALL of our children / young people know a member of staff they can talk to if they are worried about something
f. make sure all of our staff, including volunteers know how to contact child protection agencies should they need to. (Knowledge of this policy provides contact procedures);
g. provide a systematic means of monitoring children/young people that are known or thought to be at risk of harm, and ensure each academy contributes to assessments of need and support packages for those children/young people
h. promulgate the need for good levels of communication between all members of staff and between the academy and other agencies
i. regularly review the procedures within the academy which will be followed by all in cases of suspected abuse, neglect or exploitation
j. develop and promote effective working relationships across agencies, especially the statutory agencies consisting of the Police, Children's Social Care and health
k. ensure that all adults within our academy who have access to children have been recruited and checked as to their suitability in accordance with Part 3 of Keeping Children Safe in Education 2026 (KCSIE 2026)
l. have in place, other, up to date policies which support safeguarding. (Please see Annex 1 for a list of such policies)

## 4 Voice of the Child – Working Together to Safeguard Children 2026

Our academies will comply with the aforementioned statutory guidance, meeting children's expressed wishes, as set out in Working Together, indicating that children want an effective safeguarding system to be typified by:

a. seeing and speaking to the child, listening to what they say, observing their behaviour taking their views seriously, and working with them and their families and the people who know them well when deciding how to support their needs. We will maintain an awareness that children may find it difficult to always speak about what they need, what is happening to them, or what has happened to them

b. understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon; this includes putting special provision in place to support dialogue with children who may not be able to convey their wishes and feelings as they may want to. This might include, for example, those who have communication difficulties, unaccompanied children, refugees, those children who are victims of modern slavery and/or human trafficking and those who do not speak English or for whom English is not their first language
c. stability: to be able to develop an ongoing stable relationship of trust with those helping them
d. respect: to be treated with the expectation that they are competent rather than not
e. information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
f. explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
g. support: to be provided with support in their own right as well as a member of their family
h. advocacy: to be provided with advocacy to assist them in putting forward their views
i. protection: to be protected against all forms of abuse, neglect or exploitation and discrimination and the right to special protection and help if a refugee

We will use this information to support the training of our staff and review this and other policies as appropriate.

## 5 Statutory framework

Each academy will act in accordance with the following Government legislation and guidance

a. The Children Act 1989
b. The Children Act 2004
c. Education Act 2002
d. Keeping Children Safe in Education (DfE September 2026)
e. Working Together to Safeguard Children 2026
f. Regulated Activity in relation to children
g. The Education (Child Information) (England) Regulations 2005
h. Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
i. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

j. Dealing with Allegations of abuse, neglect or exploitation against Teachers and Other Staff (2012)
k. Children Missing Education Statutory guidance 2025
l. Local Safeguarding Children Partnership Interagency and safeguarding procedures [West Sussex Safeguarding Children Partnership]

## 6 Confidentiality

a. we will ensure all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis
b. the designated safeguarding lead and safeguarding team will only disclose child protection related information about a child to other members of staff on a need to know basis
c. all staff will be made aware that they have a professional responsibility to share information with other agencies in order to safeguard children
d. all staff will be made aware that they cannot promise a child to keep secrets if doing so might compromise the child's safety or wellbeing
e. the intention to refer a child to Children's Social Care will be shared with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, advice should be sought from the IFD

## 7 Responsibilities

Each academy will recognise ALL staff have a crucial role to play in supporting children and identifying concerns early and providing help.

**Each academy will**

a. establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
b. be aware of the signs of abuse, neglect or exploitation. Children may not feel ready, or know how to tell someone they are being abused, neglected or exploited , but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)
c. ensure that children know that there are adults in the academy whom they can approach if they are worried about any problems
d. know what to do if a child tells them they are being abused, neglected or exploited
e. know how and where to record their concerns and report these to the Designated Safeguarding Lead as soon as possible

f. that if a child is in immediate danger, know how to refer the matter to Children's Social Care and/or the police immediately

g. support pupils in line with their Child Protection Plan and notify the Designated Safeguarding Lead of any child on a Child Protection Plan who has an unexplained absence

h. actively plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe

i. be aware of and follow the Sussex Child Protection & Safeguarding Procedures, including the referral process

j. have read and understand Part 1 of Keeping Children Safe in Education (KCSIE 2026) and be alert to signs of neglect or exploitation and know to whom they should report any concerns or suspicions. Staff will sign yearly that they have read and understood the most recent version of Keeping Children Safe in Education (KCSIE)

**Each academy will ensure staff**

k. participate in safeguarding training as part of their induction

l. receive annual safeguarding and child protection training in addition to regular updates as required, to provide them with relevant skills and knowledge to safeguard children

m. ensure that they know who the Designated and Deputy Safeguarding Leads are and how to contact them

n. be aware of the early help assessment process and understand their role in it. This includes identifying problems and working effectively with other agencies that provide support to pupils

o. refer to the Headteacher if they have concerns about another member of staff

p. refer to the Chair of Governors where the concerns are about the Headteacher.

q. are aware of systems and policies within the academy, such as the Child Protection policy, behaviour policy, staff behaviour policy and staff response to children who are absent from education

**Responsibilities of the Governing Body**

The day to day responsibility of safeguarding is delegated by the Trustees to the Local Governing Body (LGB). The role of the LGB is set out in this linked NGA document. By way of a summary, the responsibilities placed on governing bodies include:

1. making sure that the safeguarding policies & procedures in the school are effective and comply with the law at all times. This should include a Child Protection Policy

(contained in this policy, reviewed at least annually and available online); and a Staff Code of Conduct which should, amongst other things, include acceptable use of technologies staff/pupil relationships and communications including the use of social media

2. putting in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions
3. appointing a designated safeguarding lead who is a senior member of staff from the leadership team, who has responsibility for safeguarding and child protection. This should be explicit in the role-holders job description in line with Annex B of Keeping Children Safe in Education 2026
4. through regular review and audit, ensure that any safeguarding deficiencies or weaknesses within the school are remedied without delay[2]
5. ensuring that child protection records are kept securely and separately from other records and are only accessed by staff who need to
6. ensuring that there are procedures in place to effectively manage allegations against all staff members (contained in this policy). In all cases we will follow the guidelines outlined in Part 4 of Keeping Children Safe in Education 2026. All such cases, and in cases of any doubt as to whether the matter reaches threshold for an allegation, advice and guidance must be sought from the local authority designated officer (LADO) BEFORE any internal investigation begins
7. ensuring that we discharge our responsibilities in respect of adhering to the reporting restrictions imposed by the Education Act 2002 where teachers are under investigation
8. ensuring parents and carers are aware of their responsibilities not to publish any information during such investigations as highlighted in Keeping Children Safe in Education 2026 and section 141F of the Education Act 2002
9. recognising that neither the governing body, nor individual governors, have a role in pursuing or managing the processes associated with individual cases of child protection
10. recognising that neither the governing body, nor individual governors, have a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff

[2] The NSPCC / TES safeguarding self-assessment is regarded by the Local authority as a useful tool for this purpose
https://www.nspcc.org.uk/services-and-resources/working-with-academies/esat/

11. making sure all staff are familiar with the contents of part 1 of Keeping Children Safe in Education 2026, and that all staff have been trained appropriately and that this is updated in line with guidance
12. ensuring that the school is contributing to inter-agency working, which includes providing a coordinated offer of early help assessment when additional needs of children are identified
13. appointing a designated teacher for looked after children, and recognising and reflecting in school procedures and this policy that children looked after are particularly vulnerable
14. for digital-learning, making sure that appropriate filters and appropriate monitoring systems are in place safeguarding against potentially harmful and inappropriate online material
15. giving consideration as to how children may be taught about safeguarding including: online, through teaching and learning opportunities and as part of providing a broad and balanced curriculum. (A member of the senior leadership team should be responsible for ensuring appropriate learning occurs with Schemes of Work etc.)
16. ensuring that the academy creates a culture of safe recruitment and as part of that adopt recruitment procedures that help deter, reject or identify people who might abuse, neglect or exploit children (Part 3: Safer Recruitment. Keeping Children Safe in Education). This includes ensuring that at least one member of any appointing panel, including at shortlisting, will have attended safer recruitment training. It is recommended that potential new staff are subject to digital screening to look for any information publicly available regarding issues or incidents that may need exploring at interview
17. ensuring that the school keeps an up to date single central record (SCR) of all staff and volunteers and the dates of all appropriate safeguarding checks and including the detail as suggested within Part 3 of Keeping Children Safe in Education 2026
18. monitoring the adequacy of resources committed to child protection and the staff and governor training profile ensuring the academy follows the correct procedure for managing professional differences where there is disagreement between the school and other agencies in respect of action taken to keep a child safe
19. governors will ensure they are trained annually in respect of safeguarding. Governors will also consider what other bespoke training, for example Prevent, would enable them to fulfil their governance obligations

Disqualification by association criteria does not now apply to those working in academies or colleges and as such we will no longer ask our staff to provide details of those living in the same household cautioned or convicted for certain offences.

**Responsibilities of Designated Safeguarding Lead (DSL)**
In each academy, any individual can contact the DSL if they have concerns about a child.

Whilst the activities of the DSL can be delegated to appropriately trained deputies the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated.

**Designated Safeguarding Lead (DSL) availability**

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. The general expectation is that the DSL (or a deputy) would be available in person. There is a recognition that in exceptional circumstances consideration may need to be given to whether availability via phone and/or Google Meet or other such media is acceptable. If in doubt, further guidance may be sought from the Trust safeguarding consultant.

**The DSL will:**

a. assist the governing body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002
b. attend initial training for their role and refresh this every two years
c. keep their knowledge and skills updated at least annually
d. ensure that all staff know who the designated safeguarding lead is, their role and how to make contact
e. ensure that all staff understand their responsibilities in relation to signs of neglect or exploitation and responsibility to refer any concerns to the designated safeguarding lead. In addition, the designated safeguarding lead should ensure that all staff read and understand Part 1 of Keeping Children Safe in Education 2026 and have a record of when this was done
f. ensure that new staff participate in safeguarding training as part of their induction and that all staff receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children
g. be the lead for the school when engaging the managing professional difference protocol when there is disagreement between the school and other agencies in respect of action taken to keep a child safe

h. liaise with relevant curriculum leads in setting to ensure education for safeguarding is considered within all aspects of the curriculum
i. refer cases of suspected abuse, neglect or exploitation to the West Sussex IFD. Where a referral is made that notes are completed that same day
j. support staff who make referrals to local authority Children's Social Care
k. refer cases to the Channel programme where there is a radicalisation concern as required
l. support staff who make referrals to the Channel programme
m. refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
n. refer cases where a crime may have been committed to the police, via the IFD as required
o. ensure all child protection files are kept separately and securely from other records and accessible only by staff who need to access them for safeguarding purposes.
p. liaise with the Headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigation
q. as required liaise with the case manager and where required the LADO, in all cases involving allegations against members of staff (both current and former members of staff)
r. liaise with staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies
s. act as a source of support, advice and expertise for staff
t. arrange for any child to be accompanied by an appropriate adult if they are to be investigated by the Police

Please see the following link for the full role description:

**Training**

a. In addition to training all members of staff as outlined above, the DSL and deputies should undergo training to provide them with the skills required to carry out their role. This training should be updated at least every two years
b. the DSL and deputies should undertake Prevent Awareness training and ensure the rest of the staff also do this on at least an annual basis as part of the wider continuous safeguarding training process in operation.

**Designated Safeguarding Lead (DSL) – continual professional development**

The DSL should be afforded time by the Headteacher or Chair of Governors to allow them to keep up to date with any developments relevant to their role, including:

a. attending the DSL network termly meetings as organised by the Local Authority
b. understanding the assessment process for providing early help assessment and intervention for example, through locally agreed common and shared assessment processes such as early help assessments
c. maintaining a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
d. being alert to the specific needs of children in need, those with special educational needs and young carers
e. keeping detailed, accurate, secure written records of concerns and referrals separately from the main pupil file and use these records to assess the likelihood of risk. The written records should clearly identify details of the concerns and what action was taken. If these are stored electronically ensure that they are differently password protected from the child's other files and accessible only by the Headteacher/DSL (see below)
f. supporting the academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
g. obtaining access to resources and attend any relevant or refresher training courses
h. encouraging a culture of listening to children and taking account of their wishes and feelings among all staff, in any measures the academy may put in place to protect them
i. ensuring that where a pupil/student transfers school and is on a Child Protection Plan or is Looked After, the information is passed to the new school immediately and the child's social worker informed
j. acting 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
k. ensuring that either they, designated pastoral leader or the class teacher attends Child Protection conferences, core groups or other multi-agency planning meetings, contributes to assessments and provides a report which will normally have been shared with the parents/carers

l. ensuring that any child who is subject to a child protection plan and who is absent without explanation is referred to their key worker's social care team. In some cases any absence may be a cause for concern and warrant immediate reporting

m. ensuring the academy's child protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly and work with governing bodies or proprietors regarding this

n. being responsible for making the senior leadership team aware of trends in behaviour that may affect child welfare

## 8 Early help assessment & Child Protection Procedures

If a child is in immediate danger the police must be called by dialling 999.

If a member of staff has concerns about a child:

a. the member of staff will report their concerns to the designated safeguarding lead or in their absence, the deputy safeguarding lead

b. the designated safeguarding lead will decide whether the concerns should be referred to the Integrated front door (IFD). If there are grounds for actual or suspected significant harm then a referral will be made to the IFD via telephone in the first instance. If the designated safeguarding lead is unsure about whether a referral is required they should contact the IFD by telephone for advice

c. if it is decided that a referral to the IFD is appropriate, this will usually be discussed with the parents/carers, unless to do so is likely to place the child(ren) at further or increased risk of harm or could impact on a police investigation. Advice on whether to inform parents/carers of the referral MUST BE SOUGHT FROM IFD before informing the parent/carer

d. they will make an accurate and detailed recording (which may be used in any subsequent court proceedings) as soon as possible and on the same day using the Academy 'reporting a concern' form. The signed and dated recording must be a clear, precise, factual account of the observations. Do not add comments or opinions although observations about a child's demeanour or emotional state may be recorded

e. the IFD will require a follow up of any phone call in writing from the referrer. The designated safeguarding lead will ensure that any written referrals are made using the Request for Support form available

f. the school child protection records must reflect who was spoken to at IFD, the time and date of that contact. The school child protection records must also clearly record any advice given and what steps the school have taken

g. particular attention will be paid to the attendance and development of any child for whom the school has concerns, or who has been or is the subject of a Child Protection Plan

**Information Sharing**

If a member of staff is in doubt whether to share information please take advice from IFD . Further advice on the seven golden rules for sharing information can be found in Advice for practitioners providing safeguarding services to children, young people, parents and carers and guidance, which can be accessed here.

**Taking Responsibility**

a. Staff should not assume a colleague or another professional is making a referral. It is the duty of the designated lead to act and ensure information is shared in order to keep a child safe
b. In addition, each academy will ensure that all staff, including volunteers and governors, know how to contact IFD in the unlikely event that the DSL or deputy are not available. This will also be the case where any member of staff is concerned that the DSL or deputy is not taking concerns seriously
c. In addition, we encourage all members of staff, including volunteers and Governors, to recognise and respond to safeguarding concerns which occur in the community and are nothing to do with school in the appropriate manner by contacting IFD or the NSPCC

**Family help**

We will be alert to the potential need for Family Help for a child who:

a. is disabled
b. has special educational needs (whether or not they have a statutory education, health and care plan)
c. is a young carer
d. is bereaved
e. is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
f. is frequently missing/goes missing from care or from home
g. is misusing drugs or alcohol themselves
h. Is at risk of modern slavery, trafficking or exploitation

i. is at risk of being radicalised
j. is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
k. is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse (including when they see or hear it or experience its effects), neglect or exploitation
l. has returned home to their family from care
m. is showing early signs of abuse, neglect or exploitation
n. is a privately fostered child
o. has a parent or carer in custody
p. is missing education, or persistently absent from school, or not in receipt of full-time education
q. has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and/or in alternative provision or a pupil referral unit

All West Sussex academies and colleges have an allocated early help assessment worker, available via the local early help assessment hubs. A list of which is found here Our academies will work with our early help assessment workers in order to maximise support for those children who may benefit from additional support.

## 9 West Sussex Safeguarding Children Partnership

**Continuum of Need / Threshold Guidance**

Each academy will use the Threshold Guidance found here to inform our decision making and which referral pathway to take.

## 10 Local Authority designated officers (LADO)

If a member of staff has concerns about another staff member

a. this applies to any member of staff/volunteer/Governor or Trustee whom the staff member has contact with in their personal, professional or community life

b. an allegation is any information which indicates that a member of staff/volunteer may have:
   i. behaved in a way that has, or may have harmed a child
   ii. possibly committed a criminal offence against/related to a child

iii. behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

c. if staff have concerns about another staff member then this should be referred to the Headteacher. If the allegation is against the Headteacher, then the referral should be made to the Chair of Governors. If for any reason this causes a delay, then the local authority designated officer (LADO) should be approached directly.

d. the person to whom an allegation against another member of staff is first reported, should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

e. It is important that staff bring to the immediate attention of the DSL (which may or may not be the Headteacher), any low level concerns they may hold in respect of any other staff member, even those seemingly not meeting the criteria set out in paragraph b above. Such concerns may include, but not exclusive to one or more of the following examples:

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

Should a low level concern relate to the Headteacher, the Chair of the local governing board should be informed.

Even where a low level concern is assessed as not falling within the definition of an 'allegation' this does not preclude advice being sought from the LADO. In all likelihood the DSL/Headteacher will make the decision to contact the LADO if advice is required, but it is important that all staff understand how to make contact with the LADO in the event that a DSL is not available. In West Sussex the LADO is contactable via email LADO@westsussex.gov.uk or by telephone 033 022 26450

## 11 School Complaints

Complaints by parents about any aspect of school MUST be reviewed to ensure there are no allegations against staff contained within the complaint which require referral to LADO.

## 12 Allegations against member of staff, including volunteers, Governors or Trustees

a. An immediate written record of the allegation using the informant's words including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present, will be made

b. This record should be signed, dated and immediately passed on to the Headteacher/Chair of Governors

c. The recipient of an allegation must not unilaterally determine its validity and failure to report it in accordance with procedures is a potential disciplinary matter. The Headteacher or Chair will not investigate the allegation themselves, or take written or detailed statements, but will assess and decide whether to refer the concern to the LADO. If there is any doubt as to whether to refer, advice should be taken from the LADO

d. If there are concerns that a child is at risk, the matter must be immediately reported to IFD

e. Any records generated in the course of such matters must be retained securely, away from other child protection and personnel records and only be accessed by those who need to for investigation / review purposes

f. Guidelines contained within the Pan Sussex Child Protection and Safeguarding Procedures in respect of managing allegations made against people who work or volunteer with children, found here, must be followed on each occasion. If there is any doubt then advice must be taken from the LADO

## 13 What staff should do if they have concerns about safeguarding practices

a. all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team

b. An appropriate whistleblowing policy is in place, and are suitably reflected in staff training and staff behaviour policies, for such concerns to be raised with the academy's senior leadership team

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

d. advice can be taken from LADO

## 14 Whistleblowing/ Confidential reporting

The Trust has a separate Whistleblowing Policy which protects the rights of anyone raising a concern. Safeguarding and Child Protection concerns and matters are predominantly served via this policy. The Whistleblowing policy is predominantly concerned with impropriety.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the actions or attitudes of colleagues. If necessary the member of staff can speak with the Headteacher, the Chair of Governors or with the LADO.

We will ensure staff are aware of and know how to access the Sussex Learning Trust Whistle blowing Policy.

## 15 Special Educational Needs & disabilities (SEND)

Each academy is aware that children with SEND can face additional safeguarding challenges and expect all staff to recognise:

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

## 16 Children looked after, previously looked after children and those children with social workers

a. The Governing Body of each academy will ensure that staff have the skills, knowledge and understanding to keep looked after children and those with Social Workers safe.
b. In particular we will ensure that appropriate staff:
    - have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental/caring responsibility
    - respond quickly to unauthorised absence or missing education where there are known safeguarding risks
    - provide pastoral and/or academic support

c. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child

d. We recognise a previously looked after child potentially remains vulnerable and we will ensure that all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with children who are looked after and previously looked after children, we will ensure each academy works together with other agencies and takes prompt action when necessary to safeguard these children, who are a particularly vulnerable group

e. Each academy will work with the virtual school head to discuss how the school can best support the child and meet the needs of the child's personal education plan and use any additional resources accordingly

## 17 The use of reasonable force in our academy

Keeping Children Safe in Education 2026 and Restrictive interventions, including use of reasonable force, in schools: Guidance for schools in England, issued under section 93a of the Education and Inspections Act 2006 recognises that there are circumstances when it is appropriate for staff in academies and colleges to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Such events should be recorded and signed by a witness.

The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Staff who are likely to need to use physical intervention will be appropriately trained in the 'Team Teach' technique.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## 18 On-line safety

Each academy recognises the use of technology has become a significant component of many safeguarding issues[3]. Child sexual exploitation; Child criminal exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

Each academy has an effective and proactive approach to online safety and educates the whole academy community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. It also empowers children and young people to make informed choices and keep themselves safe online.

**Filters and monitoring**

The Governing Body will do all it reasonably can to limit children's exposure to the risks outlined above from the academy's IT system. We will ensure the academy has the appropriate filters and monitoring systems in place. The LGB will consider the prevent duties when identifying what filters and monitoring to adopt. It will also consider the advice given by the UK Safer Internet Centre, found here and the Department for Education filtering and monitoring standards.

Each academy will also consider further guidance contained within Keeping Children Safe in Education 2026, in respect of procurement decisions regarding what system to adopt.

Each academy will also ensure that all staff receive training in relation to filtering and monitoring on at least an annual basis.

**Mobile devices**

The Children's Wellbeing and Schools Act 2026 provides that schools/academies must operate a mobile device free environment within school hours on school premises unless certain exceptions apply, including:

- Pupils with medical needs (e.g. monitoring conditions via apps on their phones)
- Students requiring phones for special educational needs or disabilities (SEND)
- Specific teacher-approved educational use in controlled settings

[3] See appendix for forms of on-line vulnerabilities.

**Reviewing online safety**

Our governing bodies understand that technology in this area evolves and changes rapidly and we will therefore keep the matter under regular review, by for example, using a relevant assessment tool found here.

**Staff Training**

Our Governors recognise the need for staff to undergo regularly updated safeguarding training and the requirement to ensure our children are taught about safeguarding, including online. Online safety training for staff will be integrated, aligned and considered as part of our overarching safeguarding approach. It will also be considered within our teaching and learning policy and practice.

## 19 Host families - homestay during exchange visits

a. Our academies are committed to following the recommendations as set out in Keeping Children Safe in Education for any exchange visit for our students

b. We will follow the guidelines and undertake the relevant DBS and overseas checks where relevant prior to any visit taking place

c. We will also conduct appropriate risk-assessments for any such exchange visits

## 20 Private fostering

a) Our academy recognises that private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of academy staff through the normal course of their interaction, and promotion of learning activities, with children

b) each academy will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child

c) we will ensure our staff are aware of the link to comprehensive guidance on the circumstances in which private fostering may arise can be found at here

d) we will ensure the Pan-Sussex Child Protection and Safeguarding Procedures regarding private fostering can be found here and will be followed where private fostering is known or believed to be taking place

## 21 Child Missing Education

Our academy will always inform WSCC when intending to remove a child from our roll.

## 22 Absence from school

a. where children do not turn up for school we will follow our attendance policy

b. we will ensure we have more than one parent / carer contact number for each pupil

c. where a child has not attended and we are unable to contact any parent or carer we will consider the matter as a potential safeguarding concern

d. in particular, we will consider if there are any existing child protection or safeguarding concerns for the child – if there are we will notify the relevant agency of the absence immediately

e. We will also consider if there are any other special circumstances, for example, child or parent disability that may make it difficult for them to make contact with health or other services if they needed to, especially in times of emergency

f. If there are any concerns, our school or college will undertake a dynamic risk assessment prior to considering whether a home visit is appropriate. In the event that a home visit is assessed as being appropriate, two members of staff will be deployed. Consideration will also be given to referring into the integrated front door (IFD)

g. If there are significant concerns we will contact the police immediately

## 23 Child Sexual Exploitation (CSE)

a. Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship

b. the perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this exploitation

c. where there are concerns a child may be at risk of CSE, advice MUST be taken from IFD

d. Academies play a vital role in keeping children safe from CSE and often have more information than any other agency. Where our academy staff have concerns they will be persistent in referring concerns, and escalate using the professional difference protocol if necessary

## 24 Child Criminal Exploitation (CCE) including County Lines

a. CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) may involve an exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence

b. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology

c. where there are concerns that a child may be at risk of CCE advice MUST be taken from IFD

d. County Lines are a form of CCE. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Children can be targeted and recruited into county lines in a number of locations including academies in order to move drugs and money between locations

e. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office

## 25 Domestic abuse, neglect or exploitation

Our academies recognise the definition of domestic abuse, neglect or exploitation to be any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or neglect or exploitation between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse, neglect or exploitation can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial and
- emotional

- Other principles: Section 3 of the Domestic Abuse Act 2021 came into force on 31 January 2022 and specifically provides that a child (under 18 years old) who sees, hears, or experiences the effects of domestic abuse and is related to the victim or the suspect is also to be regarded as a victim.
- Witnessessing domestic abuse, neglect or exploitation can have lasting impact on children and
- children can also be victims in their own relationships.

Any concerns regarding domestic abuse, neglect or exploitation will be considered by the designated safeguarding lead or deputy and advice and guidance obtained from IFD.

Each academy is informed of Domestic abuse, neglect or exploitation incidents via Operation Encompass. All incidents are recorded and stored securely. If deemed appropriate the student who has either witnessed or is linked to the domestic abuse, neglect or exploitation, will be given support within the academy.

## 26 Homelessness

Each academy recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, neglect or exploitation and anti-social behaviour, as well as the family being asked to leave a property. (see appendix for further guidance)

## 27 So Called Honour Based abuse or exploitation – including Female Genital Mutilation

So-called 'honour-based' abuse or exploitation (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse or exploitation committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of these dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse or exploitation (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

**Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy) who will in turn contact the IFD .

**Female Genital Mutilation (FGM)** – see appendix for further guidance.

Our academies will refer to IFD any suspicion of FGM taking place or intended to take place.

**Forced Marriage (FM)** – see appendix for further guidance

Our academies will refer to IFD any suspicion of FM taking place or intended to take place.

**Preventing radicalisation, 'Prevent' and 'Channel'** – see appendix for further guidance.

Our academies will refer to IFD , Prevent & Chanel any suspicion of radicalisation taking place or intended to take place.

## 28 Child on child abuse or exploitation

a. in our academies we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students

b. we recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy or anti -bullying policy in the first instance

c. however, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns

d. all staff should be aware that safeguarding issues can manifest themselves via child on child abuse or exploitation. This may include physical abuse, or exploitation, emotional abuse or exploitation, sexual abuse and sexual exploitation and may manifest as (though not limited to): bullying (including cyber-bullying), gender based violence/sexual assaults, upskirting and sexting. Such child on child abuse or exploitation may take many different forms and present in many different ways – see

below. All academy staff must be aware that children can be abusers or exploiters and any concerns should be discussed with the designated safeguarding lead

e. if child on child abuse or exploitation is suspected staff should follow section 8.7 of the West Sussex Child Protection and Safeguarding Procedures - Children who Harm Other Children

## 29 Preventing child on child abuse or exploitation

Our academies will minimise the risk of allegations against other pupils by:

a. providing a developmentally appropriate PSHE education syllabus which develops students' understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships

b. having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued

c. delivering targeted work on assertiveness and keeping safe to those children identified as being at risk

d. developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils

e. how allegations of child on child abuse or exploitation will be recorded, investigated and dealt with

f. clear processes as to how victims, perpetrators and any other child affected by child on child abuse or exploitation will be supported

g. a clear statement that abuse or exploitation should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”

h. recognition of the gendered nature of child on child abuse or exploitation (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse or exploitation is unacceptable and will be taken seriously

(See appendix for more guidance on ‘child on child’ abuse or exploitation)

## 30 Mental Health

a. All staff are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

b. staff will observe children day-to-day and pass on any concerns to the pastoral leaders of the academy who will consult with the DSL if needed, unless there is an immediate safeguarding concern and then the DSL will need to be contacted

c. it is not the responsibility of staff to make a diagnosis - that remains the role of trained professionals, but staff will refer student concerns to the appropriate external support

### 31 Serious Violence

a. All staff in the academy are made aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime

b. the associated risks and understand the measures in place to manage these. Further advice is available in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

### 32 Sexual Violence and Sexual Harassment between Children in academies and Colleges

Our academies recognise that sexual violence and sexual harassment is completely unacceptable and can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

**Staff should be aware of the importance of**:

a. making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

b. not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys",and

c. challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

## 33 Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Staff will always be expected to challenge and report such behaviour to the DSL.

Victims should also be supported through the pastoral system.

See appendix for further advice on Sexual violence and sexual harassment

## 34 Youth Produced Sexual Imagery or 'Sexting'

- Our academies recognise that 'Sexting' is a safeguarding risk to our children. Any incident of youth produced sexual imagery which comes to the attention of any staff within our academy will be referred to the designated safeguarding lead and Digital safeguarding lead straightaway
- Our academies recognise that responding to such cases can be complex and as such our academy has adopted the UK Council for Child Internet Safety (UKCCIS) guidance, as recommended by West Sussex Safeguarding Children Partnership, in responding to and managing such instances
- UKCCIS guidance can be found here

- For further advice in respect of managing cases of sexting or where there is any doubt about whether to refer a case, the advice of IFD should be obtained as soon as possible

## 35 Children with family members in custody

Our academies are aware of the additional challenges faced by children who have a parent / carer sent to prison, or is in custody. We recognise that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children and our academy will work in

accordance with that guidance, found here, in supporting children in our school who have a parent or carer in prison or custody.

## 36 Bullying and Emotional Health & Well-being

**Bullying including cyberbullying**.

Our academies have anti-bullying strategies which are used by all staff.

**Emotional Health and Well-being**

a. We support our student's emotional health and where necessary seek the advice and support of our local early help assessment hub and in particular the Youth Emotional Support (YES) programme. Details of which can be found here
b. Our academies will make use of national guidance which can be found here
c. Public Health England have also published a whole school and college approach for Promoting children and young people's emotional health and wellbeing which we will make use of. That guidance can be found here

## 37 Dealing with a disclosure

We are determined that our academies will be safe places where children feel able to talk to a trusted adult if they are concerned. We are also determined that all staff, including volunteers, will know how to respond appropriately should a child disclose to them. All staff are regularly and adequately trained in effective recording and reporting practice, in accordance with statutory government guidance, including Keeping Children Safe in Education (KCSIE).

**Support for staff**

It is recognised that staff working in a school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. The academy will support such staff by providing an opportunity to talk through their anxieties with the designated safeguarding lead and to seek further support as appropriate.

## 38 Record keeping

**Child Protection Files**

a. records kept for child protection purposes must be kept securely, separate from other records and accessed only by those who need to do so for safeguarding and / or monitoring purposes

b. each child will have a separate record

c. each record must be accurate, legible and entries made as soon as practicable after a concern is raised

d. where computer systems are used, staff must still have access to paper forms so immediate conversations with a child / body map drawings etc. can be made contemporaneously

e. any paper records generated must be retained within the file, even where they have been scanned to a computer record

f. where there is more than one sibling, each sibling should have their own record, cross-referenced where necessary to their siblings

g. each file should have a chronology to enable assessment

h. each file should have an up to date contact number for other key professionals

**When a child moves school**

a. Any child protection files relating to that child must be transferred / retained in accordance with guidelines which can be found here

b. In line with statutory guidance (KCSIE 2026) where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible (within 5 days for in-year transfers or within the first 5 days of a new school term), ensuring secure transit, and confirmation of receipt should be obtained. For academies, this should be transferred separately from the main pupil file. Receiving academies and colleges should ensure key staff such as designated safeguarding leads and SENDCOs or the named person with oversight for SEN in a college, are aware as required

c. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse, neglect or exploitation and have that support in place for when the child arrives

**Allegations against Staff Records**

a. any records generated in respect of an allegation must be kept securely, accessed only by those who require to do so for legitimate investigation / safeguarding / review purposes
b. any records must be kept separate from any other personal file relating to that staff member
c. any records must not be kept in any child's child protection file
d. this includes allegations against supply staff. Agencies should be kept fully informed and cooperate with any investigation

## 39 Managing professional differences & concerns

This is a vital tool in keeping children safe – see appendix for protocol and guidance.

## 40 Adult safeguarding procedures

1. All of the fundamental principles of safeguarding apply equally to adults as well as children. For example safer recruiting, recognising and responding to signs of abuse, neglect or exploitation and referring when there are concerns and accurate record keeping, amongst many others, are all central to effective safeguarding practice
2. However, the referral route for concerns for those aged 18 and over is different
3. For education establishments who cater for young people aged 18 and above, or where any other school or college has concerns about a person aged 18 and over, the relevant local statutory guidance is contained within the Sussex Safeguarding Adult Procedures and can be found here
4. For further advice and guidance in respect of general safeguarding those aged 18 and over can also be found here
5. To discuss concerns relating to a person aged 18 and over please contact West Sussex Adult Social Care on 01243 642121

**(ANNEXES SUPPORT THIS POLICY AND ARE AVAILABLE TO ALL STAFF ON THE TRUST SAFEGUARDING INTRANET PAGES)**

**Document Version Control**

| Date | Version | Comment | Ratified by | Reviewer |
|---|---|---|---|---|
| 13.7.26 | 10.2 | KCSIE '26 reflected.<br>Edits to<br>- 'mobile devices',<br>- 'reasonable force',<br>- 'Family Help' | Board of Trustees 15.7.26 | Safeguarding Consultant |
| **History** | | | | |
| **Date** | **Version** | **Comment** | **Ratified by** | **Reviewer** |
| 7.7. 22 | 8 | Added 'The wider contexts of safeguarding' (p4)<br>7b - children may not feel ready or know how to report neglect or exploitation<br>Potential recruits to be digitally screened (P12 item 16)<br>Item 't' P15 - children under Police investigation to be accompanied by an appropriate adult.<br>Domestic neglect or exploitation - witnesses also victims (p30)<br>Term 'peer neglect or exploitation' changed to 'child on child' as contemporary terminology.<br>CP files to be sent to receiving academies/institutions within 5 days of the transfer in the school year or by day 5 of the new school term.<br>updated NWPA Link Governor details. | Board of Trustees 13.7.22 | J Morris & Executive Team |
| 4.7.23 | 9 | Updated personnel details. | Board of Trustees 12.7.23 | Executive Team |

| | | | | |
|---|---|---|---|---|
| | | Added bullet point q. on Page 12 that highlights staff should be trained in the behaviour policy<br><br>Updated expectation that all staff receive annual training on filtering and monitoring. (p27) | | |
| 19.11.23 | 9.1 | Updated DSL Woodgate | Actioned by Executive Team | |
| 18.04.24 | 9.2 | Updated WPPA Safeguarding Link Governor and NWPA DSL | Actioned by Governance Support Officer | |
| 25.04.24 | 9.3 | Updated CFS DSL and DDSL information | Actioned by Governance Support Officer | |
| 11.07.24 | 9.5 | Reflect KCSIE 24 definitions & update KCSIE 24 links | Board of Trustees 17.7.24 | J. Morris |
| 04.07.25 | 10 | Significant focussing down to policy information, rather than procedural. This is aimed at emphasising critical elements and removing 'superfluous' information.<br><br>Some links to associated docs have been removed. Most of these will be linked off the SLT intranet resource. | Board of Trustees 16.7.25 | N Matthews<br>J Morris |
| 11.09.25 | 10.1 | Paragraph added at 10e. Staff procedure for raising low level safeguarding concerns | Approved by CEO 11.09.25<br>Ratified by Board of Trustees 22.10.25 | N Matthews |