MOSAIC SCHOOLS LEARNING TRUST

CHILD PROTECTION AND SAFEGUARDING STATEMENT

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:	CEO/Executive Headteacher
Approved by:	Board of Trustees
Date of Review:	September 2025
Date of Next Review:	September 2026

VERSION CONTROL

Date	Change
September 2024	New over-arching statement of Trust approach to child protection and safeguarding
September 2025	Updated to include online misinformation, disinformation and conspiracy theories. Robust RSHE curriculum included Safeguarding and alternative provision included Safer recruitment added into DBS

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Introduction

Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified.

Ethos

The Trust recognises the importance of providing an ethos and environment that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. Our ethos is led by the Board of Trustees, and is ingrained throughout all aspects of life in all our schools.

This Safeguarding Statement has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfE statutory guidance 'Keeping Children Safe in Education' 2025 (KCSIE 2025, the DfE Statutory Framework for Early Years Foundation Stage 2025 and Working Together to Safeguard Children 2023 and Designated teacher for looked-after and previously looked-after children. The Trust Statement sets out our Ethos and expectations, and all schools in the Trust must have their own Safeguarding Polices.

Because of our close day to day contact with children, education staff have a crucial role to play in helping to promote safety, reduce risks and to identify welfare concerns and indicators of possible abuse and neglect at an early stage. The Trust takes seriously our responsibility under Section 175 Education Act 2002 to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm, or at risk of suffering harm, and to keep them safe and secure whilst in our care.

Our Statement and supporting Policies and procedures relate to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PHSE and within the safety of the physical environment provided for the pupils. All practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Definition of Safeguarding

Working together to Safeguard Children defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment, whether the risk of harm comes from within the child's family and/or outside (from the wider community), including online

- preventing impairment of children's mental and physical health or development

• ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

• taking action to enable all children to have the best outcomes

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including pupils' health, safety and wellbeing including their mental health; managing behaviour and the use of reasonable force; meeting the needs of pupils with medical conditions; meeting the needs of children who have special educational needs and/or disabilities; providing first aid; educational visits; intimate care and emotional wellbeing; online safety and associated issues; and appropriate arrangements to ensure school security, taking into account the local context.   Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

All schools in the Trust must be aware of issues which might affect their pupils such as:

- neglect;
- physical abuse; sexual abuse and emotional abuse;
- bullying, including online bullying and prejudice-based bullying;
- racist, disability, and homophobic or transphobic abuse;
- risks linked to using technology and social media, including online bullying, AI-generated sexual imagery and deepfakes
- the risks of being groomed online for exploitation, extremism or radicalisation
- the risks of misinformation, disinformation and conspiracy theories online
- risks of accessing and generating inappropriate content e.g. sexting; child on child abuse (such as sexual violence and sexual harassment between children);
- gender-based violence/violence against women and girls; radicalisation and/or extremist behaviour; children missing education;
- child sexual exploitation and trafficking;
- child criminal exploitation including county lines;
- substance misuse;
- issues that may be specific to a local area or population, for example gang activity, knife carriage and youth violence;
- particular issues affecting children including domestic violence, (including witnessing the ill treatment of others), homelessness, so-called honour-based violence (female genital mutilation, forced marriage, breast ironing etc.);
- fabricated or induced illness and poor parenting, particularly in relation to young children.

This Safeguarding Statement should therefore be read and understood alongside other school and Trust Policies and procedures which fall under the safeguarding 'umbrella' as listed at the end of this document.

All relevant policies and supporting procedures will be reviewed in accordance with the latest DfE Guidance by the Trustees or local Governing Body. The Designated Safeguarding Lead at each of the

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schools in the Trust will ensure regular reporting on safeguarding activity and systems in school to the Governing Body.

Safeguarding in Practice

All schools in the Trust must develop a safeguarding policy which is reviewed annually to take into account the updates to Keeping Children Safe in Education and then approved by the Local Governing Body.

The DSL at each school must ensure that all staff who work directly with children have read KCSIE Part 1.

Staff not working directly with children (including Trustees and Governors) can read the condensed version of KCSIE Part 1 (Annex A)

Each school must ensure that all staff undergo safeguarding and child protection training (including online safety which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. The training should be regularly updated.

Each school must maintain a training record as evidence that staff have read and understood the policies.

Schools must ensure that appropriate staff have been trained in safer recruitment, and that they are involved in the interview and hiring of staff.

Schools will not allow a member of staff to start work until they have received references and a clear DBS and safer recruitment must be practiced.

If children are attending alternative provisions there is a robust safeguarding system in place for the pupils. (Alternative Provision is when a child is attending another provision for part or the whole of their week for SEND support as their mainstream setting is not appropriate for them.)

Responsibilities of the Trust Board and Governing Bodies

- Facilitating a whole school approach to safeguarding which involves everyone in the school, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Ensuring the school's policies and procedures are transparent, clear, and easy to understand for staff, pupils, parents and carers. Systems should be in place for children to confidently report any form of abuse or neglect knowing their concerns will be treated seriously, they can safely express their views and give feedback.
- Ensuring online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures. Online safety training (for staff and pupils) should be integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.
- Being aware of their obligations under the Human Rights Act 1998, Equality Act 2010 and the Public Sector Equality Duty (PSED) and local multi-agency safeguarding arrangements.
- Through a robust RHSE programme ensure all children are taught how to keep themselves safe, including online. Teaching should be tailored to the specific needs and vulnerabilities of individual children, such as those who are victims of abuse, children with SEN or disabilities.

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- Ensuring the DSL has appropriate status and authority within the school to carry out the duty of the post and given additional time, funding, training, resources, and support to carry out the role effectively (103). To encourage governors and proprietors to read the full DSL job description and fully understand the importance and breadth of the role.
- Ensuring the DSL in each school is fully aware of and understands the filtering and monitoring systems used in their school.
- Ensuring staff have due regard to the relevant data protection principles, which allow them to share (and withhold personal information), as provided under UK GDPR and the Data Protection Act 2018, filters and monitoring systems are in place and appropriate levels of security protection procedures are in place.
- When premises are used for non-school activities by another body, seeking assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place where appropriate and this applies regardless of whether or not the children attending any of these services or activities are the school's pupils.

The Governing Body at each school **must** ensure they comply with their duties under legislation, and ensure that the school's policies, procedures and training are effective, comply with legislation and are in line with the current KCSIE legislation.

Governing bodies and proprietors/academy trustee boards should ensure all governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction.

All schools in the Trust adhere to the following ~~three~~ DFE safeguarding documents:

- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2025
- The Prevent Duty 2015
- Statutory Framework for the Early Years Foundation Stage 2025

Schools within the Trust have a suite of Safeguarding documents and procedures which are reviewed regularly, and these should be read alongside this statement.   These include:

- Child Protection Policy
- Health and Safety Policy
- Online Safety Policy
- Behaviour Policy
- AI policy
- Anti-Bullying Policy
- Relationships and Sex Education Policy
- Recruitment, Selection and Pre-Employment Vetting Policy and procedures including the Single Central Record (restricted access)
- Supporting Pupils with Medical Conditions Policy
- Supporting Children with Health Needs who cannot attend School
- Code of Conduct for staff and others who work with children
- Single Equality Scheme/Equality Objectives
- Data Protection Policy
- Accessibility Plan

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- SEND Policy/Information report
- Positive Handling Policy
- Missing Child procedures
- Intimate Care Policy
- Educational Visits Policy
- First Aid and Accident Recording and Reporting procedures
- Critical Management plan
- Risk Assessments (incl. Fire Safety)
- Premises Management including security measures (formal Inspections and Buildings Register/Maintenance records)
- Lettings Arrangements
- Information for Visitors (including Safeguarding)
- Attendance Policy
- Whistle-blowing Policy
- Recruitment Policy
- Missing in Education Procedures