LDST Safeguarding Strategy (Updated October 2026)

OUR TRUST PRAYER

Heavenly Father,
Let peace, friendship and love
grow in our schools.
Send the Holy Spirit to give
excellence to our learning,
love to our actions and
joy to our worship.
Guide us to help others,
so that we may all
Learn, Love and Achieve,
Together with Jesus.

Amen

Purpose

This strategy aims to set out LDST's approach to ensuring all our children and young people are effectively safeguarded and that safeguarding and promoting the welfare of children is central to everything we do.

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Legislation and statutory guidance

The Education (Independent School Standards) Regulations 2014 (part 3 paragraph 7) places a statutory duty on independent schools, including academies, to make arrangements to ensure that in discharging their functions they have regard to the need to safeguard and promote the welfare of children.

This legislation also requires all schools to have regard for any statutory guidance provided by the Secretary of State, including *Keeping Children Safe in Education* and *Working Together to Safeguard Children.* Keeping Children Safe in Education defines safeguarding and promoting the welfare of children as:

• 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

The Trust Safeguarding Statement

We remain clear that safeguarding and promoting the welfare of children is the responsibility of everyone. Safeguarding children requires a child centred approach where everyone always acts in the best interests of the child. Everyone who comes into contact with children and their families has a role to play. We are committed to working with children and families, ensuring they receive the right help at the right time. We recognise that schools play a vital part in the wider safeguarding system for children and are therefore committed to effective partnership working with other agencies. We believe that central to safeguarding children is listening to their voice and lived experiences and being outcome focussed.

The Trust aims to provide a caring, positive, safe, and stimulating environment which promotes the social, physical, and moral development of the individual child, and strives to make sure that every child in the Trust feels secure, respected, well cared for and able to reach their full potential. We promote a culture that encourages children to talk openly and have confidence that they will be listened to. We are also committed to providing a curriculum which teaches children about safeguarding so that they grow up living happy, healthy, and fulfilling lives.

We are focussed on developing Trust-wide strategies to ensure that our safeguarding policies, procedures, and practices remain effective and continue to develop. These strategies include setting out clear expectations and practice standards, particularly in respect of governance, training, safer recruitment, and quality assurance activities. We are focussed on ensuring every member of the LDST community understands their individual and collective roles and responsibilities.

The Trust Board is committed to working with the Local Safeguarding Children Partnerships across our Local Authorities. We support each local partnership board to meet their local safeguarding priorities, implement local inter-agency procedures and ensure full compliance with duties set out in legislation and statutory guidance.

The Trust Directors have overarching responsibility for the Trust's safeguarding policy and practice. As delegated by the Trust Board, Laurie Kwissa is the Trust Safeguarding Lead and Rachael Coulthard is the Trust Safeguarding Director. The Trust Safeguarding Lead is responsible for ensuring that the safeguarding policies and strategy are consistently applied across all schools. Each Local Governing Body is responsible for quality assuring the robustness of the school's safeguarding arrangements and holding leaders to account, providing assurance to the Board of Directors that safeguarding is effective.

Key contextual challenges

It is important that the policies, practices, and resources in each of our schools are matched to the needs of their local community. In addition, national research also informs our approach to safeguarding children. The following provide examples of our consideration of key contextual challenges:

- Several Trust schools serve communities where there are significant socio-economic challenges faced by families. There is emerging new evidence that increased poverty and pressure upon families leads to increased risk of harm, abuse, and neglect. We are committed to working with agencies to provide early coordinated support as difficulties emerge for children and families.

- The NSPCC now define educational neglect as one of the four main types of neglect. We recognise the need to address the chronic poor attendance of some children and tackle the impact of educational neglect on children's development and life chances.

- The NSPCC has reported a significant increase in online grooming and child sexual abuse, including perpetrators contacting children on social media and gaming sites and coercing them to produce self-generated child abuse images. 'Online grooming crimes have risen by more than 80% in four years.' Given this, our schools continue to support children and families to understand and address these online risks. We are committed to keeping under review our curriculum opportunities.

- Across Merseyside and nationally, child criminal exploitation continues to be a growing issue. The National Crime Agency concluded that Merseyside has the third highest number of 'county lines' in the UK. The Children's Society has reported that nationally '84% of parents are worried about county lines in their area.' 'County Lines' criminal exploitation of children is child abuse, and we must continue to work with children, families, and partner agencies to strengthen our approaches to tackle it.

- Women's Aid indicate that domestic abuse remains very common, although it is largely a hidden crime with no reliable prevalence data. We believe that the rates of domestic abuse in some of our communities are higher than the national average. We remain committed to developing a curriculum that teaches children about healthy and unhealthy relationships and ensuring our schools respond appropriately to Operation Encompass notifications.

- The Children's Society have reported that in the last few years the likelihood of young people having a mental health problem has increased by 50%. They indicate that five children in a classroom of 30 are likely to have a

mental health problem. In addition, the NSPCC state that negative experiences such as abuse, and neglect can adversely impact a child's mental health. Mental health issues can also sometimes lead to safeguarding and child protection issues, for example if a child's mental health begins to put them or other people at risk of harm. The Children's Commissioner reports that children's mental health also impacts on attendance, particularly if there is not an effective support plan in place.

- The 19 Trust schools are situated across 7 local authorities. Schools therefore engage with the children's services departments in Wigan, Lancashire, Warrington, St Helens, Knowsley, Sefton and Liverpool. Cronton CE Primary also engage frequently with Halton, given some families live in this Local Authority. Following Ofsted reporting improvements in Sefton and Liverpool, only Knowsley and Halton children's services departments are currently judged inadequate. Lancashire, Wigan, Warrington, Liverpool, Sefton and St Helens are judged good overall, although critically Wigan, St Helens and Sefton 'require improvement' for the 'experiences and progress of children who need help and protection.'

  Poor practice amongst children's services departments is often characterised by poor assessments, high turnover of social workers, poor management of risk, high thresholds for referrals and poor case management, leading to poor outcomes. Given this, Trust schools will continue to need a strong understanding of effective multi-agency practice, the statutory definitions of children in need or at risk and local escalation procedures so that they can challenge and support practice when needed.

There are five pillars to the Trust's strategic approach:

1. Clarity of roles and responsibilities.
2. Clear policies and procedures.
3. Effective safeguarding training at all levels.
4. Robust accountability and quality assurance.
5. Strong leadership and governance.

These are central to the Trusts' key safeguarding strategies.

Key Trust strategies to promote effective safeguarding

We have developed several Trust-wide strategies to ensure that safeguarding practices remain effective and continue to develop. These include:

- As a Trust we have clearly defined roles and responsibilities (appendix 1) in respect of safeguarding and ensure that through policies, briefings, and training everyone is aware of their individual and collective responsibilities. The transparency of this approach assists us to monitor safeguarding activity more effectively. Each school's Link Safeguarding Governor is expected to play an important role in supporting the local governing body to scrutinise the effectiveness of the school's safeguarding arrangements. The Trust rightly invests in supporting Link Governors to undertake their roles and regularly revisits key expectations and effective practice with governors and school leaders.

- We have developed a strategic safeguarding action plan drawing upon our self-evaluation of quality assurance activities, contextual issues, and any changes to national guidance. The Trust CEO and Trust Safeguarding Director for safeguarding review progress towards the Trust safeguarding action plan termly.

- Each local authority/local safeguarding children partnership requires every school in their area to complete and return a local 175/157 audit tool. This provides opportunity for the school to evidence it is compliant with a range of safeguarding standards and local safeguarding priorities. As a Trust, we also collate and analyse these audits to ensure they mirror the expectations of the Trust. We are also clear that a school's 175/157 safeguarding audit should be signed off by the Headteacher, Designated Safeguarding Lead, Chair of Governors, and Link Safeguarding Governor. Effective safeguarding quality assurance activities are central to our approach. In addition, the governing body are expected to ensure that any actions arising from any safeguarding audit are addressed.

- In addition to our analysis of local 175/157 audits, we have developed a safeguarding quality assurance framework across the Trust (appendix 4). This sets out what scrutiny activities will be undertaken by Directors, Local Governing Bodies, Headteachers and Designated Safeguarding Leads. We recognise the importance of establishing a clear evidence base that tells us that safeguarding practices remain robust. This activity is supported by a Trust Safeguarding Quality Assurance Partner whose role is to support leaders and Local Governing Bodies across the Trust to effectively scrutinise safeguarding processes and practice. The Trust Safeguarding Quality Assurance Partner reviews each Local Governing Body safeguarding report, undertakes safeguarding audits and quality assurance visits. Effective practice and any emerging issues are summarised at the Trust Headteacher Forum meetings and Governors Safeguarding Network Meetings. The Trust Directors are also provided with an evaluation as to the effectiveness of safeguarding across the Trust, the impact of the safeguarding plan and success of our key safeguarding performance indicators through a report to the Board by the Trust CEO.

- The termly safeguarding report by the Headteacher and Designated Safeguarding Lead to the governing body has been standardised across the Trust. It provides opportunity for the governing body to consider key safeguarding, attendance and behaviour data and any changes between terms. In addition, key safeguarding standards are considered by the school each term. The outcomes of these termly safeguarding reports are analysed at Trust level.

- An external partner is commissioned by the Trust to provide the school safeguarding team, Headteacher and Trust Leaders with any immediate third-party guidance when needed. This can support schools to manage difficult safeguarding scenarios, including when escalation with another party is required. This same partner provides termly network meetings for Designated Safeguarding Leads and Deputy Designated Safeguarding Leads in order to consider effective practice and discuss shared concerns. The Trust also commission third-party legal advice to provide support, particularly in relation to part 4 of Keeping Children Safe in Education.

- As a Trust we are committed to sharing effective practice across our schools. As part of this approach, we provide our schools with several safeguarding policies which our schools are expected to further personalise for their own setting, drawing upon the needs of the school community. We ensure these policies remain up-to-date, are in line with statutory guidance and drive expected practice. The Trust safeguarding policy framework is summarised in appendix 2.

- In addition to developing Trust-wide key safeguarding policies, we provide our schools with a range of resources and templates to support the development of consistent and effective practice. Several resources support our schools' safer recruitment processes, including the single central record template and personnel file checklist. Our Trust HR Lead is responsible for ensuring all recruitment documentation meets statutory requirements and that there is a consistency of approach across all schools. In keeping with this, the Trust HR Team monitors each school's single central record on a termly basis.

- The Trust commissions the support of external organisations to provide high quality face to face and online safeguarding training for our Directors, Trustees, Headteachers, Designated Safeguarding Leads (and Deputy Designated Safeguarding Leads) and local governing bodies. This complements the training provided by each Local Safeguarding Children Partnership. We have set out a safeguarding training strategy so that our expectations are clear as to what training should be undertaken, by whom and how often. We are committed to going beyond the statutory requirements set out in Keeping Children Safe in Education, where appropriate. For example, we are agreed that Headteachers, Chair of Governors, Link Safeguarding Governors, and Designated Safeguarding

Leads, as a minimum, should undertake safer recruitment training at least every three years. In addition, Designated Safeguarding Leads are expected to undertake refresher training for their role annually. Similarly, all Headteachers are expected to attend annual safeguarding briefings which focus on schools' strategic responsibilities. Both expectations are beyond statutory requirements.

- As part of our approach to providing effective support and training, we ensure each of our new Headteachers receives a bespoke safeguarding induction at their school. This provides opportunity to discuss in detail key expectations, explore key resources and prepare for further safeguarding visits and safeguarding reviews by the Trust Safeguarding Quality Assurance Partner.

- The induction of new staff, volunteers and governors is referenced in the Trust safeguarding training strategy (appendix 3).

- Our school leaders and governors are provided with regular safeguarding e-briefings which highlight changes to national guidance and discuss emerging effective practice. They also provide opportunity to revisit key messages shared at recent training opportunities. We are focussed on testing out, through our quality assurance framework, the degree to which training impacts on practice.

- The Trust promotes an effective understanding of the legal duty to share information to protect and safeguard children. We expect schools to share relevant information with other organisations and practitioners where we consider that it may help them safeguard or promote the welfare of a child, including by identifying emerging needs, assessing risk, making decisions or providing support. Where the statutory information-sharing duty applies, relevant information must be shared, including in response to a request from another relevant organisation, unless we consider that sharing would be more detrimental to the child than not sharing. Information shared must be relevant, necessary and proportionate to the safeguarding purpose, adequate, accurate, timely and secure. Information must be shared lawfully and with appropriate regard to confidentiality and data protection requirements. Decisions to share or not to share information, including the rationale and any assessment of potential detriment to the child, must be recorded.

  The recording of safeguarding information using the Child Protection Online Management System (CPOMS) safeguarding software has led to a Trust-wide consistency and improved the Trust's ability to benchmark and compare school performance and identify areas of strength and required improvement. Schools are provided with guidance to ensure their record keeping meets expected standards. Records are expected to be sampled by the Headteacher and Designated Safeguarding Lead and also by the

Trust's Safeguarding Quality Assurance Partner during safeguarding reviews.

- Trust Directors ensure that when identifying capital projects, safeguarding and promoting the welfare of children is a key criterion in how funds are devolved. The Trust also commissions an additional safeguarding partner to undertake annual health and safety compliance checks of each school. The provider also provides ongoing advice and support to school and Trust leaders. This external partner complements the work of the Trust Estate Lead who supports schools to ensure that each school's environment remains safe.

Key safeguarding performance indicators

1. 100% of schools will be judged effective for safeguarding by Ofsted.
2. 100% of schools will complete their Local Safeguarding Children Partnership 175/157 audit in a robust and timely manner, undertaking an effective self-evaluation of the school's safeguarding arrangements.
3. 100% of Local Governing Bodies will provide the Trust with their termly safeguarding report, providing an overview of key safeguarding data, key safeguarding practice standards and the outcome of key safeguarding quality assurance activities.
4. 100% of Headteachers will attend the annual strategic safeguarding briefings for Headteachers and implement any key practice recommendations.
5. 100% of Designated Safeguarding Leads will attend the annual refresher training for Designated Safeguarding Leads.

Appendices

Appendix 1: Overarching roles and responsibilities

The Trust Board is committed to working with the Local Safeguarding Partners across our Local Authorities and the local inter-agency procedures they have in place to ensure full compliance with duties set out in statutory legislation.

Governance

- Directors have ultimate responsibility for the Trust's safeguarding policy and practice. As delegated by the Trust Board, Laurie Kwissa is the Trust Safeguarding Lead (Executive), and Rachael Coulthard is the Trust Safeguarding Director. The Trust Safeguarding Lead is responsible for ensuring that the safeguarding policies and strategy are consistently applied across all schools.
- The Local Governing Body is responsible for quality assuring the robustness of the school's approach to safeguarding and holding leaders to account, providing assurance to the Board of Directors that safeguarding is effective. The Link Safeguarding Governor plays an important role in supporting the governing body to discharge its responsibilities, through robust quality assurance.

At school level:

- Safeguarding is led by our Headteachers and Designated Safeguarding Leads. Senior Trust leaders, supported by the Trust Safeguarding Quality Assurance Partner, work closely alongside Headteachers and Designated Safeguarding Leads through regular briefings and meetings.

The Trust Board and CEO will ensure that:

- There is an overarching safeguarding strategy and action plan that are reviewed annually.
- There are sufficient resources to enable the Trust to implement the Trust's safeguarding strategy.
- There is a nominated Trust Safeguarding Lead and Trust Safeguarding Director to maintain oversight of the Trust's safeguarding strategy and action plan.
- The Trust Safeguarding Lead will produce a termly safeguarding report and an annual report to the Trust Board.
- The Trust commissions the support of an external Trust Safeguarding Quality Assurance Partner to support the Trust to implement the Trust safeguarding strategy and particularly the Trust's safeguarding quality assurance framework.
- There are up-to-date Trust-wide child protection, safer recruitment, staff code of conduct and managing allegations against staff policies for schools.

- Trust schools receive timely training, advice, and guidance in respect of safeguarding matters.
- The Trust Board scrutinises key information and data to enable the Trust to determine that every school within the Trust remains effective for safeguarding and that swift action is taken to address any identified weaknesses.

The Central Team will:

- Coordinate a programme of key safeguarding training/briefings for Headteachers, Designated Safeguarding Leads, Directors and Governors, and commission external support, as necessary.
- Ensure that the Trust's key safeguarding policies are updated, and other templates and resources are made available to school leaders and local governing bodies.
- Maintain the Trust single central record and monitor data entered by each school.
- Collate and analyse any returns and reports provided by schools, as necessary.
- Monitor, through the Trust Education Officer Role, key safeguarding standards and any actions arising from key audits.
- Ensure schools receive timely advice and guidance when safeguarding issues arise.

At school level, key roles and responsibilities are set out in detail in the Trust's child protection policy and include:

Local Governance Board will ensure that:

- The school's culture and ethos promote effective safeguarding at the school.
- Each member of the governing body undertakes safeguarding training in keeping with their statutory responsibilities and remains updated to key changes in national requirements.
- The school has a nominated Safeguarding Governor who has undertaken training bespoke to the role. The Link Safeguarding Governor will meet at least termly with the Headteacher and Designated Safeguarding Lead, supporting them to undertake safeguarding quality assurance activities, as appropriate, including safeguarding learning walks and make a termly report to the local governing body.
- The school has a nominated Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s).
- The school's policies and practices meet the requirements of Keeping Children Safe in Education, any further statutory guidance and the standards set out by the Trust Board.
- The school complies with any standards set out by the Local Safeguarding Children Partnership, including the completion of the local 175/157 audit.
- They scrutinise any information and data provided by the Headteacher and Designated Safeguarding Lead to demonstrate that the school's child

protection and other safeguarding policies are being implemented and the school's arrangements for safeguarding remain effective.
- Governing body minutes demonstrate their scrutiny of the school's safeguarding arrangements and key information shared with them.
- The school provides a copy to the CEO of its termly report to the Local Governance Board, including any standards set out as part of the Trust's safeguarding quality assurance framework.

Link Safeguarding Governors will:

- Undertake bespoke training in keeping with the role and keep updated as local and national guidance changes.
- Annually scrutinise and sign off, with the Chair of Governors, the school's 175 safeguarding audit.
- Meet at least termly with the Headteacher and Designated Safeguarding Lead.
- Ensure those meetings provide opportunity to:

  - Review the school's progress towards its safeguarding action plan and any actions arising from the 175 audit.
  - Scrutinise the school's termly safeguarding report to the governing body.
  - Undertake any additional quality assurance activity including:

    - participate in a safeguarding learning walk
    - review the single central record
    - speak to children about the school's safeguarding arrangements
    - speak to staff about the impact of training
    - consider the school's analysis of pupil and parental voice, staff training questionnaires etc
    - a thematic approach e.g. EYFS welfare standards or impact of curriculum
- The Link Safeguarding Governor should present their own report drawing upon the Trust link template.

Headteachers, will ensure that:

- All Trust safeguarding policies and procedures are adopted and implemented.
- The school meets the requirements set out in Keeping Children Safe in Education and any further statutory guidance.
- The school implements the Trust's safeguarding quality assurance framework, providing a termly report to the Local Governance Board (copied to CEO).
- Any significant safeguarding complaints are reported to the Trust CEO.

- Staff and volunteers receive appropriate training in keeping with their specific roles and the requirements of Keeping Children Safe in Education and the Local Safeguarding Children Partnership.
- Staff review changes to part 1 of Keeping Children Safe in Education and are provided with updated policies annually.
- The Single Central Record is up-to-date and the safer recruitment practices set out in Keeping Children Safe in Education are followed in line with the Trust's Safer Recruitment Policy and Procedures.
- The 175/157 audit is completed annually, reported to the LGB, and shared with the CEO.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children can raise concerns about poor or unsafe practices.
- Referrals are made to statutory agencies including, when necessary, the Disclosure and Barring Service and/or the Teaching Regulation Agency as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff or when they need advice about a low-level concern or pattern of low-level concerns.
- They liaise with the Designated Safeguarding Lead in respect of any concerns raised about staff or volunteers which do not meet the harm threshold and are dealt with by means of the low-level concerns policy or procedure.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training and who also have the role explicitly referenced within their job description.
- The curriculum provides opportunities to help students stay safe, especially when online. Children should be aware of the support available to them.
- The RSE / PSHE / safeguarding curriculum is appropriately sequenced to ensure children are taught about key issues in a planned and age/stage appropriate way, building on previous knowledge as they move through the school.
- They quality assure the school's child protection practices, including the auditing of the school's safeguarding records.
- Supervision is in place for the Designated Safeguarding Lead and other members of the safeguarding team, to ensure that actions and decisions are reviewed appropriately, and that staff's emotional needs and other needs are met.
- The school meets its responsibilities under the Prevent Duty, including ensuring that reasonable checks are made on visiting speakers and that monitoring and filtering is in place across the school's IT systems.

Designated Safeguarding Lead:

Each school has a Designated Safeguarding Lead who is a senior member of staff in the school's leadership team and the role is explicit within their job description.

The school will also appoint a Deputy Designated Lead(s) who will be trained to the same level as the Designated Safeguarding Lead and the role will also be explicit within their job description. However, the lead responsibility remains with the Designated Safeguarding Lead.

Keeping Children Safe in Education (Appendix B) sets out the broad areas of responsibility for the Designated Safeguarding Lead and the requirements in respect of the availability of the DSL:

- Availability
- Managing referrals
- Working with Others
- Information Sharing and Managing the Child Protection File
- Raising awareness
- Training, Knowledge, and Skills
- Providing support to staff and families
- Understanding the views of the child
- Storing information

The detail within these broad areas is set out in our child protection policy.

All staff (and volunteers) should:

- Support the school's safeguarding ethos and culture, ensuring children learn in a safe learning environment and prompt action is taken to keep them safe.
- Maintain the belief that '*it could happen here.'*
- Read and understand as a minimum Part 1 and Annex A of the DfE guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm, and take appropriate action.
- Read the school's safeguarding induction booklet and other specified policies as soon as they take up their post.
- Have access to Section 1 of the Schools' Safeguarding Handbook which will further support knowledge and understanding of key issues to enable them to identify and respond to children who need additional help. Staff will ensure that they have read and understood this document.
- Engage in the school's safeguarding training programme and ensure that the school's child protection policy and procedures and wider safeguarding policies are adhered to.
- Report any concerns about a child's welfare, without delay, to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or, in their absence, a senior member of staff.
- Ensure that they record their concerns using the school's agreed reporting procedure in a contemporaneous fashion. Records will note the difference between fact and opinion. The child's voice will be made clearly evident.

- Ensure that concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff

Appendix 2: Trust key safeguarding policies

All Trust child protection and safeguarding policies and procedures are up-to-date and in line with the statutory guidance (Keeping Children Safe in Education). The policies are accessible to staff and parents through the Trust and school websites. Policies and procedures linked to child protection and safeguarding are reviewed by the Trust Board annually. Contextualised safeguarding information is available on each school's website. This includes, for example, the names of the Designated Safeguarding Leads and their deputies and how to raise a safeguarding concern.

Safeguarding policies, templates and resources are updated annually and stored in SharePoint to ensure that all schools use the agreed approach.

Our key safeguarding policies are:

Policy	**Trust Policy**	**Individual school policy**	**To be included on the school's website**
Child protection policy (School version)	X		X
Managing allegations against adults working at the academy policy and low-level concerns policy	X		
Staff behaviour policy/staff code of conduct/safer working practices guidance	X		
Governors' code of conduct	X		
Whistle-blowing policy	X		X
Complaints policy	X		X
Safer recruitment policy	X		
Policy for the recruitment of volunteers	X		
Policy for the recruitment of ex-offenders	X		X
Attendance and punctuality policy, including children missing from education	X		X
Children's behaviour policy	X		X

Exclusions and suspension policy	X		X
Anti-bullying policy		X	X
Equality objectives	X		X
Positive handling and safe support policy (covering restrictive practices)	X		X
Data protection and privacy notices	X		X
Cyber security policy	X		
Artificial intelligence policy	X		
Record retention policy	X		X
CCTV policy	X		X
Mobile phone policy (if not integrated into the school's behaviour policy)		x	X
Online safety policy and acceptable user agreements	X		X
Code of conduct for parents/carers	X		X
Health and safety policy		X	
Fire evacuation procedures (Fire safety plan)		X	
Lockdown policy		X	
School Emergency Management Plan/Critical Incident Policy		X	
Clubs, trips, educational visits, and extended school activities policy		X	X
PSHE policy		X	X
Relationships and sex education and health education policy		X	X
Mental health and wellbeing policy for children		X	X
Intimate care policy		X	X
First aid policy		X	X
Support for pupils with medical conditions including the administration of medication, management of allergies		X	X

and support for children with health needs who cannot attend school			
Allergy and Anaphylaxis Safety Policy	x		X
Young carers policy		X	X
School dog/therapy dog policy	X		X
Safeguarding guidance for visitors	X		X
Separated Parents Policy	X		X

Appendix 3: Trust Safeguarding Training Strategy

Headteachers and Local Governing Boards should ensure that:

- The school's annual safeguarding training plan meets the needs of the school and responds to the contextual challenges of the school community. This could include, for example, enabling staff to be trained to:

  - lead early help assessment to address emerging issues, including neglect
  - support children and families impacted upon by domestic abuse
  - undertake Graded Care 2 Profile assessments to support parents and carers to consider and further improve aspects of care

- Any minimum training requirements set out by the Local Safeguarding Children Partnership are achieved.

- Any minimum training requirements set out in Keeping Children Safe in Education are achieved, including:

  - Ensure all staff and volunteers receive annual whole school safeguarding training and receive further updates and key information throughout the year.

  - Ensure all Designated Safeguarding Leads and all Deputy Designated Safeguarding Leads attend refresher training. This is facilitated by the Trust annually.

- The Headteacher (or in their absence, the Deputy Headteacher) attends the Trust's annual safeguarding briefings.

- All governors receive a briefing about their strategic responsibilities in respect of safeguarding and this briefing is also provided to all new governors.

- The Link Safeguarding Governor undertakes training bespoke to this role and attends further safeguarding briefings/online training to maintain their understanding.

- All governors and staff undertake online Prevent Training and have access to the identified National Online Safety Training Modules.

- All new staff and volunteers receive a bespoke safeguarding induction, drawing upon the *Trust Safeguarding Induction Checklist* and *Trust Safeguarding Induction Booklet.*

- The Headteacher, Deputy Headteacher, Chair of Governors, and Link Safeguarding Governor, as a minimum, have undertaken safer recruitment training and, when appropriate, safer recruitment refresher training.

- The Business Manager attends the annual bespoke training provided by School Improvement Liverpool for those undertaking safer recruitment checks and maintaining the single central record.

- Sufficient staff are trained as first aiders and paediatric first aiders.

- Sufficient staff are trained to administer medicine.

- Key staff undertake Team Teach training and other further training in keeping with the safeguarding policy framework.

- All staff undertake Prevent Training.

- All staff receive training in respect of allergies and Anaphylaxis Safety. Key staff receive additional training in keeping with their responsibilities.

- All staff undertake additional online training provided by the National College mandated by the Trust e.g. inappropriate sexualised behaviours.

- Early years staff and other key staff receive, when necessary, other training regarding implementing the EYFS safeguarding and welfare requirements including safe sleeping and safe eating.

- Senior leaders and others attend other training, including emergency planning and business continuity training and training related to the management of health and safety.

The Trust Board will ensure that:

- All Trust Directors and the Central Team receive safeguarding training relevant to their roles, including where appropriate:

    - a safeguarding induction and further safeguarding updates
    - safer recruitment training
    - bespoke training related to undertaking safer recruitment checks and maintaining the single central record
    - Prevent training

- **The Trust facilitates key safeguarding training opportunities including:**

    - refresher training for Designated Safeguarding Leads and Deputy Designated Safeguarding Leads
    - bespoke safeguarding briefings/updates for Headteachers
    - bespoke safeguarding briefings/updates for Trust Directors and LGB
    - emergency planning and business continuity training
    - a health check for new Headteachers with a Trust school
    - induction training for new governors to include safeguarding

Appendix 4: Trust Safeguarding Quality Assurance Framework

Policies and procedures only remain effective if they are regularly monitored and reviewed to ensure that they are still applicable and relevant. Our Trust, governors and school leaders recognise the importance of monitoring and quality assuring the effectiveness of our child protection policy together with the school's broader safeguarding arrangements. The aim of monitoring and evaluating the child protection policy and wider safeguarding arrangements is to:

- ensure expected safeguarding standards and practice are being adhered to
- review and strengthen policy and practice
- address without delay any identified significant weaknesses

The Trust Board and CEO together with each school's Local Governing Body, Link Safeguarding Governor, Trust Education Officer, Headteacher and Designated Safeguarding Lead all actively contribute to the Trust Safeguarding Quality Assurance Framework. Their activity is supported by the independent Trust Safeguarding Quality Assurance Partner. In respect of the Trust Safeguarding Quality Assurance Framework, key activities are summarised below:

The Trust Board will:

- Scrutinise the analysis of any key data and reports about the effectiveness of the safeguarding arrangements of the Trust's schools.

- Seek confirmation from the CEO/Trust Safeguarding Lead and Trust Safeguarding Quality Assurance Partner that each school's safeguarding arrangements remain effective, and any identified weakness have been addressed without delay.

The CEO/Trust Safeguarding Lead will:

- Ensure that the Trust Safeguarding Quality Assurance Framework is implemented.

- Prepare a termly and annual report for the Trust Board covering the analysis of the effectiveness of the Trust's and each school's safeguarding arrangements.

The Local Governing Body will:

- Scrutinise the school's Termly Safeguarding Report to the Governing body, seeking confirmation from the Link Safeguarding Governor and

Headteacher that key quality assurance activities have been undertaken and key safeguarding standards are in place.

- Scrutinise the analysis of the school's annual 175/157 safeguarding audit return to the Local Safeguarding Children Partnership.

- Seek confirmation that the school's child protection procedures and other safeguarding policies and practices remain effective and that any action is promptly taken to address any identified weaknesses.

- Ensure the governing body minutes record the governing body's scrutiny of the school's safeguarding arrangements, and specifically confirmation that any actions have been addressed.

The Link Safeguarding Governor will:

- Meet with the Headteacher and Designated Safeguarding Lead at least termly to scrutinise the school's termly safeguarding report to the governing body before it is presented to the governing body.

- Undertake safeguarding learning walks and other safeguarding quality assurance activities linked to the termly safeguarding report.

- Sign off, with the Chair of Governors, the school's annual 175/157 audit return to the Local Safeguarding Children Partnership.

- Present a report to the governing body summarising their scrutiny and findings.

The Headteacher will:

- Calendar safeguarding quality assurance activities in keeping with the termly safeguarding report to the governing body and the school's needs.

- Prepare, with the support of the Designated Safeguarding Lead and other school leaders, the termly safeguarding report and the school's annual 175/157 audit return to the Local Safeguarding Children Partnership.

- Ensure that the school's safeguarding arrangements remain effective and that the governing body, Trust Education Officer, and CEO are informed as to progress against any required actions, including from the 175/157 audit, Trust Safeguarding Review or Health and Safety Audit.

The Trust Education Officer will:

- Confirm that the school's 175/157 audit is completed and review in detail an agreed aspect of the audit. They will also seek confirmation that any actions arising from the audit are addressed.

- Confirm that the school has developed an action plan following a Trust safeguarding review and that any actions arising from the review are addressed.

The Trust Safeguarding Quality Assurance Partner will:

- Support the CEO to develop and implement the Trust's safeguarding strategy and safeguarding quality assurance framework.

- Undertake safeguarding reviews across the Trust schools and inform the CEO and Trust Board of the outcomes.

- Undertake further safeguarding monitoring visits to the Trust schools to support them to implement any key actions arising from the safeguarding review.

- Draw together an analysis of the Trust schools' 175/157 audit returns, Trust schools' termly safeguarding report and safeguarding reviews for the Trust Board.

- Prepare an annual safeguarding quality assurance report for the Trust Board.

Autumn Term Governing Body Safeguarding Report

This Autumn term report should be scrutinised by the Link Safeguarding Governor and presented to the full governing body in the first half term of the Spring term (Spring 1).

A copy of this report should be shared with the Trust **by Friday 12th February 2027 at the latest.**

This will provide opportunity for the Link Safeguarding Governor to undertake their visit at the start of the Spring term and produce their own report.

A copy of this report, together with the Link Safeguarding Governor's own report, should be placed on Governor Hub for the Trust CEO, together with the school's Local Governing Body minutes corresponding to when both were discussed.

Section 1: Key Data

	T1	T2	T3
Number of children subject to child protection plans			
Number of children subject to child in need plans			
Number of referrals made to children's services during the Autumn term			
Total number of formal escalations made to children's services during the Autumn term			
Number of children subject to early help assessments including Team Around the Family			
Number of early help assessments opened by the school as lead professional during the Autumn term			
Total number of safeguarding concerns raised with the DSL (safeguarding team) during the Autumn term			
Number of Operation Encompass notifications received during the Autumn term			
Number of Operation Encompass notifications received during the Autumn term that led to an early help assessment being initiated			
Number of Operation Encompass notifications received during the Autumn term that led to a referral to children's services			
Number of Prevent referrals made during the Autumn term			
Number of children in care (looked after)			

Number of children who are privately fostered			
Number of children who are young carers (identified by other agencies or the school)			
Number of children taken off roll (mid-year) during the Autumn term*			
Number of children taken off roll to be electively home educated during the Autumn term *			
Number of children removed from roll and reported to the local authority as 'missing from education (CME)' during the Autumn term*			
Number of children on reduced/part-timetables			
Number of children attending alternative provision			
Number of children who are persistent absentees			
Number of children whose attendance is below 50%			
Number of children whose attendance is below 25%			
Number of suspensions during the Autumn term *			
Number of permanent exclusions during the Autumn term *			
Number of racist incidents during the Autumn term *			
Number of incidents of sexually inappropriate behaviours, sexual harassment, or sexual violence during the Autumn term *			
Total number of bullying incidents, including cyber bullying, during the Autumn term *			
Number of incidents of bullying related to protected characteristics during the Autumn term *			
Number of incidents of restrictive physical interventions during this the Autumn term *			
Number of allegations against staff and others working at the school during the Autumn term which met the threshold and were subsequently referred to the LADO and required a strategy meeting*			
Number of concerns about staff and others working at the school which did not meet the harm threshold and were recorded as low-level concerns during the Autumn term *			

(Some data, including that marked with an asterisk, may need to be broken down further, with additional commentary to provide an understanding of any specific patterns and context.) **Any further commentary, actions or implications arising from the analysis?**

Section 2: Key Safeguarding Standards Check and Safeguarding Quality Assurance Activities	
There are no outstanding actions from the school's most recent health and safety audit, fire safety risk assessment, tree survey, local authority S175 audit or other safeguarding related audit from the previous academic year.	Y/N
The school has adopted the Trust's model safeguarding policies, updating its child protection policy, safer recruitment, managing allegations and safer working practices/ safeguarding code for adults. The child protection policy is available on the school's website and has been personalised by the school setting out the school's local context and any specific challenges. The school has also adopted the Trust policies in respect of allergies and anaphylaxis safety and positive handling and safe support. The latter covers physical interventions and restrictive practices.	Y/N
The Designated Safeguarding Lead has lead responsibility for safeguarding and child protection (including online safety, understanding the filtering and monitoring systems and processes in place). This is explicit in the role holder's job description.	Y/N
The school's emergency management plan, health and safety policy, behaviour policy for children, anti-bullying policy together with other key safeguarding policies that make up the wider school's safeguarding framework have been updated, as required, in line with statutory guidance and training and the Local Governing Body plan.	Y/N
The Headteacher has quality assured the single central record and the personnel files of recently appointed staff to ensure that staff are appropriately recruited, drawing upon the Trust's SCR checklist. Appropriate checks have been made on volunteers and written confirmation of checks has been received for third-party staff. **The school has updated its personnel file checklist, induction checklist, induction booklet and volunteer risk assessment, drawing upon the Trust templates.**	Y/N

The school draws upon the Trust's updated policy for the recruitment of volunteers, adopting the Trust revised risk assessment for volunteers. **The school draws upon the LDST 'Third-party member of staff/volunteer or contractor form' for when new contractors begin work at the school. There is a separate form for self-employed contractors.**	
The school has developed a strategic safeguarding training plan that considers the needs of the school, children and families and any contextual factors. Key staff engage in training and opportunities provided by the Local Safeguarding Children Partnership. The school maintains a safeguarding training matrix detailing the breadth of safeguarding training engaged in and which considers statutory requirements and training mandated by the Trust. **A spreadsheet can be exported using the 'Training Instances' section of EveryHR.**	Y/N
The Headteacher, Deputy Headteacher, Chair of Governors and Link Safeguarding Governor have undertaken safer recruitment training in the last 3 years.	Y/N
The school has sufficient trained first aiders and staff trained to administer medicine. The school ensures health care plans and the school's procedures for the administration of medication remain under review.	Y/N
The Designated Safeguarding Lead has attended the annual refresher training. The Deputy Designated Safeguarding Leads have undertaken refresher training in keeping with statutory requirements.	Y/N
All staff and volunteers have received an annual safeguarding update, drawing upon the training resource provided by SIL. The school has considered gathering evidence of staff's understanding of safeguarding training, for example drawing upon the **Trust's safeguarding training questionnaire.** Any new staff and regular volunteers to the school have received a bespoke safeguarding induction, drawing upon the Trust safeguarding induction checklist and safeguarding induction booklet and which includes the use of CPOMS. All staff, including new staff, have undertaken Prevent Training using the Government's online resource or similar. The induction of new staff covers the expectations, applicable roles, and responsibilities in relation to the filtering and monitoring systems in school. All staff have undertaken further online training with the National College to include allergies, sexually inappropriate behaviours (child-on-child harm) and cyber-security. Staff have been made aware of the strategies in place to support vulnerable children and how to identify and support children who may be young carers, privately fostered or who may have a parent in prison. **The school has drawn upon the Trust's briefing note.**	Y/N

All governors have received a briefing covering their strategic responsibilities in respect of safeguarding and are kept updated as to key changes to statutory and other key guidance. School leaders draw upon the safeguarding briefings provided by SIL to update the governing body and other senior leaders. For example, governors have been updated on the changes to the school's policy and practice in respect of allergies and anaphylaxis safety. They have also been briefed on the updated safeguarding and welfare requirements in the EYFS statutory framework including safe sleep, safe eating and paediatric first aiders.	Y/N
The governing body have been given an overview of the actions the Headteacher and Designated Safeguarding Lead have taken to implement the guidance from autumn term safeguarding briefings. The governing body are specifically aware of the actions the school plans to take in the forthcoming year to address the contextual safeguarding challenges faced by several Trust schools and Local Safeguarding Children Partnerships: - the impact of increased poverty and pressure on families leading to increased risk of harm, abuse, and neglect - the impact of chronic poor attendance and educational neglect - the increased incidence of online grooming of children nationally - the incidence of criminal exploitation and gang activity amongst some communities - the impact of domestic abuse - the increased prevalence of mental health concerns in families and specifically children The governing body has been updated about national contextual challenges, for example online exploitation of children, school security including cyber-security, and the implications of artificial intelligence. The governing body has reviewed progress against any actions taken in the summer term.	Y/N
The governing body is aware of how the school is meeting its responsibilities under the Prevent Duty, including filtering and monitoring and online checks undertaken on guest speakers. The governing body seeks regular updates as to the effectiveness of the school's filtering and monitoring systems.	Y/N
The Headteacher has checked that the safeguarding files have been transferred to the child's new setting once they have started. In addition, the Designated Safeguarding Lead has put in place transition arrangements to support children joining the school.	Y/N

The Designated Safeguarding Lead ensures that staff are given advice and strategies to help them support and promote the outcomes of all children with a social worker and other vulnerable children.	Y/N
The Link Safeguarding Governor has undertaken a safeguarding learning walk with the Headteacher and/or Designated Safeguarding Lead. Feedback to the governing body identified strengths and areas for further consideration. **The school draws upon the Trust's safeguarding learning walk proforma.** The school has considered inviting children/young people to accompany the learning walk.	Y/N
The Headteacher and Business Manager have checked the SCR and any recently created personnel files after each round of appointments, drawing upon **the Trust's single central record and personnel files quality assurance document.**	Y/N
The Link Safeguarding Governor, Headteacher and Designated Safeguarding Lead have undertaken further quality assurance activities in keeping with the needs of the school. This can include pupil voice meetings, an examination of the PSHE/safeguarding curriculum or the implementation of a new policy.	Y/N
Following their 'link' meeting with the Designated Safeguarding Lead and Headteacher, the **Link Safeguarding Governor's own report is completed on the Trust's template for link governor meetings and presented to the governing body alongside this report.**	Y/N
Further commentary, analysis, implications and actions arising from the above standards check and quality assurance activities:	

Spring Term Governing Body Safeguarding Report

This Spring term report should be scrutinised by the Link Safeguarding Governor and presented to the full governing body in first half term of the Summer term (Summer 1).

A copy of this report should be shared with the Trust **by Friday 28th May 2027 at the latest.**

This will provide opportunity for the Link Safeguarding Governor to undertake their visit at the start of the Summer term and produce their own report.

A copy of this report, together with the Link Safeguarding Governor's own report, should be placed on Governor Hub for the Trust CEO together with the school's Local Governing Body minutes corresponding to when both were discussed.

Section 1: Key Data

(Data marked with an asterisk may need to be broken down further, with additional commentary to provide an understanding of any specific patterns and context.)

	T1	T2	T3
Number of children subject to child protection plans			
Number of children subject to child in need plans			
Number of referrals made to children's services during the Spring term			
Total number of formal escalations made to children's services during the Spring term			
Number of children subject to early help assessments including Team Around the Family			
Number of early help assessments opened by the school as lead professional during the Spring term			
Total number of safeguarding concerns raised with the DSL (safeguarding team) during the Spring term			
Number of Operation Encompass notifications received during the Spring term			
Number of Operation Encompass notifications received during the Spring term that led to an early help assessment being initiated			
Number of Operation Encompass notifications received during the Spring term that led to a referral to children's services			
Number of Prevent referrals made during the Spring term			

Number of children in care (looked after)			
Number of children who are privately fostered			
Number of children who are young carers (identified by other agencies or the school)			
Number of children taken off roll (mid-year) during the Spring term*			
Number of children taken off roll to be electively home educated during the Spring term *			
Number of children removed from roll and reported to the local authority as 'missing from education (CME)' during the Spring term*			
Number of children on reduced/part-timetables			
Number of children attending alternative provision			
Number of children who are persistent absentees			
Number of children whose attendance is below 50%			
Number of children whose attendance is below 25%			
Number of suspensions during the Spring term *			
Number of permanent exclusions during the Spring term *			
Number of racist incidents during the Spring term*			
Number of incidents of sexually inappropriate behaviours, sexual harassment, or sexual violence during the Spring term*			
Total number of bullying incidents, including cyber bullying, during the Spring term*			
Number of incidents of bullying related to protected characteristics during the Spring term*			
Number of incidents of restrictive physical interventions during the Spring term*			
Number of allegations against staff and others working at the school during the Spring term which met the threshold and were subsequently referred to the LADO and required a strategy meeting*			
Number of concerns about staff and others working at the school which did not meet the harm threshold and were recorded as low-level concerns during the Spring term*			

(Some data, including that marked with an asterisk, may need to be broken down further, with additional commentary to provide an understanding of any specific patterns and context.) **Any further commentary, actions or implications arising from the analysis?**

Section 2: Key Safeguarding Standards Check and Safeguarding Quality Assurance Activities	
The Chair of Governors and Safeguarding Link Governor have signed off the school's S175 audit return to the Local Authority/Local Safeguarding Children Partnership.	Y/N
The Headteacher has quality assured the school's safeguarding record keeping within CPOMS to ensure expected standards are maintained, including checking the following are recorded, as examples: - Any actions are recorded and addressed. - Attendance and contribution to multi-agency meetings. - Effective information sharing is recorded. - The minutes of meetings, multi-agency referrals, report to CP conference and other documents are appropriately labelled and uploaded to the child's file. - The child's voice and wishes are recorded. - Any home visit records confirm that the child is seen and is safe and well. - Evidence of staff following the school's child protection procedures. - Evidence of challenge and escalation with other agencies. - Handover conversations and the transfer of safeguarding records to other settings. School leaders have drawn upon the Trust's document **'key questions for quality assuring the school's safeguarding record keeping.'** **The school has drawn upon the Trust's Safeguarding Incident Checklist, when necessary, to support them to manage incidents that arise.**	Y/N
The Headteacher and Designated Safeguarding Lead have quality assured how attendance concerns are being addressed and how interventions are recorded. There is clear evidence of the school escalating its actions when a child is not attending and has not been seen. The school also establishes that children at alternative provision are attending and that appropriate risk assessments are in place for children on reduced/part-time timetables. **The school draws upon the**	Y/N

Trust's alternative provision quality assurance document, when necessary, including ensuring that providers have supplied the school with written confirmation of the safer recruitment checks undertaken on their staff.	
School leaders and the governing body have ensured that the school is meeting the safeguarding requirements of the Humans Rights Act, the Equality Act, and the Public Sector Equality Duty. The governing body is aware of the effectiveness of any additional actions or provision to safeguard children with protected characteristics.	Y/N
School leaders and governors have ensured there is a whole school approach to online safety and have considered the need to carry out an annual review of the school's approach which is supported by a risk assessment that considers the risks children face. Schools has reviewed the free online safety tools provided by LGfL and specifically completed the online audit tool.	Y/N
Safeguarding supervision meetings are regularly calendared and include all members of the safeguarding team. These meetings have a clear agenda and any actions arising are minuted. Where appropriate, actions are also added to CPOMS during the meeting. These meetings enable a link between safeguarding and attendance concerns. Supervision meetings provide opportunity for team members to discuss cases they are concerned about so that barriers to progress can be removed. Staff can access additional therapeutic supervision, when needed.	Y/N
The Headteacher has checked that termly fire evacuation drills, weekly fire alarm testing, regular emergency lighting checks together with other routine checks are undertaken and recorded by the school's premises manager. The school draws upon the weekly (etc) recording templates provided by Compliance Education.	Y/N
The Headteacher has checked that medicine is appropriately stored and records are kept of the administration of medicine. In addition, the Headteacher has checked that Individual Health Care Plans are kept under review.	Y/N
The Link Safeguarding Governor has undertaken a safeguarding learning walk with the Headteacher and/or Designated Safeguarding Lead and feedback to the governing body identified strengths and areas for further consideration. **The school draws upon the Trust's safeguarding learning walk proforma.** The school has considered inviting children/young people to accompany the learning walk.	Y/N
The Headteacher and Business Manager have checked the SCR and any recently created personnel files after each round of appointments, drawing upon **the Trust's single central record and personnel files evaluation document.**	
The Link Safeguarding Governor, Headteacher and Designated Safeguarding Lead have undertaken further quality assurance activities in keeping with the needs of	Y/N

the school. This can include pupil voice meetings, an examination of the PSHE/safeguarding curriculum or the implementation of a new policy.	
Following their 'link' meeting with the Designated Safeguarding Lead and Headteacher, the **Link Safeguarding Governor's own report is completed on the Trust's template for link governor meetings and presented to the governing body alongside this report.**	Y/N
Further commentary, analysis, implications and actions arising from the above standards check and quality assurance activities:	

Summer Term Governing Body Safeguarding Report

This Summer term report should be scrutinised by the Link Safeguarding Governor and presented to the full governing body in the first half term of the Autumn term (Autumn 1).

A copy of this report should be shared with the Trust **by Friday 22nd October 2027 at the latest.**

This will provide opportunity for the Link Safeguarding Governor to undertake their visit at the start of the Autumn term and produce their own report.

A copy of this report, together with Link Safeguarding Governor's own report, should be placed on Governor Hub for the Trust CEO together with the school's Local Governing Body minutes corresponding to when both were discussed.

Section 1: Key Data

(Data marked with an asterisk may need to be broken down further, with additional commentary to provide an understanding of any specific patterns and context.)

	T1	T2	T3
Number of children subject to child protection plans			
Number of children subject to child in need plans			
Number of referrals made to children's services during the Summer term			
Total number of formal escalations made to children's services during the Summer term			
Number of children subject to early help assessments including Team Around the Family			
Number of early help assessments opened by the school as lead professional during the Summer term			
Total number of safeguarding concerns raised with the DSL (safeguarding team) during the Summer term			
Number of Operation Encompass notifications received during the Summer term			
Number of Operation Encompass notifications received during the Summer term that led to an early help assessment being initiated			
Number of Operation Encompass notifications received during the Summer term that led to a referral to children's services			

Number of Prevent referrals made during the Summer term			
Number of children in care (looked after)			
Number of children who are privately fostered			
Number of children who are young carers (identified by other agencies or the school)			
Number of children taken off roll (mid-year) during the Summer term*			
Number of children taken off roll to be electively home educated during the Summer term*			
Number of children removed from roll and reported to the local authority as 'missing from education (CME)' during the Summer term*			
Number of children on reduced/part-timetables			
Number of children attending alternative provision			
Number of children who are persistent absentees			
Number of children whose attendance is below 50%			
Number of children whose attendance is below 25%			
Number of suspensions during the Summer term *			
Number of permanent exclusions during the Summer term			
Number of racist incidents during the Summer term*			
Number of incidents of sexually inappropriate behaviours, sexual harassment, or sexual violence during the Summer term *			
Total number of bullying incidents, including cyber bullying, during the Summer term *			
Number of incidents of bullying related to protected characteristics during the Summer term *			
Number of incidents of restrictive physical interventions during the Summer term *			
Number of allegations against staff and others working at the school during the Summer term which met the threshold and were subsequently referred to the LADO and required a strategy meeting*			

Number of concerns about staff and others working at the school which did not meet the harm threshold and were recorded as low-level concerns during the Summer term *			
(Some data, including that marked with an asterisk, may need to be broken down further, with additional commentary to provide an understanding of any specific patterns and context.) **Any further commentary, actions or implications arising from the analysis?**			

Section 2: Key Safeguarding Standards Check and Safeguarding Quality Assurance Activities	
Any actions arising from the current 175/157 audit and school's safeguarding action plan are monitored and minuted by the Local Governing Body. The Trust E.O. has been informed of the school's progress against any actions.	Y/N
The Designated Safeguarding Lead has undertaken 'handover conversation/meetings' as each vulnerable child transition to a new setting. These meetings are captured on CPOMS.	Y/N
The governing body is presented with a broad analysis of the outcomes of those children with a social worker (LAC/CiC, CP, CIN). **The school draws upon the template provided by School Improvement Liverpool to present their data (below). This table should be completed and returned to the Trust alongside this report.**	Y/N
School leaders and governors have scrutinised the analysis of student, parent/carer, and staff voice. Focus group meetings have gathered the voice of diverse groups of learners. Any actions arising from this analysis are monitored in governing body minutes.	Y/N
School leaders and governors have reviewed the effectiveness of the school's PSHE/RSE/safeguarding curriculum, taking into account any changes to statutory guidance, on the development of appropriate attitudes and understanding amongst students.	Y/N
The governing body has reviewed progress against any actions taken by the school to meet the contextual safeguarding challenges faced by several Trust schools and Local Safeguarding Children Partnerships: - the impact of increased poverty and pressure on families leading to increased risk of harm, abuse, and neglect - the impact of chronic poor attendance and educational neglect - the increased incidence of online grooming of children nationally - the incidence of criminal exploitation and gang activity amongst some communities - the impact of domestic abuse - the increased prevalence of mental health concerns in families and specifically children	Y/N
School leaders share with the governing body how the EYFS Framework 'welfare requirements' are met within the EYFS phase. The welfare requirements have been reflected in the school's early years risk assessment.	Y/N /NA

This has been revisited following the changes in respect of safe sleeping, food preparation and paediatric first aiders.	
If the school is due an Ofsted in the forthcoming academic year, school leaders and the governing body have drawn upon the **Trust's Ofsted safeguarding evaluation document** to support their preparation. School leaders and the governing body have revisited the guidance found in the Ofsted Framework and Toolkit.	Y/N /NA
The Link Safeguarding Governor has undertaken a safeguarding learning walk with the Headteacher and/or Designated Safeguarding Lead. Feedback to the governing body identified strengths and areas for further consideration. **The school draws upon the Trust's safeguarding learning walk proforma.** The school has considered inviting children/young people to accompany the learning walk.	Y/N
The Headteacher and Business Manager have checked the SCR and any recently created personnel files after each round of appointments, drawing upon **the Trust's single central record and personnel files quality assurance document.**	
The Link Safeguarding Governor, Headteacher and Designated Safeguarding Lead have undertaken further quality assurance activities in keeping with the needs of the school. This can include pupil voice meetings, an examination of the PSHE/safeguarding curriculum or the implementation of a new policy.	Y/N
Following their 'link' meeting with the Designated Safeguarding Lead and Headteacher, the **Link Safeguarding Governor's own report is completed on the Trust's template for link governor meetings and presented to the governing body alongside this report.**	Y/N
Further commentary, analysis, implications and actions arising from the above standards check and quality assurance activities:	

Reporting to governors regarding children with a social worker (LAC, CIN and CP). Schools may want to consider PLAC also.

If children are in EYFS, amend educational attainment headings to reflect EYFS curriculum,

Child (anonymised)	Year / Key stage	SG status	SEN status	% attendance	Number of exclusions / suspensions	Other behaviour data	Educational attainment		Other information (details of interventions, use of pupil premium, etc.)
							Attainment for:	+ = above √ = in line X = below expectations	
Child A							Reading		
							Writing		
							Maths		
Child B							Reading		
							Writing		
							Maths		
Child C							Reading		
							Writing		
							Maths		

Child D							Reading		
							Writing		
							Maths		
Child E							Reading		
							Writing		
							Maths		
Child F							Reading		
							Writing		
							Maths		
Child G							Reading		
							Writing		
							Maths		

Overview of Trust Quality Assurance Framework

QA Activity	Who	What	How often
175/157 Audit	**HT** LGB EO Trust Safeguarding Quality Assurance Partner (TSQAP) Trust Board	HT completes 175/157 audit and presents it to LGB for sign off. LGB scrutinise the audit and monitors the implementation of any actions. EO seeks evidence of impact of activity. TSQAP undertakes an analysis of each school's return for the Trust Board	Annually
Safeguarding report to LGB	**HT** LGB Copy to CEO	HT and DSL present LDST termly safeguarding report to LGB. Link Safeguarding Governor presents their own report to LGB. LGB scrutinises the report and considers any implications arising. EO seeks evidence of impact of activity. TSQAP undertakes an analysis of each school's return for the Trust Board	Termly
SCR and Personnel Files	**HT** LGB Trust HR Team	HT monitors after each round of appointments, including volunteers and third parties. Trust HR monitors SCR centrally	Termly
Safeguarding Reviews	**Trust Safeguarding Quality Assurance Partner (TSQAP)** HT LGB EO Trust Board	Cycle of safeguarding audits and health checks carried out. Safeguarding action plan shared with school. LGB and EO monitor safeguarding action plan. TSQAP/TSL (CEO) provides an analysis to the Trust Board	Bi-annually, and when needed
Health and safety audits, including fire safety	**Compliance Education** HT LGB Trust Estate Lead EO Trust Board	Compliance Education undertake regular audits and health and safety checks. HT and LGB address any actions. Support provided by Trust Estate Lead EO seeks evidence of impact of activity. TSL (CEO) and Trust Estate Lead inform Trust Board of any significant actions	Cycle of audits undertaken by Compliance Education.

Annual safeguarding quality assurance report	**Trust Safeguarding Quality Assurance Partner (TSQAP)** Trust Board	TSQAP produces annual assurance report for the Trust Board to scrutinise	Annually

Appendix 5: Trust Job Description for Designated Safeguarding Leads

Keeping Children Safe in Education (Appendix B) sets out the broad areas of responsibility for the Designated Safeguarding Lead, including:

- Availability
- Managing referrals
- Working with others
- Information sharing and managing the child protection file
- Raising awareness
- Training, knowledge, and skills
- Providing support to staff and families
- Understanding the views of the child
- Holding and sharing information

The Trust's Child Protection Policy and the Trust Safeguarding Strategy define key aspects of the Designated Safeguarding Lead's role including:

- Ensuring the Trust's Child Protection Policy is adopted by the school's local governing body and personalised to meet the needs of the school.
- Working with the Headteacher (if the DSL is not the Headteacher) to ensure all model safeguarding policies provided by the Trust are adopted and personalised by the school.
- Working with the Headteacher (if the DSL is not the Headteacher) to ensure all other safeguarding templates provided by the Trust are adopted by school.
- Working with the Headteacher (if the DSL is not the Headteacher) to implement the school's wider safeguarding framework.
- Meeting, at least termly, with the Headteacher (if the DSL is not the Headteacher) and Link Safeguarding Governor to undertake safeguarding quality assurance activities and present a termly report to the Local Governing Body, drawing upon the template provided by the Trust.
- Undertaking further safeguarding quality assurance activities with the Headteacher (if the DSL is not the Headteacher), as required, in keeping with the needs of the school, particularly analysing the views of students and the voice of vulnerable children.
- Promoting positive outcomes for vulnerable children, specifically those with a social worker, ensuring that staff are aware of the strategies needed to support them.
- Monitoring, analysing and reporting the outcomes of vulnerable children.
- Ensuring the school meets the training requirements outlined in the Trust's Safeguarding Strategy.
- Working with the Headteacher (if the DSL is not the Headteacher) to ensure the school develops and implements a strategic safeguarding training plan in keeping with the needs of the school.

- Working with the Headteacher (if the DSL is not the Headteacher) to ensure the school responds effectively to the school's and Trust-wide contextual factors.

As of September 2026, Annex B of Keeping Children Safe in Education defines the role as:

Designated Safeguarding Leads

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description. The Designated Safeguarding Lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the Designated Safeguarding Lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Safeguarding Leads. Any deputies should be trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead. This lead responsibility should not be delegated.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Microsoft Teams or other such media is acceptable. It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover

arrangements for any out-of-hour/out of term activities. To ensure continuity of safeguarding responsibilities, schools should implement robust cover arrangements for periods when the DSL is unavailable due to illness, leave, or other circumstances. Schools and colleges have the flexibility and discretion in how these arrangements operate, provided safeguarding responsibilities remain appropriately covered. It would be good practice that, whenever the DSL is unavailable, there is a clear, reliable, and known arrangement in place so that concerns can be raised. This could, for example, include a confidential shared mailbox or equivalent system to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

Manage referrals

The Designated Safeguarding Lead is expected to refer cases:

• of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care,

• to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme,

• where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and

• where a crime may have been committed to the Police as required. *NPCC - When to call the police* should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The Designated Safeguarding Lead is expected to:

• act as a source of support, advice and expertise for all staff,

• act as a point of contact with the safeguarding partners,

• liaise with the Headteacher or Principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019,

• as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member,

• liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs

coordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically,

• liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health,

• promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances, and

• work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

This includes:

- ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up-to-date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Safeguarding records should be clear, factual, and distinguish between observed concerns, professional opinion, and historic information.

Records should include:

• a clear and comprehensive summary of the concern,

• details of how the concern was followed up and resolved, and

• a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in Parts one and two of this guidance.

Appropriate arrangements should be in place to ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points, including in-year moves. Where children leave the school or college (including in year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Where child protection files are transferred, the exporting school or college should include a clear, structured summary identifying current safeguarding concerns, relevant context, and any ongoing support needs.

Particular care should be taken to distinguish between current safeguarding concerns and historic information, ensuring that past issues are presented with appropriate context. For example, where a file contains extensive historical information, a concise summary of current risk and relevant context is likely to support more effective safeguarding than the transfer of unstructured records alone.

Receiving schools and colleges should ensure that safeguarding information is reviewed by an appropriately trained member of staff so that key risks and needs are clearly understood. Safeguarding information should be used to support, not disadvantage, the child. Where the receiving school or college considers that safeguarding information is unclear or incomplete, it should seek clarification where necessary to support effective safeguarding.

They should also ensure key staff such as Designated Safeguarding Leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required. It will then be for the DSL to consider what other information should be shared with other relevant staff and when this should be shared.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any additional 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 to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, incidents that may indicate concerns about serious violence or

harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. It would be good practice for a conversation to take place at the appropriate and relevant points between the Designated Safeguarding Leads at both settings, where there are issues or concerns to ensure information is being actively considered and acted upon.

Raising awareness

The Designated Safeguarding Lead should:

• ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part-time staff,

• ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this,

• ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this,

• link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and

• help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead (and any deputies) should also undertake Prevent awareness training. Training should provide Designated Safeguarding Leads (and any deputies) with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

• understand the assessment process for providing family help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements,

• have 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,

• understand the importance of the role that the Designated Safeguarding Lead plays in providing information and support to local authority children's social care in order to safeguard and promote the welfare of children,

• understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes,

• are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers,

• understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners,

• understand and support the school or college 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,

• are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or college,

• can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online,

• obtain access to resources and attend any relevant or refresher training courses, and

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the Designated Safeguarding Lead (and deputies) in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

• ensure that staff are supported during the referrals processes, and

• support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, Designated Safeguarding Leads (and deputies) should be supported in developing knowledge and skills to:

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and

• understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the Designated Safeguarding Lead (and deputies) should be equipped to:

• understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners,

• understand relevant data protection laws, and

• be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme etc.