Respect Collaboration Trust

Safeguarding Policy

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1. Statement of Intent

At the Respect Collaboration Trust our pupils are at the heart of everything we do. We believe that every day is a new day and are committed to the phrase ‘we never give up’. Our core values of RESPECT are our shared beliefs to promote positive and inclusive learning.

Our Trust is committed to safeguarding children and young people, and we expect everyone employed by us to share this commitment. All adults employed by the Trust are aware that safeguarding is everyone’s responsibility and that they have a role to play in ensuring the safety and wellbeing of children. All adults working within the Trust take all welfare concerns seriously and encourage children to talk to us about anything that worries them whilst recognising that they may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful and/or find it difficult to speak about what they need.

All adults are aware that no single practitioner can have a full picture of a child’s needs and circumstances.

Safeguarding and promoting the welfare of children is defined 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 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; and
- taking action to enable all children to have the best outcomes.

In order to ensure that the welfare of the child is paramount, We recognise the importance of understanding children's lived experiences, wishes, feelings and voices. All staff are expected to adopt a child-centred approach and consider what is in the best interests of the child at all times. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

- We recognise that all adults, including temporary staff, volunteers and Trustees, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff believe that our schools should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

The purpose of this policy is to provide an umbrella document that summarises the aspects of Safeguarding and Child Protection across the Trust.

Each school within the Trust has a school specific safeguarding policy which is published on their individual website. A list of schools and their websites are included in Appendix 1 of this document.

2. Legal Framework

This policy should be read alongside the following documents:

- Individual School's: Site Specific Arrangements for Safeguarding and Child Protection
- Respect Collaboration Trust: Managing Allegations Against Adults Policy
- DfE Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- The Children Act 1989 and 2004
- The Children and Social Work Act 2017
- The Education Act 2002.

The requirements of the Trust and each school to safeguard and promote the welfare of all children and young people are embedded in legislation, government and Local Authority guidance. The Trust Safeguarding Policy is in line with this wider framework.

2.1 Legal

Appendix 2 outlines the key legal framework and the important difference between prevention and protection which underpin the work of safeguarding.

2.2 Government

The government guidance 'Working Together to Safeguard Children 2026 and 'Keeping Children Safe in Education 2026' are the essential national safeguarding documents and give practical guidance on implementing legal requirements. Each school should have at least one copy of each which should be accessible to staff.

All staff and Governance Representatives must be provided with access to Keeping Children Safe in Education 2026 and receive appropriate time to read and understand the safeguarding information identified by the Trust. The Trust will determine whether staff read Part One or Annex B in accordance with statutory guidance.
Designated Safeguarding Leads, Deputy Designated Safeguarding Leads, Headteachers, Senior Leaders, Executive Leaders and Governance Representatives will read and understand the full Keeping Children Safe in Education 2026 guidance.

2.3 Local

Local Safeguarding Partnerships (LSPs) are made up of senior managers from each main organisation to oversee at a local level the working together arrangements for safeguarding. Each partnership arrangement will have a unique offer that relates to the community they serve.

This body produces local procedures which have to be in line with ‘Working Together to Safeguard Children 2026’ and which influence each organisation’s own procedures.

Each school should have a copy of, and show due regard to, their local partnership arrangements. It is also an expectation of the Trust that DSLs will attend update events and training as required by their local partnership arrangements

2.4 Organisational

Each school has in place its own published safeguarding arrangements which mirror and complement all of the above. This Site Specific Arrangements document must be published on individual school’s websites.

3. Definitions

3.1 It is important to see safeguarding as the “umbrella” term for everything that is done to support children and young people, to keep them safe and promote their welfare. ‘Working Together to Safeguard Children 2026’ defines safeguarding 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 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;
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children’s Social Care National Framework.

  Outcome 1: Children, young people and families stay together and get the help they need
  Outcome 2: Children and young people are safe in and outside their homes
  Outcome 3: Children and young people are supported by their family network
  Outcome 4: Children in care and care leavers have stable, loving homes

3.2 Child protection is defined as:

- Part of safeguarding and promoting welfare; and
- The activity that is undertaken to protect specific children who are suspected to be suffering, or who are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

3.3 Safeguarding goes beyond protection; it emphasises the proactive promotion of children's well-being and the prevention of harm, in accordance with legislative principles. This highlights the importance of ensuring that all adults can identify and respond to concerns at an early stage, rather than waiting for issues to become more evident or severe.

3.4 Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families lives.

3.5 Child
A *child* is anyone under the age of 18.

3.6 Pupil
The term *pupil* refers to any child on roll at a Respect Collaboration Trust School, including pupils attending alternative provision or who are dual registered with another school.

3.7 Staff
The term *staff* refers to all adults working in or on behalf of the Respect Collaboration Trust and its schools, whether in a paid or unpaid capacity. This includes teachers, support staff, leaders, executive leaders, agency staff, contractors, trainees, student teachers and volunteers.

3.8 Governance Representatives
The term *Governance Representatives* refers collectively to Members, Trustees and Local Committee Members.

3.9 Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents and LA corporate parents.

4. Roles and Responsibilities

Everyone has a role to play in ensuring the well-being and safety of children, young people, their families and each other. Anyone working with children should see and speak to the child, listen to what they say, observe their behaviour, take their views seriously and work with them and their families when deciding how to support their needs.

Below is a brief description of those core responsibilities.

4.1 All Staff

All staff will:

- Ensure they have undertaken the appropriate training for their role.
- Take responsibility to report any concerns, no matter what their role.
- Ensure they have read and understood Keeping Children Safe in Education 2026 and other specified legislation and Trust policies relevant to their role.
- Ensure they are aware of all aspects of the school Site Specific Safeguarding Arrangements document.
- Provide a safe environment in which children can learn.
- Be aware of the processes for making referrals to the Local Authority Children's Services teams.
- Be aware of what to do if a child tells them they are being abused or have concerns that a child may be being abused.

- Be able to reassure children that they are being taken seriously, and they will be supported and kept safe.
- Be aware that all children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful and/or find it difficult to speak about what they need.
- Be aware of the need to minimise their own vulnerability in not being alone with children or in situations that could render them vulnerable to poor practice and/or allegations against them.
- Always be aware of the needs of young people and be vigilant for any possible signs and indicators of abuse.
- Be prepared to identify children who may benefit from early/family help and understand their role in this process.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues.
- Understand that safeguarding incidents and concerns can occur both online and offline.
- • Be aware of risks associated with technology, including online abuse, exploitation, misinformation, disinformation, harmful content and the creation, sharing or manipulation of nude or semi-nude images, including those generated through artificial intelligence (AI).
- Recognise that attendance concerns, persistent absence and children missing education may be indicators of abuse, neglect, exploitation or other safeguarding concerns and should be considered through a safeguarding lens.

4.2 The Designated Safeguarding Lead and Deputies

The Designated Safeguarding Lead (DSL) is the member of the school's Senior Leadership Team who is responsible for the strategic leadership of safeguarding.

Deputy Designated Safeguarding Leads (DDSL) will support the Designated Safeguarding Lead (DSL) and be expected to carry out those functions necessary to ensure the ongoing safety and protection of pupils. Any deputies should be trained to the same level as the DSL.

4.2.1 Availability

During term time the DSL (or a DDSL) should always be available for staff within the school to discuss any safeguarding concerns. Alternative arrangements and any out of hours cover should be communicated as appropriate.

4.2.2 Managing Referrals

- The DSL/DDSL are expected to refer cases of suspected abuse and neglect to the local authority children's services as required and support staff who make referrals to children's social care.
- They must also refer cases to the Channel Programme where there is a radicalisation concern, and support staff who make referrals to the programme.

- Where a person is dismissed or has left due to risk or harm to a child, they must refer the case to the Disclosure and Barring Service; and where a crime may have been committed to the police as required.

4.2.3 Working with others

The DSL/DDSL is expected to:

A senior leader is appointed as DSL, with lead responsibility for safeguarding and child protection, including online safety and understanding the school's filtering and monitoring systems.

The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection within the school.

The DSL will:

- Act as the main point of contact for safeguarding and child protection concerns, providing advice and support to staff as needed.
- Ensure all safeguarding concerns are recorded, reported, and responded to appropriately, in line with Trust and statutory procedures.
- Liaise with the local authority, safeguarding partners, and other agencies, including making referrals and attending multi-agency meetings as required.
- Maintain detailed, accurate, and secure records of safeguarding and child protection concerns and actions taken.
- Ensure all staff receive appropriate safeguarding and child protection training, and keep their own knowledge up to date.
- Support staff to recognise the signs of abuse, neglect, and exploitation, and to respond appropriately.
- Promote a culture of vigilance and ensure safeguarding is embedded in all aspects of school life.
- Ensure children's safeguarding needs are considered in all school activities, including curriculum, pastoral support, and extra-curricular provision.
- Support children and families, including those subject to child protection plans or in need of early/family help.
- Provide regular safeguarding updates and reports to the Headteacher and Governance Representatives as required.
- Ensure effective information sharing and transition arrangements when children move schools.

4.2.4 Information sharing and managing child protection records

The DSL should understand that comprehensive safeguarding records should include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

The DSL should ensure:

- All records of concerns are maintained and are comprehensive (as described above) and all staff are aware of how to accurately record concerns and actions.
- All records are regularly reviewed and subject to quality assurance scrutiny.
- All files and any additional safeguarding information is transferred within 5 days following any transition.
- Staff should not assume another practitioner will share information that may be critical to keeping a child safe. Information should be shared early, lawfully, proportionately and wherever safe to do so, transparently with families. Fears about data protection must not stand in the way of safeguarding and promoting the welfare of children.

4.2.5 Raising Awareness

The DSL should:

- Ensure all staff have access to and understand all safeguarding policies (including temporary and agency staff).
- Ensure the correct version of the Trust Site Specific Safeguarding arrangements are available on the school website.
- Share Local Safeguarding Children Partnership information as appropriate with wider staff teams.
- 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 staff and leaders.

4.2.6 Training, knowledge and skills

The DSL and any DDSLs should:

- Ensure they are appropriately trained to carry out their role and that this training is updated at least every two years.
- Undertake Prevent training to understand the requirements of the Prevent Duty and complete a school specific Prevent Risk Assessment.
- Understand and support the school with regards to the Prevent Duty and supporting staff protecting children from the risk of radicalisation.
- Understand Local Authority Early/Family Help and Child Protection referral and assessment processes.
- Have working knowledge of Child Protection Conferences and attend and contribute to all relevant meetings.
- Provide information and support to children's social care staff as appropriate.
- understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing and what is needed in responding to this in promoting educational outcomes.
- Be alert to the specific needs of children in need and those with SEND, health
- conditions and who are identified as young carers.
- Understand the importance of information sharing within the school and across multi-agency frameworks.
- Understand the unique risks associated with online safety and ensure they have the relevant knowledge and capability to help keep children safe online.

- Recognise the additional risks that children with SEND can face online and ensure they have the relevant knowledge and capability to support children with SEND to stay safe online and obtain access to resources and attend any relevant or refresher training courses.

4.2.7 Providing support to staff

The DSL should:

- Ensure all staff receive the appropriate level of safeguarding training for their role within the school.
- Ensure staff are supported during any referral process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked with academic and pastoral support.
- Ensure an open and efficient route for staff to report concerns to them and have their concerns taken seriously.

4.2.8 Understanding the views of children

The DSL/DDSL will ensure that all children within the school feel heard and will:

- Encourage a culture of listening to children and taking account of their wishes and feelings across the school.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships to facilitate effective communication.

4.2.9 Holding and sharing information

The DSL/DDSL should:

- Understand the importance of information sharing and relevant data protection legislation.
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions including where it was decided that action was not taken.
- Gather, collate and analyse as appropriate all relevant information for the purposes of Quality Assurance and school improvement activity.

4.3 The Headteacher

The Headteacher in each school is responsible for ensuring the Designated Safeguarding Lead is effective in their role of providing and accessing high quality services to safeguard and promote the welfare of children and young people accessing provision from their school including to:

- Ensure effective safeguarding and child protection policies and procedures are in place, implemented, and reviewed at least annually.
- Embed a whole-school approach to safeguarding, making it central to the school's ethos.
- Ensure all staff, pupils, and parents understand their safeguarding roles and responsibilities.

- Appoint a suitably qualified Designated Safeguarding Lead (DSL) and, where appropriate, deputy DSLs, ensuring they have the time, training, and support to fulfil their roles.
- The Headteacher will hold the role of Deputy Designated Safeguarding Lead
- Ensure all staff receive appropriate and regular safeguarding and child protection training.
- Promote a culture where staff feel able to raise concerns about poor or unsafe practice, and are confident these will be taken seriously.
- Act as the decision-maker for low-level safeguarding concerns about staff, with input from the DSL as appropriate.
- Oversee safer recruitment practices and ensure all staff and volunteers are subject to appropriate checks.
- Uphold and model the staff code of conduct.
- Liaise with the local authority, safeguarding partners, and other agencies as required.
- Ensure effective information sharing and record keeping, including when children move schools.
- Monitor the effectiveness of safeguarding arrangements and report to the Governance Representatives as required.
- Review safeguarding incidents and concerns to ensure lessons are learned and practice is improved.

4.4 The School Senior Leadership Team

The school Senior Leadership Team will support the Headteacher to discharge the duties to safeguard children and young people.

The school Senior Leadership Team will:

- Promote the importance of safeguarding throughout the school.
- Oversee the effectiveness of safeguarding systems, especially procedures, and review and report any changes that are required.
- Support the work of the DSL to ensure an effective process for dealing with concerns.
- Ensure that the school fulfils its statutory duty to co-operate with other agencies and that the chain of accountability is clear from front line to senior level.

4.5 The Trust

The Executive and Senior Executive Leadership Team will provide strategic leadership within the Respect Collaboration Trust for all aspects of safeguarding children and young people.

The Trust Directorate will:

- Ensure that all policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes disseminated to all schools.
- Ensure that there are systems in place to support the effective management of safeguarding, especially the role of DSLs, training for all staff and support as appropriate.

- Ensure that appropriate safeguarding training is available to all Trustees, Directors, Central Team and other Trust wide staff as necessary in line with Keeping Children Safe in Education requirements.
- Ensure that there is someone available to school Headteachers who can offer appropriate external advice and support with safeguarding concerns especially when they are complex and/or relate to allegations against staff.
- Ensure Quality Assurance processes are in place and oversee the information they produce to measure the progress and effectiveness of existing safeguarding frameworks.
- Produce information to the Trust Board in relation to Safeguarding in order to ensure that the Board can demonstrate that it is discharging its safeguarding obligations appropriately.
- Ensure appropriate filtering and monitoring systems are in place, regularly reviewed and that staff understand their safeguarding responsibilities in relation to online safety.

5. Governance of Safeguarding

5.1 The Respect Collaboration Trust has appointed a Trustee to take responsibility for monitoring the Trust's safeguarding governance and management arrangements on behalf of the Trust Board.

5.2 The day-to-day leadership of safeguarding is delegated to the Director of Safeguarding, who will work with Headteachers and DSLs to ensure that all statutory duties are fulfilled.

5.3 The Trust Safeguarding Director provides regular reports to the Trustee with responsibility for safeguarding along with other members of the Trust Board.

5.4 The role of the Safeguarding Trustee, with the support of the Trust Board, is to provide appropriate challenge and support to the Executive Team and Trust Directorate to ensure that they are satisfied that the Trust is fulfilling its safeguarding duties identified in the statutory guidance Keeping Children Safe in Education 2026.

6. Quality Assurance

6.1 Robust safeguarding practices and procedures are key to supporting and safeguarding the children and young people that access services from the Respect Collaboration Trust. Effective quality assurance measures are essential in ensuring the practices and procedures are fit for purpose.

6.2 The Headteacher, Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) have specific roles within the Trust Safeguarding Quality Assurance process.

6.3 Schools are part of an annual Quality Assurance Programme overseen by the Safeguarding Director. All outcomes of this activity are reported to the Headteacher, the Designated Safeguarding Lead.

7. Managing Allegations against Adults Working within the Trust

7.1 The Trust takes allegations against any adult working within the Trust very seriously and acknowledges that if concerns are not addressed as early as possible,

they can create unsafe working environments and leave staff and children increasingly vulnerable.

7.2 The Trust has a 'Managing Allegations against Adults Working within the Trust' Policy which should be followed in all cases where concerns are identified in relation to an adult working within the Trust's conduct which affects/could affect the welfare of a child or may result in a potential safeguarding issue.

7.3 Concerns about colleagues may arise in a number of ways:

7.4 Low-Level Concerns

7.4.1 The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and/or
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

7.4.2 Examples of such behaviour could include, but are not limited to:

- Being over friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone, contrary to school policy.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Humiliating children.

7.4.3 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

7.4.4 Concerns about colleagues in the context of the welfare and safeguarding of children may also arise through:

- Poor attitude or practice that potentially impacts on the general wellbeing of children that needs addressing.
- Aspects of poor practice witnessed by others.
- Speaking against the ethos of the school.
- Non-compliance with Trust's policies and procedures relating to safeguarding including the staff Code of Conduct.

7.4.5 More specifically, allegations may be made against an adult working within the Trust by a child or colleague in relation to abuse. All of the above will be seen as reportable matters and discussions must take place without delay with the Headteacher. These may be categorised as a Low-Level Concern. This does not

mean that it is insignificant, but it may not meet the threshold for further investigation by the Local Authority Designated Officer (LADO).

7.4.6 All Low-Level concerns must be reported to the Headteacher and recorded appropriately.

7.5 Referrals to the Local Authority Designated Officer (LADO)

7.5.1 Concerns which must be reported immediately by the Headteacher to the Local Authority Designated Officer (LADO - who is the statutory lead for dealing with and advising about such issues), are those specifically where a member of staff has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

7.5.2 As part of the Managing Allegations process, the reasons why staff may not wish to report their colleagues have to be understood.

- They might have the concerns wrong.
- For their own job and prospects if they report another colleague.
- Of isolation by other staff.
- About what might happen to the member of staff in the long term.

7.5.3 It must be recognised that the child's welfare remains paramount at all times, and it can be very easy to lose sight of the impact on others of being on the receiving end of unacceptable and sometimes illegal behaviour.

7.5.4 Issues about attitude and poor practice may be dealt with internally and as part of staff development and competency.

7.5.5 However, if such concerns are persistent and any plan has not affected change, advice should be sought and appropriate people included in the decision-making process. All concerns must be reported to the Headteacher.

8. GDPR

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Appendix 1

List of schools

Respect Collaboration Trust www.respectschools.co.uk

School	Web Address
Bridge Street School	www.bridgestreetschoolderby.co.uk
Castle School	www.castleschoolderby.co.uk
Kingsmead	www.kingsmeadschoolderby.co.uk

Appendix 2

Legal Powers and Duties

The Children Act 1989 and 2004 outline the powers and duties to safeguard and promote the welfare of children.

The key sections are described below.

Children Act 2004

Section 10 requires each Local Authority to make arrangements to promote co-operation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the Local Authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area, which includes protection from harm or neglect alongside other outcomes.

Section 11 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged with regards to the need to safeguard and promote the welfare of children.

This is a particularly important section for the Trust and all the Academies in understanding its need to co-operate with Children's Services Social Care in fulfilling this duty to safeguard and protect.

The Children and Social Work Act 2017

The Children Act 2004, as amended by the Children and Social Work Act 2017, establishes local safeguarding arrangements led by the safeguarding partners. The safeguarding partners are the Local Authority, the Chief Officer of Police and the Integrated Care Board (ICB). These partners are required to work together, and with relevant agencies, to safeguard and promote the welfare of children in their area.

Education Act 2002

Section 175 places a duty on Local Authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are

either pupils at a school or who are pupils under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies/free schools) by virtue of regulations made under section 157 of this Act.

Children Act 1989

The Children Act 1989 places a duty on Local Authorities to promote and safeguard the welfare of children in need in their area.

Section 17(1) of the Children Act 1989 states that it shall be the general duty of every

Local Authority:

a) to safeguard and promote the welfare of children within their area who are in need; and
b) so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.

Section 17(10) states that a child shall be taken to be in need if:

a) the child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a Local Authority under Part III of the Children Act 1989;
b) the child's health or development is likely to be significantly impaired, or further impaired, without the provision of such services; or
c) the child is disabled.

Under section 17, Local Authorities have responsibility for determining what services should be provided to a child in need. This does not necessarily require Local Authorities themselves to be the provider of such services.

Section 47(1) of the Children Act 1989 states that:

Where a Local Authority:

a) is informed that a child who lives, or is found, in their area (i) is the subject of an emergency protection order, or (ii) is in police protection; and
b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm: the Authority shall make, or cause to be made, such enquires as they consider necessary to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

Section 53 of the Children Act 2004 amends both section 17 and section 47 of the Children Act 1989, to require in each case that before determining what services to provide or what action to take, the Local Authority shall, so far as is reasonably practicable and consistent with the child's welfare:

a) ascertain the child's wishes and feelings regarding the provision of those services or the action to be taken; and

b) give due consideration (with regard to the child's age and understanding) to such wishes and feelings of the child as they have been able to ascertain.

Looked After Children

Section 22 of the Children Act 1989 places a duty on Local Authorities to safeguard and promote the welfare of children they look after. Schools have an important role in supporting looked after children and previously looked after children to achieve positive outcomes and ensuring their educational, emotional and safeguarding needs are met.

Police Protection Powers

Under section 46 of the Children Act 1989, where a police officer has reasonable cause to believe that a child could otherwise be likely to suffer significant harm, the officer may:

- Remove the child to suitable accommodation; or
- Take reasonable steps to ensure that the child's removal from any hospital, or other Place in which the child is then being accommodated is prevented.
- No child may be kept in police protection for more than 72 hours.

Equality Act 2010

The Equality Act 2010 requires schools to eliminate discrimination, advance equality of opportunity and foster good relations. Safeguarding practice should be inclusive and recognise the needs of all children, including those with protected characteristics

Working Together to Safeguard Children 2026

Working Together to Safeguard Children 2026 sets out the expectations placed on organisations and agencies to safeguard and promote the welfare of children. It emphasises multi-agency working, early help, family help, information sharing, the voice of the child and the importance of keeping children safe within their families wherever possible and in their best interests.