



Trust-wide Safeguarding Statement

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Community Inclusive Trust -Trust-wide Safeguarding Statement

Introduction

The Community Inclusive Trust (CIT) recognises the contribution it can and must make to safeguard and support children and young people in all its schools across the Trust. Their welfare is of paramount importance.

This Trust-wide statement applies to all staff, including the Board of Trustees, Central staff, paid staff, volunteers, agency staff, students or anyone working for and on behalf of CIT. This statement must be read in conjunction with individual schools' Safeguarding and Child Protection policies.

This statement will be reviewed annually, alongside the start of each academic year, so it reflects national and Trust updates to policy and documents such as Keeping Children Safe in Education (KCSiE).

The review schedule will be in line with the annual school Safeguarding and Child Protection Policy renewal routine.

However, if there are significant national changes that occur mid-year that require the statement to be amended, the Trust will respond and update this document, as necessary.

This statement has been developed in accordance with the principles established by:

- The Children's Act 1989
- The Education Act 2002
- The Children's Act 2004
- Keeping Children Safe in Education 2024 (KCSiE) – link below [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education-2024)
- Working Together to Safeguard Children 2023
- Guidance for Safer Working Practice 2019
- DFE (Department for Education) Governance Guide October 2024 [Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/academy-trust-governance-guide)

The CIT Trust Board, the Trust Executive and the Local School Boards (LSBs) of all CIT schools take their responsibilities seriously under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our schools to identify, assess and support those children and young people who are suffering harm.

1. The Purpose of this Statement

The purpose of this Trust-wide Safeguarding Statement is to ensure every child who is a registered pupil at each school within the Trust is safe and protected from harm. This means the Trust will always work to:

- Protect children and young people at our schools from maltreatment.
- Prevent impairment of our children's and young people's health or development.
- Ensure that children and young people at our schools grow up in circumstances consistent with the provision of safe and effective care.
- Enable children at our schools to have the best outcomes.

This Statement will provide the over-arching principles that guide the Trust's approach to safeguarding and child protection for staff, trustees, governors, contractors, volunteers, visitors, and parents.

2. Ethos

The Trust's Executive Leadership Team working in partnership with the Trust Board drives and supports the culture of improving outcomes for all children and young people, which underpins all the development and work within the Trust.

Safeguarding at CIT is everyone's responsibility, and we aim to create the safest environment within which every student can achieve. Working together, the Trust and all our schools ensure we have an open and positive culture around safeguarding that puts pupils' interests first.

This is a culture where children and young people feel they will be listened to, supported, and know that appropriate action will be taken where necessary.

All our schools provide curriculum provision that will equip all children and young people with the skills they need. This includes materials and learning experiences that will encourage children and young people to develop essential life skills to protect themselves.

All staff involved in the safeguarding of pupils both at centre and in schools will work collaboratively in partnership with other stakeholders and seek to establish effective working relationships with parents, carers and other colleagues and relevant external agencies.

3. Governance

3.1 School Policy Documents

All staff and volunteers who work for CIT will have access to this Trust-wide Statement. Each CIT school will have its own Safeguarding and Child Protection Policy.

The Trust Safeguarding Lead will provide a model Safeguarding and Child Protection Policy annually.

The model policy is drawn from information collated from the relevant Local Authority Safeguarding Partnerships and will reflect the county LA expectations and routines for referral.

Schools will be expected to adapt this policy to reflect the unique contextual safeguarding issues that are risk assessed as being most prevalent in their own school community.

This policy will be reviewed and agreed by each school LSB and must be available on the school website.

All schools will have a Prevent Risk Assessment that sets out the contextual risk around radicalisation and extremism. This will be reviewed annually.

3.2 Trustee Responsibilities

The Academy Trust Governance Guide 2024 states that:

Trust boards have a duty to ensure that they:

carry out their functions with a view to safeguarding and promoting the welfare of children, have regard to the statutory guidance issued by the Secretary of State for Education relating to arrangements required to fulfil their safeguarding duties.

This is outlined in [section 175 of the Education Act 2002](#) and the [Education \(Independent School Standards\) Regulations 2014](#).

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Boards have a strategic leadership responsibility for their school's safeguarding arrangements. They must:

comply with their duties under legislation.

have regard to [KCSIE](#)

ensure that policies, procedures, and training in their schools are effective and comply with the law at all times.

Trustees and local governors should ensure they have regard to this guidance.

The Trust Board has a legal responsibility to make sure the schools have effective safeguarding policies and procedures in place and monitors the implementation of these policies regularly. The Trust Board will do this (through its Education and Safeguarding Committee) by:

- Commissioning a cycle of internal safeguarding audits, and progress checks, of schools on an annual basis, as well as remote check-ins from the central safeguarding team.
- Commissioning external quality assurance audits following an agreed cycle for those schools identified by the Directors of Education.
- Receiving from the Executive regular safeguarding assurance reports presented to the Committee for scrutiny and direction. This is as a fixed agenda item at every meeting.
- Delegating assurance responsibilities to LSBs as defined below:
- Appointing a Safeguarding Trustee who liaises with the Trust Safeguarding Lead to undertake assurance related works as requested by the Committee.
- Monitoring efficiency and consistency of safeguarding practices across the Trust.

3.3 Local Governor Responsibilities

The Local School Board (LSB) of each school will appoint a named Safeguarding Governor who has responsibility to report assurances to the LSB. The name and role of the LSB Safeguarding Governor will be displayed in each school and on each school website.

The LSB will:

- Receive regularly updated safeguarding information from the school's Designated Safeguarding Lead (DSL).
- Receive, at least annually, a Safeguarding Report (Education Act 2002, Section 157), prepared by the school's DSL.
- Report assurances regarding safeguarding compliance and best practice to the Trust Board's Education and Safeguarding Committee.
- Receive assurances from school leaders that the school has an effective and compliant safeguarding curriculum including the appropriate RHSE and PHSE provision.
- Have sight of and scrutinise the Local Authority safeguarding return completed by the Headteacher according to Local Authority requirements.

4. Operational Responsibilities

4.1 Trust level

The Trust's Safeguarding Lead (Trust level DSL) who is a member of the Executive Leadership Team will quality assure school leaders' judgements of their own schools' safeguarding effectiveness across the Trust. The TSL will be supported by the Deputy TSL who is able to act under the TSL's instruction.

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All Executive Leadership Team members will have an aspect of safeguarding as a key part of their responsibilities. The co-ordination of these is undertaken by the Trust's Safeguarding Lead.

The Trust Safeguarding Lead will be responsible for:

- Knowledge transfer between school and LSB through to the trust board via the Education and Safeguarding Committee.
- Checking the accuracy of each school's ongoing self-evaluation against the CIT Safeguarding Audit Framework.
- Validating the judgement of schools as to whether safeguarding is effective. Where schools have not met the criteria, the TSL will ensure an action plan is in place to ensure this is rectified and schools have effective safeguarding as quickly as possible.
- Securing clear expectations and consistency of understanding of what constitutes effective safeguarding across all schools.
- Facilitating schools to share best practice and support each other.
- Updating key policies and documents in the correct timescales.
- Ensuring the central team receive the appropriate safeguarding training.
- ensuring that schools are making the correct arrangements for all DSLs to receive the appropriate level of training to meet statutory requirements.

4.2 Persons involved in Recruitment and Selection of Staff

Staff responsible for Trust selection and recruitment procedures must have completed the appropriate training. School leaders are responsible for making sure that the appropriate checks on staff suitability have been done, including Disclosure and Barring Service checks. (DBS check).

All staff who are working in CIT schools will undergo a Prohibition from Teaching check. This is because we understand that there might be different routes that people who want to have access to children might follow if they are not able to teach.

School leaders are responsible for ensuring that their school holds and upkeep a Single Central Record (SCR) of all staff and regular volunteers in their school in accordance with Government guidance held in KCSiE 2024 and the Ofsted Handbook. All recruitment at CIT will follow the agreed policy.

[Safer-Recruitment-Policy-April-2024-2.pdf \(citacademies.co.uk\)](#)

4.3 School level

The Trust recognises that for practice to be effective, it is essential school staff understand the Trust expectations for effective safeguarding, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard our children and young people, and how to access further advice, support or services from external professional bodies.

All staff must know and understand how to recognise, report and respond to concerns in a way that is relevant to their own job role in the organisation.

Each school will appoint a DSL and a Deputy Designated Safeguarding Lead (DDSL) who will have the day-to-day responsibility for dealing with safeguarding within the school.

Headteachers

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The Trust Board has delegated responsibility for ensuring the effectiveness of safeguarding within their schools to headteachers. The effectiveness of safeguarding in their schools is therefore their responsibility.

The safeguarding responsibilities of Headteachers are set out in the school's Safeguarding and Child Protection policy.

Headteachers in each school throughout the Trust are required to ensure all paid staff, volunteers, agency staff, students or anyone working for and on behalf of CIT within their individual school are provided with up to date training and guidance and that this is implemented in line with the publications from the latest version of Department for Education's guidance on Keeping Children Safe in Education and training follows the CIT 3 Year Pathway expectations.

Headteachers have the duty to ensure their own Safeguarding and Child Protection Policy and is up to date They must ensure that the policy is displayed on the school website and is put into practice by everyone.

Headteachers will ensure the policy reflects the safeguarding issues that are most impactful in their own unique school context. Additionally, they will ensure all staff are aware of the school's contextual safeguarding issues and how the school addresses them.

Headteachers will ensure that the school curriculum meets the requirements of the Safeguarding and Child Protection Policy – with pupils being taught how to keep themselves safe at the required developmentally appropriate level.

Headteachers are responsible for the effectiveness of the DSLs (Designated Safeguarding Lead) and ensure all aspects of their role according to the school's safeguarding policy are carried out as required by the Trust.

Headteachers are responsible for Ensuring the relevant local authority safeguarding return is submitted and the LSB informed.

Failure to implement appropriate arrangements in school to safeguard and promote the wellbeing of children and young people will result in direct intervention by the Trust, in order that children and young people are fully and properly protected.

Designated Safeguarding Lead (DSL) Role

The DSL is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role must be a senior member of the school's leadership team and the DSL role must be set out in the postholder's job description.

The DSL will undertake all responsibilities that are set out in the school Safeguarding and Child Protection policy and should always act in accordance with the approved Safeguarding and Child Protection Policy for their school.

All schools are required to nominate a deputy to cover the role of the Designated Safeguarding Lead when they are unavailable. The lead responsibility for safeguarding and child protection remains with the DSL in the first instance.

All DSLs will be trained in accordance with the CIT 3 Year Pathway. This will be a 2-year cycle of face to face and virtual training. Any DDSLs (Deputy Safeguarding Leads) will be trained to the same level.

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The DSL will ensure all required documentation requested by their local authority LSCPs is completed and shared with the Trust's Safeguarding Lead and LSBs as appropriate, and within prescribed deadlines.

The DSL will complete the CIT Safeguarding Audit Framework and be able to provide evidence to validate any judgement made on the quality of safeguarding practice at the school.

The DSL will know and understand the school's mechanisms and arrangements for the filtering and monitoring of the internet.

The DSL will ensure the school PREVENT Risk Assessment is up to date and accurate.

Staff Responsibilities

All members of staff, volunteers, Governors, and Trustees must know how to respond to children and young people who disclose abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

All staff and volunteers will ensure that they complete the required training to provide them with the knowledge and skills required to carry out the role and this will follow the CIT 3 Year Training Pathway. School leaders will regularly check this to ensure that staff have understood and remembered how to recognise, report and respond to the signs and indicators of abuse.

School leaders will ensure that all new staff and volunteers complete the agreed CIT induction package.

All staff are responsible for following the agreed Trust and school policies relating to Safeguarding and reading and understanding Keeping Children Safe in Education. All staff and volunteers will be provided with the most current version of Part 1 of KCSiE at the start of each school year (or during the induction process for new recruits) and are required to sign to confirm they have read it.

All staff and volunteers will be updated on changes to legislation and procedure, as necessary through regular meetings, bulletins and the school will have a safeguarding Notice Board for reference.

All staff are entitled to raise concerns directly with:

- Lincolnshire Customer Service Centre: 01522 782111
- Leicestershire First Response: 0116 305 0005
- Nottingham MASH (Multi-Agency Safeguarding Hub): 0300 500 80 90

4.4 Local Authority Level

Local safeguarding arrangements

LADO (Local Authority Designated Officer) Role

A Local Authority Designated Officer (LADO) works within each Local Authority area and is there to support staff across all organisations who work with children and young people if any concerns arise regarding anyone who works with or cares for children and young people.

Lincolnshire LADO

Rachel Powis, Kim Murray, and Ildiko Kiss: 01522 554674

LSCP_LADO@lincolnshire.gov.uk

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Leicestershire LADO
Kim Taylor: 0116 305 7597
Lovona Brown: 0116 305 8161
CFS-LADO@leics.gov.uk

Nottinghamshire LADO
Eva Callaghan: 0115 804 1272

The LADO should be alerted to all cases in which it is alleged that a person who works with, or cares for, children has:

- Behaved in a way that has harmed a child.
- May have harmed a child.
- Possibly committed a criminal offence against a child/child.

If a person has concerns regarding the conduct of a colleague, then they should in the first instance report this to the DSL within their own organisation, who is required by law to report this concern to the LADO. However, it is important to note that anyone can contact the LADO if they need to do so for advice or support, especially if concerns are regarding the conduct with children and young people of management or holistic organisational practice.

Referrals and decisions not to refer must be recorded as an action on the MIS system.

5. Parents/Carers

Working Together to Safeguard Children 2023 says:

18. In the context of a child-centred approach, all practitioners should work in partnership with parents and carers as far as possible. Parents and carers need to understand what is happening, what they can expect from the help and support provided, what is expected of them and be supported to say what they think. This is particularly important when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, whether the harm is from inside or outside the home including online. Working collaboratively will mean parents and carers have the best chance of making changes, and practitioners can make fair and accurate decisions about how to support children and keep them safe. While collaborative relationships between practitioners and, parents and carers are important, the wishes and feelings of the child and what is in their best interest remain central to decision-making.

In all CIT schools, leaders will ensure they work to building effective partnership working with parents and carers happens by aiming to build strong, positive, trusting, and co-operative relationships.

Leaders will do this by:

- approaching families and their wider family networks and communities with empathy, respect, compassion, and creativity
- avoiding reinforcing family shame, suffering, and blaming
- working with parents and carers to identify what is working well and how their strengths could support them to effect positive change
- ensuring they work sensitively with parents, carers, and children, to identify and understand the impact of adversity and trauma in their lives. They will seek to

understand how adversity and trauma might manifest and affect children and parents' engagement and use their expertise to adapt their response with care and compassion

- adapting their responses to meet the diverse needs of parents and carers and the specific challenges being faced. This includes parents and carers of disabled children, and where harm is outside the home
- ensuring they understand the families' background, ethnicity, religion, financial situation, ability, education, sex, ages and sexual orientation, and potential barriers these create in seeking and accessing help and support
- being alert and recognising where parents or carers may not be acting in the best interest of the child or where children may be experiencing abuse, neglect, and exploitation because of actions by parents, carers, or other individuals in their lives. Practitioners use their skills and expertise to adapt their response to secure engagement
- being mindful of negative stereotypes when making decisions which might lead to false assumptions.

Leaders will ensure that parents/carers are made aware of the school's responsibilities regarding child protection procedures through publication of each individual school's Safeguarding and Child Protection policy, details of which can be found on individual school websites.

6. Use of school or college premises for non-school/college activities

Where schools hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) leaders should ensure that appropriate arrangements are in place to keep children safe.

When services or activities are under the direct supervision or management of their school staff, their own school arrangements for Safeguarding and child protection will apply.

However, where services or activities are provided separately by another body school leaders must seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate.

Community users organising activities for children are to be made aware of and understand the need for compliance with the Trust and schools' child protection guidelines and procedures. This must be carried out with the organiser during the planning stages for events and activities.

This applies regardless of whether the children who attend any of these services or activities are children on the school roll.

The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises.

Failure to comply with Trust and school expectations and procedures will lead to termination of the agreement. The guidance on Keeping children safe in out-of-schools settings details the safeguarding arrangements that schools and colleges should expect

these providers to have in place. [After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](#)

7. Volunteers

KCSiE 2024 requires that: *Governing bodies and proprietors should take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers, and contractors.*

All CIT schools require that volunteers who work unsupervised with children to undergo an Enhanced DBS with Children's Barred check (and Adults Barred if volunteering in a school with a 6th form) and references applied for as they are regarded as being in 'regulated activity'.

In line with our Trust recruitment procedures, volunteers that work with children will undergo a Prohibition from Teaching check.

Volunteers will have a proportionate to role induction into working in the school including reading KCSiE 2024 and the school Safeguarding and Child Protection Policy. Leaders will ensure volunteers know how to recognise, report and respond to concerns and disclosures following Trust and school expectations.

Volunteers in all schools must be aware of how to report any concerns about staff working in schools including leaders.