



QUANTOCK

EDUCATION TRUST

Child Protection & Safeguarding Policy 2025-26

Part 1 – overarching Trust policy

(to be read in conjunction with Part 2 - School Policy)

LINKS: Incorporating Raising Concerns at Work (Whistleblowing), Behaviour Management Confidential Reporting Code, Health and Safety, Management of Allegations against staff policy, Safeguarding Children, E-Safety, Use of Photography and recording, Recruitment and Selection Policy, Equal Opportunities, Anti-Bullying, Physical Interventions, First Aid, Drugs and Substance misuse, PSHCRE, SRE, SMSC, Racial Equality, Work Placements, Attendance and Absence, Keeping Children Safe in Education 2025 (KCSIE), Boarding Schools National Minimum Standards (April 2015)

DATE: September 2025

POSTHOLDER RESPONSIBLE: CEO

DATE RATIFIED BY TRUSTEES: September 2025

DUE FOR REVIEW: September 2026 (annual)

Summary of Changes

Version	Section	Description of Changes
July 22	All	Baseline Document
July 23	All	Reference to KCSIE amended to read 2023 throughout the document
	1.6	References to legislation updated
	1.8	Roles and Responsibilities table updated with current details of roles
	2.5	Details of where DSGs/DSLs should file termly Safeguarding reports added
	3	Table updated with details of termly DSL Supervision sessions and termly DSG visits and reporting
	7.1	Links to individual School's Part 2s updated
	7.2	New bullet added listing what the Part 2 policies cover
	8	Trust contact table updated
May 24	7	St Bartholomew's added to the Trust schools
July 24	All	Updated in line with KCSIE 2024
July 25	All	Updated in line with KCSIE 2025

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1. Introduction

- 1.1. Quantock Education Trust (QET) is committed to safeguarding and promoting the welfare of all pupils by: protecting children from maltreatment, exploitation and providing appropriate help and support to meet the needs of children as soon as problems emerge, preventing the impairment of health or development and by ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- 1.2. QET are committed to safeguarding and promoting the welfare of children in line with Working together 2023 and recognise children can also experience maltreatment online and beyond the home within their communities. We are committed to early intervention to ensure protection from harm (both online and offline) and promoting the best outcomes for all children.
- 1.3. QET is committed to meeting its moral and statutory responsibility, ensuring that robust procedures are in place, outlining the actions that it will take to prevent harm, to promote wellbeing, to create safe environments and to respond to specific issues and vulnerabilities. Safeguarding determines the actions taken to keep children safe and protect them from harm in all aspects of their school life to ensure that they have the best outcomes. This is underpinned by a culture of openness where both children and adults feel secure, able to talk, and believe that they are being listened to.
- 1.4. QET maintains an attitude of 'it could happen here' and expects that all staff and volunteers share and demonstrate their commitment to protecting children. All schools are required to maintain a single central record to provide reassurance that all staff and volunteers are recruited safely.
- 1.5. QET is committed to the following safeguarding key principles: -
 - Responsibility to safeguard and promote the welfare of children is of paramount importance.
 - All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
 - All staff, volunteers, Local Governors, Trustees and Members must share this commitment.
 - All staff, volunteers, Local Governors, Trustees and Members have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in one of our schools.
 - Staff members are to always act in the interests of the child.
 - Students and staff involved in child protection issues will receive appropriate training and support.
- 1.6. QET expects that each school will follow the guidance and child protection procedures provided by their Local Safeguarding Children Partnerships and Local Authority Children's Services departments. Crucially, there may be safeguarding issues that are specific to a school's local area and communities which should be provided in 'Part 2 – School Policy' documentation.
- 1.7. The policy outlining the local procedures for each of the schools across the Trust will be made available on the school websites. They have been developed to ensure compliance with legislation including Section 175 the Education Act 2002, Section 11 of the Children's Act 2004, Working Together to Safeguard Children 2023 Keeping Children Safe in Education September 2025, and What to do if you are worried about a child being abused – advice for practitioners. All schools are expected to follow the escalation policy if they have concerns about the management of a case by Children and Social Care.
- 1.8. The Child Protection and Safeguarding Policy works in conjunction with other relevant policies in place at both Trust and at a local level, safeguarding the interests and welfare of children e.g. recruitment and selection, anti-bullying, whistle blowing, allegations against staff, health and safety, special education needs and disabilities, equality, and staff code of conduct.

1.9. This document has been updated to reflect the 2025 "Keeping Children Safe in Education" guidelines. Our commitment to safeguarding and promoting the welfare of children remains our top priority. The 2025 guidelines emphasise a whole-school approach to safeguarding, ensuring that every member of staff is aware of their responsibilities in protecting children.

1.10. This policy outlines our commitment to safeguarding and promoting the welfare of children. It provides guidance on recognising and responding to safeguarding concerns, and sets out the procedures for reporting and managing these concerns. All staff members are required to read and understand the 2025 "Keeping Children Safe in Education" Part 1 guidelines and adhere to the procedures outlined in this document.

1.11. QET has the following roles and responsibilities in place to ensure that all academies are compliant and have a strong safeguarding culture:

Roles	Responsibilities
Designated Trustee for Safeguarding (DTS)	A Trustee who has an oversight of trust-wide safeguarding and reports directly to the board. DTS: Anna Hammond
Executive Safeguarding Lead (ESL)	A member of the executive team who has an oversight of trust-wide safeguarding and leads on the development of the QET safeguarding policy. ESL: Chrysta Garnett
QET Strategic Safeguarding Lead (SSL)	A lead practitioner who takes responsibility for peer audits, facilitates the DSL peer network and who liaises closely with the DTS and ESL. The lead practitioner maintains an up-to-date knowledge and understanding of developments relating to Keeping Children Safe in Education and shares and discusses with the DSL network. The SSL is an externally commissioned Safeguarding Consultant. Named SSL: Gary Norton Sanders
Safeguarding & Care Improvement Consultant	Sexey's School commissions an external consultant to support their annual external scrutiny of care and boarding provision. Named consultant: Amy Weir
Designated Safeguarding Governor (DSG)	A member of the Local Governance Committee who has an oversight of safeguarding in their individual school and reports back to the LGC. They also have the DTS as point of contact to the board.
Designated Safeguarding Lead/s (DSL)	Member/s of staff responsible for safeguarding and child protection within their individual school. They liaise closely with key stakeholders, such as their staff, headteacher, DSG and relevant external agencies.

2. Governance

2.1. QET's Designated Trustee for Safeguarding (DTS) oversees the governance arrangements for Safeguarding and is a point of contact for the LGCs' Designated Safeguarding Governors (DSG).

2.2. The QET designated Trustee meets with the QET Executive Safeguarding Lead (ESL) and the QET Strategic Safeguarding Lead (SSL) Practitioner regularly to evaluate the outcomes of scheduled audits, training, policy updates, emerging trends and DSG visits etc. The QET Trustee reports a summary of findings at the full board meeting.

2.3. All schools are required to follow the Local Safeguarding Children Board's interagency policies and procedures and the Local Governance Committee (LGC) are responsible for the implementation of the Safeguarding and Child Protection Policy at school level. Safeguarding will be included on the agenda and monitored at every full Local Governance Committee meeting. Governors and trustees will be held accountable for safeguarding practices within their schools. The governing body will ensure that all safeguarding concerns are addressed promptly and effectively, in accordance with the 2025 guidelines.

2.4. Each Local Governance Committee is required to have a DSG to provide feedback at LGC meetings. The DSG meets at least termly with the school's DSL to discuss:

- Safeguarding peer audits or external reviews;
- Risks/vulnerabilities;
- Compliance issues;
- The effectiveness in the application of practices;
- Any lessons that can be shared; and
- Best practice.

2.6 The governing body will implement robust procedures for monitoring and evaluating safeguarding practices. This includes regular audits, reviews, and reporting mechanisms to ensure that safeguarding practices are effective and compliant with the 2025 guidelines.

When a school visit is conducted by the DSG they must use the agreed QET Safeguarding Governor Visit Checklist (see Appendix A) and use this checklist as the basis of their feedback to their LGC (see 2.4 above).

Governors and trustees are required to complete mandatory safeguarding training as outlined in the 2025 guidelines. This training will be regularly updated to reflect any changes in legislation or best practices.

All safeguarding policies will be regularly reviewed and updated to ensure compliance with the 2025 guidelines. The governing body will ensure that these policies are effectively implemented and communicated to all staff members

3. The Supporting Structural and Quality Assurance Arrangements

Focus	Process
Quality Assurance	<p>Schools will have an annual safeguarding audit. Light touch monitoring of the DSLs work will be part of the DSL supervision process as well as checking on progress of actions from full audit.</p> <p>If concerns are raised about safeguarding, or a school is not judged to be good, then more regular external checks will take place. If a full external audit is carried out, the Headteacher and DSL will be required to provide regular updates to the CEO and DTS and demonstrate how change has been implemented to address any concerns.</p> <p>If serious concerns are raised in peer audits or external checks, they will be shared immediately with the CEO and DTS</p>
Strategic oversight and connection with the trust board	<p>The DTS meets with the SSL and ESL on a termly basis to evaluate findings from audits, training, policy updates, emerging trends and DSG visits etc. Findings will be reported back to the full board.</p> <p>The DTS also has regular meeting with the school's DSGs and reports back to the Board.</p>

LGCs	<p>LGC DSG meets with DSL in school on a termly basis, using an agreed QET pro-forma (see Appendix A). DSGs can contact the DTS if they have concerns in relation to safeguarding in their individual school.</p> <p>The termly proforma that captures their findings from their school visit should be shared with the DTS and the CEO.</p> <p>Safeguarding is a standing agenda item to be discussed at each LGC meeting.</p>
Peer support and collaboration	<p>The SSL will facilitate a half termly DSL network to provide an 'action learning' approach to safeguarding cases, reflecting on particular cases they have dealt with, sharing best practice etc.</p>
Supervision	<p>In order to support the work of DSLs, the Trust is committed to providing regular, supportive and reflective supervision to enable them to discharge their roles effectively. This will take the form of termly 1:1 supervision in person with our SSL, and termly group supervision which provide an opportunity for peer support and challenge.</p>
Other duties (including statutory)	<p>The QET safeguarding policy reviewed and updated annually or as and when required.</p> <p>HR carry out Single Central Record checks on a termly basis.</p>

- 3.1. The DSLs across QET meet and network on a termly basis, to pool expertise, knowledge and experience in the development and application of policies and procedures, to share good practice and to develop and embed best practice. This ensures that the core competences on child protection and safeguarding matters are being fully utilised.
- 3.2. Each DSL will produce an annual Safeguarding Report to the LGC using the agreed QET pro-forma. This report provides a summative overview in the summer term of safeguarding data (eg., numbers of vulnerable pupils, data on exclusions, referrals and incidents) and enables the DSL and DSG to reflect on their strengths and areas for further improvement to inform next year's planning (see Appendix B).

4. Training

- 4.1. QET will be assured by DSLs and through regular monitoring, that schools comply with training requirements as defined in KCSIE 2025. All staff and Governors and Trustees will undergo safeguarding and child protection training at induction, including whistle-blowing procedures to ensure they understand the school's safeguarding system and their responsibilities, and can identify signs of possible abuse, neglect or exploitation. This training will be updated on a regular basis, at least annually, and aligned to the advice from the Local Safeguarding Children Board (LSCB), e-bulletins, DSL meetings, and our trust.
- 4.2. The DSL must offer regular opportunities for safeguarding training to ensure that all staff and governors, including all new staff, are trained and up-to-date with policies and procedures.
- 4.3. The DSL and any deputy DSLs will undergo training that provides them with the knowledge and skills needed to perform the role. This training will be updated as a minimum, every two years, with regular updates.

- 4.4. All staff will be given KCSIE Part 1 (2025), and annex A of KCSIE (2025), on induction. They will be asked to sign that it has been read and understood.
- 4.5. All governors and Trustees will be given KCSIE (2025) Part 2, and annex A of KCSIE (2025), on induction. They will be asked to sign that it has been read and understood
- 4.6. All staff and governors will also receive regular safeguarding and child protection updates (e.g. through emails, ebulletins and staff meetings as required), but at least annually. Volunteers will receive appropriate training, if applicable. This training will cover recognising and responding to safeguarding concerns, understanding the latest safeguarding practices, and adhering to updated procedures for reporting and managing safeguarding concerns. Training sessions will be conducted annually, with additional refresher courses provided as needed to ensure that all staff members remain up-to-date with the latest safeguarding practices and legislative changes. The content of the training sessions will be regularly reviewed and updated to reflect the 2025 guidelines. This includes new topics and areas of focus introduced in the guidelines, such as the whole-school approach to safeguarding and any changes in terminology or procedures.
- 4.7. All staff will have training on the Government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. All staff are trained to identify and respond to early signs of mental health issues, understanding that mental health difficulties may be an indicator of abuse, neglect. Staff must be aware of emerging risks, including those related to AI-generated content and deepfakes. The Trust will include such risks in training and policy.
- 4.8. The DSL will be responsible for ensuring there is an accurate records of all training sessions. The record will be maintained, including attendance, content covered, and any follow-up actions required. These records will be reviewed regularly to ensure compliance with the 2025 guidelines. Procedures for evaluating the effectiveness of training sessions and gathering feedback from participants will be implemented to ensure continuous improvement. This feedback will be used to make any necessary adjustments to the training content and delivery.

5. Supporting Systems and Practices

- 5.1. QET will standardise systems and practices across the trust for reporting to assist with the identification of trust-wide concerns and patterns. Such systems should maximise the support for managing casework and facilitate more effective working arrangements with other agencies.
- 5.2. Identified trust executive and central team members will have appropriate clearances in place that will provide them with direct access to all of the schools' systems within the trust, eg. the SCR, MyConcern etc.
- 5.3. Designated Safeguarding Lead (DSL) should keep records of all relevant concerns, discussions and decisions and the rationale for the decisions made (including not referring).
- 5.4. A QET recommendation for school staff, governors and trustees to use the DfE Data Protection guidance for schools to understand data protection and its robust application. all personal data will be handled securely and in accordance with the latest data protection legislation and best practices. We will ensure that our data protection and privacy practices are compliant with the 2025 guidelines.
- 5.5. We will update our communication channels and methods to reflect the 2025 guidelines. This includes updated procedures for reporting concerns, communicating with parents and carers, and collaborating with external agencies.

- 5.6. Schools must ensure robust filtering and monitoring systems are in place, regularly reviewed, and effective in safeguarding children online. This includes clear responsibilities, oversight by the governing body, and a process for responding to flagged concerns.

6. Policy Review

- 6.1. The Child Protection and Safeguarding Policy will be reviewed and agreed as a minimum on an annual basis. This may be more frequent if national guidance requires ensuring that key statutory requirements are incorporated.

7. Local Arrangements

- 7.1. Part 2 contains each of the school's local arrangements and procedures for Safeguarding and Child Protection. Copies are available via each school's website:

- <https://www.haygroveschool.co.uk/Policies-and-funding-information/>
- <https://www.spaxton-school.co.uk/web/policies/217900>
- <https://www.stogurseyprimaryschool.co.uk/web/policies/566570>
- https://www.sexkeys.somerset.sch.uk/reports_policies/safeguarding-policies/
- <https://www.st-bartholomews.somerset.sch.uk/key-information/policies/>
- <https://merriottfirstschool.co.uk/policies/>
- <https://haselburyplucknettschool.co.uk/policies/>
- <https://www.ashlandsprimaryschool.co.uk/our-school/policies/>

- 7.2 The policies cover the following:

1. Roles and Responsibilities: Clarifies the roles and responsibilities of school staff, governing bodies, and designated safeguarding leads in ensuring child protection.
2. Safer Recruitment: Outlines best practices for safer recruitment processes to ensure that individuals working with children are suitable, including checks and references.
3. Staff Training: Highlights the significance of providing appropriate training to staff members to recognize and respond to safeguarding concerns.
4. Identifying and Responding to Concerns: Details how to recognize signs of abuse, how to respond to concerns, and when to make a referral to children's social care.
5. Sharing Information: Provides guidance on sharing information appropriately and lawfully when concerns arise.
6. Online Safety: Includes information on safeguarding children in the digital world and addressing online safety issues. Updated to clarify that misinformation, disinformation and conspiracy theories are safeguarding harms.

These documents are regularly updated to reflect changes in legislation and best practices.

8. Trust Contacts

QET Designated Trustee for Safeguarding (Trust Board) (DTS)	Anna Hammond
QET Executive Safeguarding Lead (ESL)	Chrysta Garnett
QET Strategic Safeguarding Lead (SSL) Practitioner	Gary Norton Sanders (externally commissioned)

Appendix A



The Role of the Safeguarding Link

Purpose of Role

One of the most important duties that a Local Governance Committee (LGC) fulfils is to ensure that their school is creating safe environments for pupils through robust safeguarding practices. If at an Ofsted inspection a school is found to have inadequate safeguarding arrangements and compliance the school will be judged inadequate or requires improvement (if it can prove urgent remedial action is being undertaken).

The LGC must appoint a governor to oversee their school's safeguarding arrangements. When it comes to governance structures, clarity is essential. Each person needs to understand their role, what it includes and, equally as importantly, what it does not include. If everyone involved in creating a strong safeguarding culture in schools and in the Trust also understand the responsibility of others in the structure, then we will be in a good place. Whilst the appointed governor should take the lead on safeguarding, the LGC retains collective responsibility for making sure that safeguarding procedures are properly followed.

The new Academy Trust Governance Guide sets out clearly the QET's duties with regard to safeguarding:

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
- 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

In designing the 2024-25 Safeguarding Link Governor visit template and role descriptor, the QET has taken its cue from the latest sector thinking on approaches to safeguarding, as well as from the latest statutory guidance. We have taken advice from our colleagues working in the sector, and have consulted with Heads, Chairs and Link Governors.

The new approach adopted in this template ensure that the Link Governor is able to support school leadership and management in maintaining a strong safeguarding culture by:

- Monitoring and supporting the school's safeguarding framework.
- Acting as a "critical friend" to the DSL by providing constructive challenge.
- Fostering a safe school environment through active involvement and awareness.

Governors are encouraged to do this by:

- Effective questioning
- Balancing support and challenge
- Taking some practical steps and making observations during school visits

Safeguarding Governor Duties

- **Work with the Designated Safeguarding Lead (DSL):** Build a strong relationship with the DSL; conduct termly visits; understand safeguarding strengths and areas for development; review incidents and policies (without

pupil details), monitor strategic priorities; ensure DSL training and staff safeguarding knowledge is up to date.

- **Understand Safeguarding in Practice:** Be aware of legal duties, read and understand Keeping Children Safe in Education (KCSIE; observe school safeguarding culture, awareness of how safeguarding is taught (including online safety)), check that DSL is using audit findings and data to evaluate effectiveness; and ensure links with health & safety, anti-radicalisation, e-safety, and pupil-on-pupil abuse. All governors must receive safeguarding and Prevent training, with some completing safer recruitment training.
- **Report to the Local Governing Committee (LGC):** Provide updates at each meeting; ensure safeguarding is a key discussion point; and promote safeguarding awareness across the LGC.

The role of the QET in supporting the DSL, Headteachers and Governors:

Roles	Responsibilities
Designated Trustee for Safeguarding (DTS)	A Trustee who has an oversight of trust-wide safeguarding and reports directly to the board.
Executive Safeguarding Lead (ESL)	A member of the executive team who has an oversight of trust-wide safeguarding and leads on the development of the QET safeguarding policy. ESL: Chrysta Garnett
QET Strategic Lead Practitioner	The Safeguarding Lead Practitioner is currently an externally commissioned Safeguarding Consultant who role is focused on enhancing safeguarding practice across the Trust. Responsible for peer audits and facilitating the Designated Safeguarding Lead (DSL) peer network, they provide up-to-date guidance on Keeping Children Safe in Education and share key safeguarding developments with DSLs. This role also offers ad-hoc safeguarding support and advice, provides one-to-one and systemic supervision to DSLs, and serves as an advisor to the boarding lead at Sexey's, ensuring compliance with minimum boarding standards. The practitioner works closely with the DTS and ESL to foster a culture of robust safeguarding across the Trust. QET SLP: Gary Sanders
Safeguarding & Care Improvement Consultant	Sexey's School commissions an external consultant to support their annual external scrutiny of care and boarding provision. Named consultant: Amy Weir
Designated Safeguarding Governor (DSG)	A member of the Local Governance Committee who has an oversight of safeguarding in their individual school and reports back to the LGC. They also have the DTS as point of contact to the board.
Designated Safeguarding Lead/s (DSL)	Member/s of staff responsible for safeguarding and child protection within their individual school. They liaise closely with key stakeholders, such as their staff, headteacher, DSG and relevant external agencies.
HR Function	Responsible for embedding safeguarding principles into Trust recruitment and onboarding processes. Includes the implementation of safer recruitment practices in line with <i>Keeping Children Safe in Education (KCSIE)</i> and ensuring all staff undergo enhanced DBS checks and mandatory safeguarding training on an annual basis. Supports record keeping, policy development and implementation and maintains compliance through regular audits and accurate Single Central Records (SCRs).

Safeguarding Governor Visit Form

(Visit should take no longer than 2 hours)



School	
Date of Visit	
Governor Name	
DSL Name	

1. Safeguarding Procedures

What recent changes, if any, have been made to safeguarding policies, and how are they communicated to staff and students?

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How does the DSL know that these policies are actively understood and followed in day-to-day practice?

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Key Observations/Next Steps

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Next visit: Notes and to follow up

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2. Strengths and Challenges

What aspects of the DSL role are most challenging, and where does the DSL feel well-supported?

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How does the DSL manage high workloads, especially during periods with increased safeguarding concerns?

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Key Observations/Next Steps:
Next visit: Notes and to follow up

3. Safeguarding Culture in the School and Community

How would the DSL describe the safeguarding culture among staff and students?
What feedback has the DSL received from staff or students about feeling safe or supported?
Key Observations/Next Steps:
Next visit: Notes and to follow up

4. Overview of Case Management

How does the DSL ensure timely follow-up on safeguarding concerns?
Are there any trends in safeguarding concerns that suggest areas where the school could improve or focus?

Key Observations/Next Steps:

Next visit: Notes and to follow up

5. Reflecting on Student and Staff Safety

What examples can the DSL provide that demonstrate staff or students actively engage with safeguarding practices?

Are there any specific initiatives or training the DSL feels would benefit the safeguarding approach?

Key Observations/Next Steps:

Next visit: Notes and to follow up

6. Auditing and Trust Challenge and Support

What are the recommendations and findings from the most recent LA Safeguarding Audit?

Actions underway to address any concerns:

Support being received from the QET Strategic Safeguarding Lead:

Next visit: Notes and to follow up

7. School Values

Add school values here as an example of how the school lives out their values in relation to safeguarding culture, if applicable:

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8. Overall Reflections and Recommendations

General Impressions of Safeguarding Practice:

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Suggestions for Improvement or Follow-Up:

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DSL's Reflections or Responses:

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Next visit: Notes and to follow up

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Appendix B

Safeguarding report to the governing board



- Date of report:
- Name of designated safeguarding lead:
- Name of nominated governor for safeguarding:
- Date the single central record was last checked by a senior member of staff:

Training and safeguarding updates

Role	Number of people	Date of training	Course attended
e.g. Teaching staff	12	1 September 2020	INSET pack from The Key's Safeguarding Training Centre

Vulnerable pupils

	Number of pupils
Children with an education, health and care (EHC) plan or statement of SEN	
Looked after children	

Attendance and exclusions

	Number
Fixed-term exclusions	
Permanent exclusions	
Attendance rate	
Number of pupils being persistently absent	

Referrals and incidents

	Number
Allegations made against staff	
Child protection referrals	
Reported bullying incidents	
Reported online safety incidents	
Reported racist incidents	
Number of extremist concerns	
Number of female genital mutilation concerns	
Number of forced marriage concerns	
Number of mental health concerns	

Approval and review dates of relevant policies and procedures

Policy	Date of last review	Date of next review
Safeguarding/child protection		
Online safety (including sexting)		
Children going missing from education		
Allegations made against staff		
Anti-bullying		
Behaviour		
Health and safety		
Recruitment and selection		
Staff code of conduct		

Whistle-blowing		
Strengths		
<ul style="list-style-type: none"> 		

Areas to develop (including areas identified in the safeguarding audit)	Actions to achieve this
<ul style="list-style-type: none"> 	<ul style="list-style-type: none">