Good Shepherd Trust
Life in all its fullness

Safeguarding Policy

Overarching Safeguarding Statement

Important note on this update

This policy has been revised to reflect the changes summarised in Keeping Children Safe in Education (KCSIE) 2026 (Department for Education, published July 2026) and the KAHSC Model Overarching Safeguarding Statement, version 16 (September 2025).

KCSIE 2026 has now been published but does not come into force until 1 September 2026. This policy must be reviewed against the final published guidance and amended if necessary before it takes effect on that date, and this review should be recorded in the version history below.

At the time of publishing the following roles were held:

Head teacher	NAME
Designated Safeguarding Lead (DSL)	NAME
Governor with Safeguarding responsibility	NAME

Version History

Version	Version Description	Date of Revision / Review
Previous	Aligned to Keeping Children Safe in Education (KCSIE) 2025 and the KAHSC Model Overarching Safeguarding Statement then in force.	Sept 2025
This version	Updated to reflect KCSIE 2026 (draft for consultation) and the KAHSC Model Overarching Safeguarding Statement v16. To be re-checked against the final KCSIE 2026 guidance on publication.	July 2026

Schools should record their own fuller version history here to reflect local document status.

Safeguarding Contacts

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The Good Shepherd Trust Safeguarding Lead	Rob Blake deputyceo@thegoodshepherdmat.co.uk

Local Safeguarding Contacts — contact the team in the local authority area in which the child or family resides:

Northumberland Children and Adults Safeguarding Partnership (NCASP)	Tel: 01670 536400 (one call — available 24/7) Email: childrentriage@northumberland.gov.uk Website: www.northumberland.gov.uk/Children/Safeguarding/Info.aspx
Northumberland Local Authority Designated Officer (LADO)	Tel: 07500 606174 (Mon–Thu 08.30–16.30) or 01670 536400 (out of hours) Email: LADO@northumberland.gov.uk
Cumberland Safeguarding Children Partnership (CSCP)	Email: CSCP@cumbria.gov.uk
Cumberland Children Advice and Support Service (CCASS)	Tel: 0333 240 1727
Cumberland Local Authority Designated Officer (LADO)	Tel: 0300 303 3892 Email: lado@cumberland.gov.uk
Westmorland and Furness Safeguarding Children Partnership	Email: WFSCP@cumbria.gov.uk
Westmorland and Furness Multi Agency Children's Hub	Email: safeguarding.hub@westmorlandandfurness.gov.uk Tel: 0300 373 2724
Westmorland and Furness Local Authority Designated Officer (LADO)	Tel: 0300 303 3897 Email: lado@westmorlandandfurness.co.uk

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Introduction

The Good Shepherd Trust exists so that all who belong to our family of church schools may experience 'life in all its fullness' (John 10:10). Because of our close, daily contact with pupils, all staff and volunteers across the Trust have a crucial role in promoting safety, reducing risk, and identifying welfare concerns and possible signs of abuse or neglect at the earliest opportunity.

This Safeguarding Policy has been developed in line with the Children Acts 1989 and 2004, the Department for Education's statutory guidance Keeping Children Safe in Education (KCSIE), the EYFS Statutory Framework for group and school-based providers, and Working Together to Safeguard Children. The Trust Board and Local Governing Bodies of each school take seriously their duty under section 157 of the Education Act 2002 (which applies to academies) to safeguard and promote the welfare of pupils, and to work with other agencies so that children who are suffering, or likely to suffer, harm are identified, assessed and supported.

This policy applies to every member of the Trust community — pupils, staff, trustees, local governors, volunteers, trainees, contractors and visitors — across all schools within the Trust. It is embedded in the whole-school ethos of each academy and is reflected in the curriculum, in PSHE/RSHE, and in the safety of the physical and online environment we provide.

Summary of Key Changes for September 2026 (KCSIE 2026)

This policy has been updated to reflect the following changes summarised in Annex D of KCSIE 2026 (draft for consultation). Schools should treat this as a summary only — the detailed requirements are set out in the relevant sections below and in KCSIE itself.

- Terminology updated throughout to 'universal services and community-based early help' and 'the targeted early help level of Family Help'.
- References to 'indecent', 'nude, semi-nude' and 'sexting' replaced with 'self-generated intimate images and/or videos, including those generated using AI (e.g. deepfakes)'.
- Increased references to misogyny throughout the guidance.
- 'Child-on-child abuse' retitled 'Child-on-child abuse (including harassment and violence)', and Part 5 rewritten to describe a progressive continuum from harmful sexual behaviour through to sexual violence.
- The Mental Health and Serious Violence sections have both been substantially updated.

- References to 'trainee teachers' added throughout, including new content on handling concerns about them.
- New expectations for robust DSL cover arrangements, such as a confidential shared mailbox.
- New sections on Sport; on regulations and safeguarding requirements relating to school premises; on boarding and residential accommodation; on young carers; and on safeguarding children with medical conditions.
- Expanded guidance on information sharing, including risk assessment, and updated content on children who are LGB or gender-questioning.
- New guidance and resources on the safe and effective use of Generative AI in education, and updated definitions of online risk categories.
- New section on mobile phone policy, and a requirement to review filtering and monitoring at least once every academic year, with checks recorded, across all internet-connected devices in all relevant locations.
- The section on reasonable force has been updated to reflect new restrictive physical intervention guidance.
- Safer recruitment updates, including a new single central record template and 'Check a teacher's record' replacing the TRA Employer Access Service.
- New section on referrals to Family Help.

Definition of Safeguarding

Working Together to Safeguard Children defines safeguarding as: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with safe and effective care; promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, wherever this is in the child's best interests; and taking action to enable all children to have the best outcomes.

Safeguarding is not only about protecting children from deliberate harm. It relates to pupils' health, safety and wellbeing, including mental health; managing behaviour and the use of reasonable force and restrictive physical intervention; meeting the needs of pupils with medical conditions, SEND, or caring responsibilities at home; online safety; and appropriate arrangements for school security.

For Trust schools, this includes: neglect; physical, sexual and emotional abuse; face-to-face, prejudice-based and discriminatory bullying, including racism, misogyny and derogatory behaviour; homophobic or transphobic abuse; risks linked to technology and social media, including online grooming, radicalisation, and the sharing of self-generated intimate images and/or videos, including those generated using AI (deepfakes); child-on-child abuse (including harassment and violence, sexual violence and sexual harassment between children); teenage relationship abuse; gender-based violence and violence against women and girls; extremism and radicalisation; children missing education; child sexual and criminal exploitation, including county lines and modern slavery; substance misuse; domestic abuse; so-called honour-based abuse (including female genital mutilation and forced marriage); and fabricated or induced illness.

All Trust policies falling under the safeguarding 'umbrella' are listed in the Related Policies section below and are held centrally on the Trust's shared drive, with copies available to staff, governors and, on request, to parents/carers.

Each school's Local Governing Body (or persons nominated by it) has oversight of that school's safeguarding and child protection systems, informed by regular reporting from the DSL, but will not receive identifying details of individual pupils or families as part of that oversight. The Chair of Governors will liaise with the Local Authority Designated Officer (LADO) and partner agencies where a concern or allegation is made against the headteacher, or where there is a conflict of interest in reporting to the headteacher directly.

Our Safeguarding Ethos and Culture

Every school in the Trust aims to provide an ethos and environment in which children feel safe, secure and respected; are encouraged to talk openly; and feel confident that they will be listened to.

Prevention, curriculum and pastoral care

- Treating children's overall wellbeing as our paramount concern.
- Including social and emotional aspects of learning, and all aspects of child protection, in the curriculum, so pupils understand what a healthy relationship looks like, online and offline, and recognise when they don't feel safe.
- Tackling bullying in all its forms — face-to-face, prejudice-based, discriminatory and cyberbullying — and racist, misogynistic and homophobic/transphobic abuse and harassment.

- Promoting a culture of openness, trust and transparency, in which pupils feel valued and heard, and staff feel able to discuss concerns and to raise them through the school's whistleblowing procedures.
- Working with parents/carers to build understanding of the school's safeguarding responsibilities, including the need for referral to other agencies in some circumstances.
- Ensuring all staff can recognise the signs and symptoms of abuse through regular training, and know the school's reporting procedures and lines of communication, including for trainee teachers, supply staff, volunteers and contractors.
- Promoting pupils' spiritual, moral, social and cultural development, including fundamental British values, within our Christian ethos.
- Applying safer recruitment practice to all staff, governors and volunteers, and dealing with allegations or concerns quickly and appropriately.
- Monitoring pupils identified as having welfare or protection concerns, including young carers and children who are, or have previously been, looked after.
- Keeping robust, confidential records, stored securely and shared appropriately and proactively with other professionals where this supports a child's welfare.
- Having arrangements in place to support pupils with SEND, disabilities or medical conditions, with a member of staff identified as SENCo in each school.

Mental health as a safeguarding risk

KCSIE 2026 substantially strengthens the expectation that mental health is treated as a safeguarding risk, not solely a wellbeing matter. All staff are trained to recognise signs of self-harm, eating disorders and suicidal ideation, and know that where a pupil is at immediate risk of serious harm, staff must call 999 without delay and inform the DSL as soon as possible afterwards.

Each school has a designated Mental Health Lead, who works closely with the DSL where a pupil's mental health presents a safeguarding concern. Staff are supported to understand the additional barriers that pupils with SEND, young carers, and looked-after or previously looked-after children may face, and Virtual School Heads are engaged to support the attendance and outcomes of looked-after children.

Serious violence and weapon concerns

Following the substantial update to the Serious Violence section of KCSIE 2026, all staff are trained to recognise indicators that a pupil may be at risk of, or

vulnerable to, serious violence, including county lines exploitation and involvement with weapons. Any concern that a pupil may be carrying, has access to, or is at risk from a weapon must be reported to the DSL immediately, without waiting for a formal referral meeting, so that the school can take swift protective action and, where necessary, contact the police.

Child-on-child abuse (including harassment and violence)

The Trust recognises that child-on-child abuse — including harassment, violence, sexual violence and sexual harassment between children — is a safeguarding issue for both the victim and the child alleged to have caused harm. It is preventable, may involve serious physical harm or threats involving weapons, and can occur online as well as in person.

Staff understand that harmful sexual behaviour sits on a progressive continuum through to sexual violence, and that early, proportionate intervention is key to preventing escalation. Teenage relationship abuse is recognised as a form of child-on-child abuse. Staff also actively challenge everyday sexism, misogyny, racism and derogatory behaviour, whether expressed verbally, physically or online, in line with the Trust's Child-on-Child Abuse and Behaviour Policies.

Online safety, filtering and monitoring, and Generative AI

- Staff are trained to recognise the four categories of online risk — content, contact, conduct and commerce — and to respond to concerns using up-to-date terminology, including 'self-generated intimate images and/or videos, including those generated using AI (e.g. deepfakes)', in place of previous terms such as 'sexting'.
- Each school reviews the effectiveness of its filtering and monitoring systems at least once every academic year. Reviews include checks that filtering is working appropriately across all internet-connected devices in all relevant locations, and a record of these checks is kept.
- Schools provide staff guidance on the safe and effective use of Generative AI in education, including its safeguarding risks, and this is reflected in the Trust's Online Safety / Acceptable Use Policy.
- AI and wider cyber security risks are included within each school's online safety approach, alongside more established risks such as grooming, radicalisation and exposure to pornography.

Mobile phones

In line with the new mobile phone policy requirements in KCSIE 2026, each school manages the use of mobile technologies (including phones, cameras and smart watches) by pupils, staff and visitors, to prevent and respond to cyberbullying and

the sharing of self-generated intimate images and/or videos, both during and beyond the school day. Full details are set out in each school's Mobile Phone Policy.

Health, safety and the physical environment

- Assessing risks to children and implementing controls to prevent accidents, incidents and infectious diseases, in line with updated regulations and safeguarding requirements relating to school premises.
- Ensuring sufficient trained first aid provision, including for sporting activities, extended school sessions and educational visits, following OEAP National Guidance.
- Ensuring staff are trained in the definition of reasonable force and in de-escalation and positive handling techniques, in line with the Trust's updated Restrictive Physical Interventions Policy, which reflects the latest restrictive intervention guidance: prevention and de-escalation at its core, mandatory recording and same-day parent notification, and prohibited techniques communicated to all staff.
- Regular fire safety instruction and drills, and regular instruction in emergency evacuation, invacuation (sheltering) and lockdown procedures.
- Secure maintenance of pupil data, including digital images, in line with the UK GDPR and Data Protection Act 2018, as updated by the Data (Use and Access) Act 2025.
- Where relevant, arrangements for boarding and residential accommodation follow the updated guidance in KCSIE 2026 and are set out in the relevant school's local procedures.

Early Years Foundation Stage (EYFS)

Where a school's EYFS provision is registered with Ofsted, the school ensures at least one person with a full paediatric first aid certificate is on the premises and available at all times when EYFS pupils are present, and accompanies children on outings, renewed at least every three years. Ofsted is informed within 14 days of any serious accident, illness, injury or death of a child in the school's care, of any allegation of serious harm or abuse, and of any food poisoning affecting two or more children, together with the action taken in each case.

SEND, young carers and medical conditions

Staff receive training to understand the additional barriers that pupils with SEND may face in recognising or reporting abuse, and to identify pupils with caring responsibilities at home, in line with the new KCSIE 2026 content on young carers. Each school has arrangements in place to safeguard children with medical conditions, including obtaining information about allergies, dietary requirements

and health needs before a child starts school, and ensuring relevant staff are trained to respond to emergencies, such as allergic reactions.

LGB and gender-questioning pupils

Staff are supported to respond sensitively and factually to the needs of pupils who are LGB or gender-questioning, in line with the updated KCSIE 2026 content, keeping appropriate records and working closely with parents/carers wherever possible. This is delivered consistently with the Trust's Christian ethos and its RSHE Policy, which sets out how these matters are addressed within the curriculum.

Early Help, Family Help and Partnership Working

Schools do not operate in isolation. The welfare of children is a shared responsibility across the local authority, working in partnership with other public agencies, the voluntary sector, and families themselves. Each Trust school follows the inter-agency safeguarding procedures and multi-agency threshold guidance endorsed by its local Safeguarding Children Partnership (see Safeguarding Contacts).

Where a child or family would benefit from support before needs escalate, staff refer to universal services and community-based early help. Where a more coordinated, targeted response is needed, staff understand the referral thresholds for the targeted early help level of Family Help, which replaces the previous Early Help and section 17 arrangements, as well as the thresholds for section 47 enquiries. Where it is believed a child is suffering, or is at risk of, significant harm, staff follow the relevant Safeguarding Children Partnership's 'report a concern' procedures and the Trust's Child Protection Policy without delay.

The Trust promotes a culture of proactive information sharing: welfare data is shared with other professionals where this supports a child's safety and wellbeing, in line with Working Together to Safeguard Children and relevant information-sharing protocols, and staff complete a risk assessment where information sharing decisions are finely balanced. Anti-racist and anti-discriminatory practice is embedded in all safeguarding activity. Where a child leaves a school's roll mid-year, the school notifies the local authority within five school days, in line with Working Together 2026.

Training and Support

The DSL and deputy DSL(s) attend child protection training updated at least every two years. All staff, including the headteacher, the designated teacher for looked-after and previously looked-after children, and the designated governor, receive

safeguarding and child protection training (including online safety) at induction, updated regularly and refreshed at least annually through briefings, e-bulletins and staff meetings. Staff working in EYFS provision receive safeguarding training in line with Annex C of the EYFS Statutory Framework, renewed every two years. This now explicitly includes trainee teachers, who are covered by the same safeguarding training and reporting expectations as qualified staff.

Each school maintains robust DSL cover arrangements at all times the school is open, including a confidential shared mailbox or equivalent, so that concerns can always reach a trained DSL promptly. The DSL has undertaken Prevent Awareness Training; further staff receive this training based on risk assessment. Staff training also covers the safe and effective use of Generative AI, PSHE Association-approved teaching resources, and, where relevant to their role, restrictive physical intervention training, including SEND-specific approaches.

Designated roles across the Trust include a Health and Safety Coordinator, a Mental Health Lead, a SENCo, and (as good practice, though no longer a statutory requirement) an Educational Visits Coordinator, each suitably trained for their responsibilities. A staff training plan ensures all relevant staff receive training appropriate to their role, reviewed annually.

Professional Confidentiality

Each Trust school has a clear confidentiality statement, forming part of its Child Protection Policy, which is reviewed annually by the Local Governing Body, discussed with all staff, and shared with all paid and unpaid adults working in the school.

Safe Recruitment and Selection

The Trust pays full regard to KCSIE in deterring and preventing people who pose a risk of harm from working with children. This includes carrying out appropriate checks on all staff and others who work, paid or unpaid, with children; taking proportionate decisions on checks beyond the statutory minimum; and ensuring anyone without full checks is appropriately supervised. At least one member of every appointment panel has attended accredited safer recruitment training.

- Online checks (an online search engine and social media, where proportionate) are carried out on shortlisted candidates, in addition to DBS and reference checks.
- The Trust uses the DfE's 'Check a teacher's record' service, and DBS detailed guidance, when verifying candidates' backgrounds.

- Each school maintains a Single Central Record, using the updated national template, of all relevant checks for staff, governors, volunteers and regular visitors.
- Supervision arrangements for work experience students, and homestay arrangements where relevant, follow the Trust's Recruitment, Selection and Pre-Employment Vetting Policy.
- Concerns about a trainee teacher's suitability to work with children are handled under the same procedures as concerns about any other member of staff, and are considered for referral to the LADO where appropriate.

Further detail is set out in the Trust's Child Protection Policy and Recruitment, Selection and Pre-Employment Vetting Policy, including procedures for the Single Central Record.

Roles and Responsibilities

Trust Board / Trustees

Approve and ratify this policy, ensure it reflects statutory guidance and the Trust's Christian ethos, and receive regular safeguarding assurance reporting across all schools.

Local Governing Bodies

Monitor the implementation of this policy in their school, receive regular reporting from the DSL, and nominate a governor to take leadership responsibility for safeguarding.

Headteachers

Responsible for day-to-day implementation, ensuring robust DSL cover, staff training, and prompt action on concerns and allegations, including those relating to the headteacher themselves being referred to the Chair of Governors and LADO.

Designated Safeguarding Lead (and deputies)

Lead on child protection matters, coordinate referrals to early help, Family Help and children's social care, maintain confidential records, and report regularly to governors without disclosing identifying details of individual cases.

All staff, volunteers, trainees and contractors

Complete required training, remain alert to signs of abuse and neglect, and report concerns promptly through the school's agreed procedures.

Related Policies

This Safeguarding Policy should be read alongside the following Trust and school policies:

- Child Protection Policy and procedures
- Child-on-Child Abuse Policy and procedures
- Behaviour Policy, including anti-bullying and anti-discrimination procedures
- Relationships, Sex and Health Education (RSHE) Policy
- Restrictive Physical Interventions Policy
- Online Safety / Acceptable Use Policy, including guidance on Generative AI
- Mobile Phone Policy
- Mental Health Policy
- Attendance Policy and procedures
- Suspension and Permanent Exclusions Policy
- Recruitment, Selection and Pre-Employment Vetting Policy, including the Single Central Record
- Supporting Pupils with Medical Conditions Policy
- Code of Conduct for staff and others who work with children
- Equality Policy and Objectives
- Data Protection Policy and related privacy notices
- SEND Policy / Information Report
- Health and Safety Policy, including premises management, risk assessments and emergency (including lockdown and invacuation) procedures
- Educational Visits procedures
- First Aid and Accident Recording and Reporting procedures

Monitoring and Review

This policy is reviewed annually by the Trust Board, and sooner where statutory guidance changes. Because this version reflects KCSIE 2026 in draft form, it will be reviewed again on publication of the final guidance on 1 September 2026, and updated without delay if the final version differs from the draft summarised here.

The DSL provides regular reporting on safeguarding activity to the Local Governing Body and, in turn, to the Trust Board, without disclosing identifying details of individual pupils or families. Implementation is quality-assured through governor link visits, DSL monitoring, and periodic review by the Trust's central safeguarding team, to ensure consistency and statutory compliance across all schools.