

RENAISSANCE EDUCATION GROUP



Group Safeguarding and Child Protection Statement and Assurance Framework

Academic Year 2026-2027

Applies to	All Renaissance Education Group schools, central employees, proprietor/governance, staff, agency staff, contractors and volunteers
Policy owner	Jayson Rawlings
Approved by	Proprietor / Governance
Effective from	September 2026
Review date	September 2027, or earlier following statutory, regulatory or organisational change or the addition of new school / local authority policy.
Status	Group framework - to be read with each school's local safeguarding appendix

Contents

1. Group safeguarding statement
2. Purpose and status of this document
3. Statutory and regulatory framework
4. Working Together to Safeguard Children 2026
5. Specialist SEMH context
6. Proprietor and governance
7. Central Team responsibilities
8. Headteacher responsibilities
9. Designated Safeguarding Lead
10. All staff
11. Local safeguarding policies and procedures
12. Children placed by other local authorities
13. Attendance as a safeguarding responsibility
14. Behaviour, suspension, exclusion and placement breakdown
15. Alternative provision and education away from school
16. Online safety, filtering, monitoring and AI
17. Concerns and allegations relating to adults
18. Whistleblowing, professional challenge and escalation
19. Safer recruitment
20. Safeguarding training
21. Curriculum and preventative safeguarding
22. Information sharing and safeguarding records
23. Group safeguarding quality assurance
24. Reporting to the Proprietor
25. Ofsted and regulatory assurance
26. Group learning culture
27. Policy review and local assurance declaration
28. Related Group and school policies
29. Appendices
- Appendix cover sheets A-D
- Annex 1. Group safeguarding QA calendar

1. Group safeguarding statement

Renaissance Education Group is unequivocally committed to safeguarding and promoting the welfare of every child educated within its schools.

Safeguarding is fundamental to the purpose, culture, governance and operation of the Group. It is not confined to the work of Designated Safeguarding Leads or to the management of individual child protection concerns. It is a shared responsibility which informs leadership, recruitment, curriculum, attendance, behaviour, decisions about suspension or placement, online safety, site security, health and safety, information sharing, staff conduct, quality assurance and the Group's oversight of its schools.

Every child has the right to feel safe, to be heard and to receive timely help, support and protection. All adults working for or on behalf of Renaissance Education Group are expected to act in the best interests of children, maintain professional curiosity, recognise that 'it could happen here', and take prompt action where they have any concern about a child's welfare.

The Group adopts a child-centred approach in which the child's wishes, feelings, lived experience, communication needs and best interests inform safeguarding practice. A child's behaviour, diagnosis, disability, special educational need, mental health presentation, previous experiences or family circumstances must never be used to explain away a possible indicator of abuse, neglect, exploitation or other harm.

Core expectation

Safeguarding arrangements must be effectively implemented in practice. Policy compliance alone is not sufficient evidence that children are safe.

2. Purpose and status of this document

This document establishes the common safeguarding principles, minimum expectations, governance arrangements and assurance framework applying across Renaissance Education Group. It sits above, and must be read alongside, the locally adapted Child Protection and Safeguarding Policy for each school.

School	Local authority / local safeguarding arrangements
Laurel House	Kent
The Willows	Lincolnshire
Maple House, Bournville	Birmingham
The Oaks, Atherstone	Warwickshire
Cherry Tree School, Gloucester	Gloucestershire

The structure deliberately distinguishes Group-wide requirements, for which the Group and Proprietor provide strategic oversight and assurance, from local operational safeguarding arrangements, which must reflect the procedures, thresholds, referral pathways, contextual risks and safeguarding partnership arrangements relevant to each school.

Where a local procedure contains a higher or more specific expectation than this Group Statement, the school will follow that local requirement. Nothing within this document removes or limits the professional responsibility of the DSL, Headteacher or any member of staff to take immediate safeguarding action.

Group safeguarding non-negotiables

Every Renaissance Education school must:

- maintain a current locally adapted safeguarding policy;
- ensure effective DSL/DDSL capacity and timely DSL supervision;

- maintain compliant safer recruitment and SCR arrangements;
- operate effective safeguarding recording, escalation and referral systems;
- treat attendance, online safety, behaviour and placement instability as safeguarding considerations;
- maintain effective filtering and monitoring arrangements;
- obtain Group approval before using alternative provision;
- participate fully in Group safeguarding QA and act promptly on identified weaknesses;
- escalate material safeguarding concerns or systemic weaknesses to the Central Team without delay.

3. Statutory and regulatory framework

The Group will have regard, as applicable, to current legislation, statutory guidance and departmental guidance, including:

- Keeping Children Safe in Education 2026 (KCSIE 2026).
- Working Together to Safeguard Children 2026.
- Education (Independent School Standards) Regulations 2014 and current DfE Independent School Standards guidance, including safeguarding, welfare, recruitment and leadership and management requirements.
- Children Act 1989 and Children Act 2004; Children and Social Work Act 2017.
- Safeguarding Vulnerable Groups Act 2006, as amended, and current regulated activity requirements.
- Counter-Terrorism and Security Act 2015 and current Prevent duty guidance.
- Female Genital Mutilation Act 2003 and the mandatory reporting duty.
- Domestic Abuse Act 2021; Equality Act 2010; Human Rights Act 1998.
- Data Protection Act 2018 and UK GDPR.
- Online Safety Act 2023 and current DfE filtering and monitoring standards/guidance.
- Working Together to Improve School Attendance (July 2026) and current pupil registration requirements.
- Children Missing Education statutory guidance.
- Current statutory RSHE guidance and DfE guidance on generative AI in education.
- Current Ofsted non-association independent school inspection toolkit, operating guide and inspection information.

Important

The DfE statutory guidance on suspension and permanent exclusion governs maintained schools, academies/free schools and pupil referral units. It should not be described as statutory guidance for Renaissance Education independent schools. Relevant principles may nevertheless inform Group practice where compatible with independent-school law, safeguarding, SEND/equality duties and contractual placement arrangements.

4. Working Together to Safeguard Children 2026

The Group adopts the principles of *Working Together to Safeguard Children 2026* and recognises safeguarding as a shared responsibility across organisational and professional boundaries. Schools will work constructively with their three local safeguarding partners — **the local authority, the integrated care board and the police** — and with children's social care, education services, placing authorities and other agencies involved with a child.

Practice will reflect the strengthened 2026 emphasis on support and protection for all children, multi-agency working, family help, robust assessment, direct work with children, information sharing, professional challenge and joined-up planning. A referral to another agency is not the end of the school's safeguarding responsibility.

5. Specialist SEMH context

Renaissance Education schools educate children with special educational needs and/or social, emotional and mental health needs. The Group recognises that SEND may increase vulnerability to abuse, neglect and exploitation and may create additional barriers to recognising, communicating or reporting harm.

- Communication difficulties or differing communication styles.
- Reliance on adults for support or regulation.
- Social isolation and disrupted educational histories.
- Previous adverse experiences or trauma.
- Assumptions that mood, behaviour or injury arise from SEND without further exploration.
- Increased online vulnerability or peer-on-peer vulnerability.
- Attendance difficulties, emotionally based school avoidance or placement instability.
- Physical intervention or intimate/personal care where relevant.

Renaissance Education safeguarding principle

Behaviour is communication, but behaviour must never be assumed to be only a manifestation of SEND or SEMH where safeguarding could be an explanation.

6. Proprietor and governance

The Proprietor retains ultimate responsibility for ensuring that each Renaissance Education school meets the Independent School Standards and applicable safeguarding duties. Delegation of operational activity does not remove this accountability.

- Understand safeguarding duties and receive appropriate safeguarding and online-safety training.
- Provide strategic challenge and assure themselves that policies and procedures are effective in practice.
- Ensure DSLs have appropriate status, authority, time, funding, training and resources.
- Assure safer recruitment, Single Central Record, filtering and monitoring, and allegations/low-level concern arrangements.
- Receive sufficient safeguarding information to identify risk, patterns, themes and organisational weakness.
- Require timely corrective action where standards are not met.

7. Central Team responsibilities

The Central Team supports the Proprietor through Group-wide safeguarding oversight, challenge, support and assurance. Its role does not replace the school's DSL or assume operational responsibility for individual child protection decisions.

- Maintain the Group safeguarding framework and communicate statutory/regulatory changes.
- Assure that each locally adapted policy remains current and accurate.
- Provide advice and challenge to Headteachers and DSLs, including on complex matters.
- Maintain escalation routes for serious safeguarding concerns.
- Quality assure safer recruitment, SCRs, training and safeguarding records.
- Identify trends, patterns and cross-school risks using proportionate data.
- Oversee allegations, LADO matters and significant low-level concerns where Group involvement is required.
- Establish and oversee the Group's arrangements for DSL safeguarding supervision, ensuring that each DSL receives formal supervision at least termly and has access to additional professional consultation where

required. Monitor DSL capacity and wellbeing as part of the Group safeguarding assurance process and escalate concerns regarding safeguarding leadership capacity or effectiveness.

- Share lessons learned and coordinate DSL collaboration and professional development.
- Assure filtering and monitoring arrangements.
- Report safeguarding assurance and material weaknesses to the Proprietor.

8. Headteacher responsibilities

The Headteacher is responsible for ensuring that the Group safeguarding framework and the school's locally adapted safeguarding arrangements are effectively implemented in practice. This includes ensuring that the school has the leadership capacity, systems, culture and resources necessary to safeguard and promote the welfare of pupils.

The Headteacher will:

- Embed a strong safeguarding culture throughout the leadership, culture and day-to-day operation of the school, ensuring that safeguarding is understood as everyone's responsibility and that staff feel able to raise, challenge and escalate concerns.
- Appoint an appropriately senior DSL and sufficient DDSLs (DDSL), ensuring that safeguarding leadership arrangements provide appropriate capacity and continuity, including during DSL absence, leadership transition and other periods of reduced safeguarding capacity.
- Ensure that the DSL's safeguarding responsibilities are explicit within their job description and reflect the responsibilities set out in *Keeping Children Safe in Education 2026*.
- Ensure the DSL and DDSL(s) have sufficient status, authority, capacity, time, funding, training, resources and professional support to fulfil their safeguarding responsibilities effectively. Ensure the DSL receives formal safeguarding supervision at least termly, with additional supervision or case consultation available where complexity, safeguarding risk or professional need requires it, and ensure that agreed supervision arrangements are maintained.
- Ensure there are clear safeguarding cover and escalation arrangements, including appropriate arrangements for school closure periods, holidays, INSET days, off-site activity and any circumstances in which pupils remain engaged with school-arranged provision outside normal school operations.
- Ensure all staff, temporary staff, agency staff, contractors and volunteers receive appropriate safeguarding induction, information and training relevant to their role, and that compliance with required safeguarding training is monitored.
- Ensure that safeguarding, SEND, attendance, behaviour, pastoral and curriculum systems work together, so that patterns, changes and emerging concerns are identified rather than considered in isolation.
- Ensure concerns, referrals, professional discussions, decisions, actions and the rationale for decision-making are recorded appropriately, securely and in a manner which supports effective chronology, oversight and transfer of safeguarding information.
- Ensure safer recruitment and Single Central Record arrangements are effective and compliant, and that concerns or allegations relating to adults, including low-level concerns and transferable risk, are managed in accordance with statutory guidance and Group procedures.
- Ensure effective online safety, filtering and monitoring arrangements, with clearly defined responsibilities, appropriate oversight and regular review.
- Ensure pupils receive an appropriate preventative safeguarding curriculum, adapted to their age, developmental stage, SEND, communication needs and vulnerabilities, which helps them recognise risk, understand healthy relationships and know how and where to seek help.
- Ensure the school works effectively with children's social care, the three safeguarding partners, placing authorities and other relevant agencies, including appropriate use of Family Help and local escalation procedures.

- Ensure safeguarding practice is regularly quality assured, including consideration of case records, referrals and outcomes, attendance, allegations and low-level concerns, staff knowledge, pupil voice, contextual risks and emerging themes.
- Act promptly on safeguarding weaknesses identified through incidents, complaints, audits, supervision, staff or pupil feedback, external agencies, inspection or other quality assurance activity.
- Escalate material safeguarding weaknesses, systemic concerns or concerns regarding DSL capacity or effectiveness to the Central Team without delay, and ensure agreed actions are completed and their impact evaluated.

9. Designated Safeguarding Lead

- Every school will appoint a Designated Safeguarding Lead (DSL) who is a member of the senior leadership team and has the appropriate status, authority, knowledge and experience to provide strategic and operational leadership for safeguarding and child protection within the school.
- The DSL will hold lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. The DSL's responsibilities will be explicit within their job description, which will reflect the responsibilities set out in *Keeping Children Safe in Education 2026*, including Annex C, and will be reviewed whenever statutory guidance or the individual's responsibilities change.
- The Headteacher will ensure that the DSL is provided with sufficient time, funding, training, resources and support to fulfil the role effectively. The demands of the DSL role will be considered in relation to the size, complexity and safeguarding profile of the school and, in particular, the additional vulnerabilities associated with pupils with SEND and SEMH.
- One or more appropriately trained Deputy Designated Safeguarding Leads (DDSLs) will be appointed to provide sufficient safeguarding capacity and continuity. DDSLs will be trained to the same standard as the DSL and may undertake delegated safeguarding activities; however, ultimate lead responsibility for safeguarding and child protection remains with the DSL and must not be delegated.
- The school will ensure that an appropriately trained DSL or DDSL is available during school hours for staff to discuss safeguarding concerns. Arrangements for availability will reflect KCSIE requirements and the particular circumstances of the school.
- The school will also establish clear and proportionate safeguarding arrangements for periods when the school is closed or operating outside normal term-time arrangements, including school holidays, INSET/closure periods and any occasions when pupils remain engaged with school staff, alternative provision or school-arranged activities. These arrangements will identify how urgent safeguarding information is received, who may be contacted where appropriate, how concerns are escalated and how relevant information is communicated when the school reopens. These arrangements do not require the DSL to be routinely 'on call' throughout every school holiday unless this is specifically required by the school's circumstances or contractual arrangements.
- The DSL will participate in the Group's safeguarding supervision and professional support arrangements set out below.
- DSLs will undertake training in accordance with KCSIE and will update their knowledge and skills at least annually, including through safeguarding updates, professional development, local safeguarding partnership learning and Group DSL activity. Formal DSL training will be refreshed at least every two years.
- The DSL will maintain effective links with the local safeguarding partnership, children's social care and other relevant agencies and will understand the school's local Family Help, child protection, LADO, Prevent/Channel and professional escalation arrangements.
- The Headteacher will ensure that appropriate arrangements are in place to provide continuity of safeguarding leadership during DSL absence, vacancies, leadership transition or other periods of reduced safeguarding

capacity. Any material concern about the school's DSL capacity or safeguarding leadership must be escalated to the Central Team.

DSL Supervision and Professional Support

- Renaissance Education Group recognises the complexity and emotional demands of the DSL role, particularly within specialist SEMH provision. Each DSL will receive formal safeguarding supervision at least termly, with additional supervision or case consultation available where the complexity of a case, level of safeguarding risk or professional need requires it.
- Safeguarding supervision will provide a confidential and appropriately challenging space in which DSLs can reflect on safeguarding practice, complex cases, professional decision-making, escalation, workload and the emotional impact of safeguarding responsibilities. It will also support the identification of emerging themes, patterns, organisational risks and opportunities for learning.
- Supervision will not replace the DSL's responsibility to make timely referrals, seek advice from Children's Social Care or the LADO, or use local escalation procedures where required.
- The Central Team will maintain oversight of safeguarding supervision arrangements and will assure itself that supervision is taking place with appropriate frequency and quality. Themes or organisational risks arising through supervision may be escalated to the Headteacher, Central Team or Proprietor where necessary, while maintaining appropriate confidentiality.

The school appendix will identify:

- the DSL and DDSL(s), including their roles and contact arrangements;
- safeguarding cover and escalation arrangements;
- local A/referral routes and thresholds;
- LADO arrangements;
- Family Help arrangements;
- Prevent/Channel arrangements;
- emergency and out-of-hours contacts;
- local professional disagreement/escalation procedures; and
- any school-specific arrangements for safeguarding continuity during closure periods.

10. All staff

- Read KCSIE 2026 Part One in full and confirm annually that it has been read and understood.
- Know the school's safeguarding systems, DSL/DDSLs and reporting route.
- Recognise signs of abuse, neglect and exploitation, including online and extra-familial harm.
- Act immediately where a child may be at risk and never assume another person will act.
- Record concerns accurately and share information appropriately.
- Maintain professional boundaries and report concerns about adults.
- Understand whistleblowing and escalation arrangements and use them where necessary.

11. Local safeguarding policies and procedures

Each Headteacher and DSL are jointly responsible for ensuring the school's appendix is genuinely locally contextualised and not simply adopted unchanged.

- School name, address, Headteacher, DSL and deputies.

- Local safeguarding partnership and Children's Social Care/MASH referral route.
- Emergency/out-of-hours arrangements and LADO.
- Family Help, Prevent/Channel and local threshold arrangements.
- Local escalation/resolution procedures and relevant police arrangements.
- Local child-on-child abuse, exploitation and contextual safeguarding procedures.
- School-specific recording systems and communication routes.
- Placing-authority arrangements where relevant.
- Attendance/CME processes and alternative provision arrangements.
- Other local services relevant to the pupil population.

Each local safeguarding policy and profile will be formally reviewed at least annually and immediately following any material change to local safeguarding arrangements, named personnel, referral routes, thresholds or school context.

12. Children placed by other local authorities

Where a pupil's home or placing authority differs from the authority in which the school is located, uncertainty about professional or geographical responsibility must never delay safeguarding action. The DSL must understand which agency should receive a referral and liaise with both the local and placing/responsible authority where necessary.

13. Attendance as a safeguarding responsibility

Renaissance Education considers attendance to be a safeguarding matter as well as an educational one. Persistent, severe, unusual or unexplained absence, repeated lateness, absence following a disclosure, emotionally based school avoidance and children missing education may indicate or increase safeguarding risk.

Headteachers must ensure that each school:

- Maintains accurate admission and attendance registers and follows up unexplained absence promptly.
- Analyses individual and cohort attendance patterns and identifies any safeguarding risk associated with absence, changes in attendance or repeated lateness.
- Works with pupils and families to understand and remove barriers to attendance and ensures that the voice of the child informs assessment, support and intervention.
- Maintains a clear and auditable record of attendance concerns and actions taken, including contact with parents/carers, pupil voice, liaison with placing/home authorities and other professionals, support offered, referrals, agreed actions, responsible persons, review dates, escalation and outcomes. Day-to-day attendance monitoring and record keeping will be undertaken by the school's identified attendance lead or other designated member of staff, under the oversight of the Headteacher.
- Ensures attendance information is regularly reviewed and triangulated with safeguarding, SEND, behaviour and pastoral information, with the DSL involved where patterns or changes may indicate safeguarding risk. The effectiveness of attendance monitoring, intervention, record keeping and escalation will be subject to the school's internal quality assurance and the Group safeguarding assurance framework.
- Ensures attendance concerns are escalated appropriately and without unnecessary delay, including to the DSL, placing/home authority, local authority and/or other relevant agencies where absence or changes in attendance indicate safeguarding risk, a pupil's whereabouts cannot be established, or agreed interventions are not improving the situation.
- Makes appropriate referrals and complies with Children Missing Education (CME) requirements and relevant local authority procedures.

- Ensures any reduced or part-time timetable is exceptional, time-limited, formally documented, regularly reviewed and safeguarding-informed, with a clear rationale, identified responsible persons and review dates, arrangements for safeguarding the pupil during the periods they would ordinarily be attending school, and an active plan towards suitable full-time education wherever appropriate.

14. Behaviour, suspension, exclusion and placement breakdown

The Group recognises the relationship between safeguarding, SEND, behaviour, attendance and exclusion/placement instability. Repeated removal from learning, suspension, internal isolation, placement instability or movement towards termination of a placement can both indicate and increase vulnerability.

- Consider whether behaviour communicates unmet need or safeguarding harm.
- Consider SEND, reasonable adjustments, child-on-child abuse, exploitation, bullying, trauma, family circumstances and online harm.
- Consider whether removal from education increases safeguarding risk and how education/supervision will continue.
- Communicate appropriately with parents, placing authorities and relevant professionals.
- Ensure any temporary removal, suspension or placement termination is properly authorised, recorded, transparent and consistent with the school's published policy and contractual framework.

Scope of DfE exclusion guidance

The national statutory suspension/permanent exclusion guidance does not govern independent schools. Renaissance Education should therefore use independent-school terminology and its own published procedures, while drawing on relevant safeguarding and SEND principles as good practice.

15. Alternative provision and education away from school

Renaissance Education's expectation is that pupils will ordinarily receive their education through the provision commissioned and delivered by their registered school. The use of alternative provision or education delivered by another organisation is not routine practice and must only be considered in exceptional circumstances, where there is a clear, evidenced rationale that it is necessary and in the individual child's best interests.

Any proposed alternative provision arrangement must be considered in the context of the child's safeguarding, SEND, educational and placement needs and must receive prior approval from the Group Operations Lead before the arrangement commences.

Where alternative provision is exceptionally agreed, safeguarding responsibility does not transfer away from the school. The school must:

- Clearly document the rationale for the proposed arrangement, why it is considered necessary, the intended outcomes, duration and planned review arrangements.
- Complete and record proportionate due diligence and safeguarding assurance before the placement begins, including assurance regarding the provider, premises, safeguarding arrangements, staff suitability and any risks specific to the child.
- Ensure the arrangement is informed by the child's EHCP, SEND, safeguarding needs, risk assessments and views, together with appropriate consultation with parents/carers, the placing/home authority and other relevant professionals.
- Maintain active oversight of the child's attendance, safeguarding, welfare, educational engagement, progress and the continuing suitability of the provision.

- Establish clear arrangements with the provider for daily attendance information, unexplained or unexpected absence, safeguarding concerns, incidents, information sharing and immediate escalation.
- Ensure the school DSL retains appropriate safeguarding oversight and that concerns arising within alternative provision are recorded and responded to through the school's safeguarding procedures.
- Review the arrangement regularly, including whether it remains safe, appropriate, effective and capable of meeting the child's needs, and whether the intended outcomes are being achieved.
- Escalate immediately where there are concerns about the safety, quality, suitability or effectiveness of the provision and suspend or cease its use where it is no longer considered safe or appropriate.
- Maintain a clear central record of pupils accessing alternative provision, including the provider, rationale, approval, start date, timetable, due-diligence checks, risk assessment, review dates and intended end/transition arrangements.

The Central Team will maintain oversight of the use of alternative provision across Renaissance Education, including the number of pupils accessing it, rationale, duration, attendance, safeguarding assurance and review arrangements. Any proposed use must be approved by the Group Operations Lead, and patterns or increasing reliance on alternative provision will be subject to Group challenge and review.

16. Online safety, filtering, monitoring and artificial intelligence

Online safety is an integral and interrelated part of safeguarding and must be considered within curriculum, staff training, behaviour, SEND, technology procurement and parental communication.

Schools must:

- Maintain appropriate filtering and monitoring systems which reflect the school's safeguarding risk profile, pupil needs and the additional vulnerabilities associated with SEND and SEMH.
- Ensure there are clearly identified individuals responsible for filtering and monitoring, including appropriate senior leadership, DSL, IT and technical responsibilities, and that all relevant staff understand their role.
- Establish clear arrangements for the routine review and triage of monitoring alerts, including who receives alerts, expected frequency and timescales for review, arrangements for absence/leave and how alerts requiring safeguarding action are escalated to the DSL.
- Ensure alerts are reviewed promptly and proportionately according to risk, with urgent safeguarding concerns acted upon without delay.
- Maintain an auditable record of significant monitoring alerts and actions taken, including the nature of the concern, assessment of risk, action or referral, rationale for decisions and outcome. Where an alert gives rise to a safeguarding concern, this must also be recorded within the school's safeguarding recording system in accordance with school procedures.
- Ensure that monitoring alerts are not considered in isolation. Relevant information should be triangulated with safeguarding, attendance, behaviour, SEND and pastoral information where appropriate.
- Regularly review patterns and themes arising from filtering and monitoring, including repeated searches, concerning online activity, individual or cohort trends and whether these indicate emerging safeguarding risks or a need for changes to curriculum, supervision, systems or support.
- Ensure staff understand how online safety concerns and monitoring alerts are reported and escalated, including circumstances requiring immediate safeguarding action.
- Review the effectiveness of filtering and monitoring arrangements at least annually, and following significant safeguarding incidents, changes to systems or identified weaknesses, recording the findings and actions arising.
- Ensure filtering systems provide appropriate protection without unreasonably restricting legitimate teaching and learning or access required to support pupils' educational needs.

- Consider emerging technologies, including generative AI, within safeguarding risk assessment, staff training, curriculum and technology procurement.
- Not rely solely on assurances, automated systems or reports from an external IT provider as evidence that filtering and monitoring arrangements are effective. The school retains responsibility for understanding, testing, overseeing and responding to its systems.

17. Safeguarding concerns and allegations relating to adults

The Group will operate in accordance with KCSIE 2026 Part Four in responding to allegations that may meet the harm threshold, concerns that do not meet the harm threshold, low-level concerns, transferable risks and concerns involving staff, agency/supply staff, contractors or volunteers.

Concerns must be reported through the correct route and must not be informally investigated before LADO consideration where the harm threshold may be met. Where the concern relates to the Headteacher, an appropriate person independent of the Headteacher will act as case manager in accordance with Group arrangements.

18. Whistleblowing, professional challenge and escalation

No safeguarding concern should be considered closed simply because the DSL has not responded, a referral has not been accepted, an external agency disagrees, the concern involves a senior colleague, or the member of staff has already raised it once. Staff who remain concerned must escalate.

Local safeguarding partnership escalation procedures should be used where professional disagreement concerns an external agency. Staff must also understand the Group whistleblowing route and the availability of external whistleblowing advice.

19. Safer recruitment

- Apply KCSIE 2026 and Part 4 Independent School Standards requirements.
- Complete and record identity, DBS, barred-list where applicable, right-to-work, prohibition, qualification, reference and employment-history checks as required.
- Complete overseas and other role-specific checks where applicable.
- Undertake online searches where required/advised by KCSIE as part of due diligence.
- Maintain an accurate Single Central Record and quality assure it regularly.
- Ensure recruitment decisions and any lawful risk assessments are documented.

20. Safeguarding training

All staff must receive safeguarding and child protection training at induction and regular updates thereafter, appropriate to their role and the specialist context.

- KCSIE 2026 and local procedures.
- Recognising abuse, neglect and exploitation.
- SEND-specific safeguarding barriers and professional curiosity.
- Child-on-child abuse, sexual violence/harassment and harmful sexual behaviour.
- Online safety, filtering and monitoring, and AI-related risk.
- Exploitation, county lines, domestic abuse, attendance/CME and Family Help.
- Prevent, FGM, information sharing and record keeping.
- Staff conduct, professional boundaries, low-level concerns, allegations and whistleblowing.

21. Curriculum and preventative safeguarding

Safeguarding extends beyond responding to concerns. Each school will provide age-, development- and communication-appropriate opportunities for pupils to learn about healthy relationships, boundaries and consent, online safety, exploitation and grooming, bullying, discrimination, sexual harassment and violence, personal safety, trusted adults, asking for help, equality and locally relevant risks.

22. Information sharing and safeguarding records

Safeguarding information must be necessary, proportionate, relevant, adequate, accurate, timely and secure. Data protection law must never be treated as a barrier to sharing information where sharing is necessary to safeguard a child.

- Record the concern, child's voice where relevant, discussion/assessment, action, referrals, decisions, rationale, outcome and review.
- Maintain secure, appropriately restricted records.
- Transfer safeguarding records securely when pupils move in accordance with KCSIE and relevant guidance/timeframes.
- Use identifiable child-level information centrally only where there is a legitimate safeguarding, legal, regulatory or assurance need. Routine Group reporting should generally be anonymised or aggregated.

23. Group safeguarding quality assurance

The Group will not rely on policy compliance as evidence that safeguarding is effective. Assurance will test implementation, impact and the experience of children.

Assurance area	Indicative evidence	Minimum rhythm
SCR and safer recruitment	SCR sampling; recruitment files; training/authorisation	Termly
Policy/local contacts	Current policy; local contacts; website; staff access	At least annually and on change
DSL capacity and safeguarding supervision	Job description; training records; cover; supervision schedule/log; capacity, time, resources and professional support	Termly
Case-file quality	Chronology, rationale, referrals, outcomes, closure	Termly sample
Attendance/CME and reduced/part-time timetables	Persistent/severe absence; unexplained absence; reduced timetable register; actions, review and escalation; safeguarding cross-check	Half-termly; immediate escalation of significant concerns
Adult safeguarding	LADO, allegations, low-level concerns, themes	Termly and immediate escalation
Online safety	Filtering/monitoring review; alert arrangements; incidents; staff understanding; themes/trends	Termly assurance; formal review at least annually; significant incidents immediately
Voice and culture	Pupil/staff/parent voice; staff knowledge; visibility of routes	At least annually
Themes and learning	Incidents, complaints, physical interventions, placement instability	Termly

24. Reporting to the Proprietor

Governance will receive information sufficient to understand what is happening, what the principal risks are, whether procedures are effective, whether children receive appropriate help, what trends are emerging and what action is being taken. Reports will combine quantitative and qualitative assurance. Significant weaknesses will be escalated without waiting for the next scheduled report. Formal safeguarding assurance will be reported to the Proprietor/governance at least termly, with significant safeguarding weaknesses, systemic risks or serious concerns escalated immediately.

25. Ofsted and regulatory assurance

The Group will maintain safeguarding arrangements on the principle that they must be effective every day rather than prepared for inspection. From September 2026, relevant Renaissance Education schools will be inspected against Ofsted's current non-association independent-school inspection arrangements alongside the Independent School Standards and applicable safeguarding requirements.

- Staff understand procedures and can explain what they would do.
- Pupils feel safe, are listened to and know how to seek help.
- Concerns lead to appropriate, timely action and are followed through.
- Leaders identify patterns and risks, including attendance and vulnerable pupils.
- Records demonstrate sound decisions and rationale.
- Recruitment, DSL arrangements and filtering/monitoring are effective.
- Governance provides meaningful strategic oversight and challenge.
- Policy is reflected consistently in day-to-day practice.

26. Group learning culture

Safeguarding audits, incidents, complaints, LADO matters, whistleblowing, allegations, case reviews, inspection findings and pupil/staff/parent feedback will be used to identify lessons and improve practice. Learning identified in one school will be considered across the Group where it may have wider relevance.

27. Policy review and local assurance declaration

This Statement will be reviewed at least annually and sooner following material changes to KCSIE, Working Together, legislation, Independent School Standards, Ofsted expectations, organisational structure or safeguarding risk.

Annual Headteacher and DSL declaration

We have reviewed the Renaissance Education Group Safeguarding and Child Protection Statement and Assurance Framework and the locally adapted safeguarding policy applicable to this school. We confirm that the local appendix accurately reflects the school's current safeguarding arrangements, pupil profile, local safeguarding partnership procedures, referral and escalation routes, contextual risks and named safeguarding personnel. We understand that the local policy must be implemented in practice and that any material safeguarding weakness or change will be reported to the Central Team.

Central assurance: The Central Team has reviewed the school's local safeguarding appendix and assurance evidence and has either confirmed compliance or identified actions for completion.

28. Related Group and school policies

- Local Child Protection and Safeguarding Policy.
- Staff Code of Conduct / Safer Working Practice.
- Managing Allegations Against Staff; Low-Level Concerns; Whistleblowing.
- Safer Recruitment and Single Central Record procedures.
- Attendance and Children Missing Education procedures.
- Behaviour / Positive Behaviour Support; Anti-Bullying; placement suspension/termination procedures.
- Physical Intervention / Positive Handling.
- SEND; RSHE; Online Safety / Acceptable Use; Filtering and Monitoring; Mobile Devices; Generative AI.
- Alternative Provision; Educational Visits; Health and Safety; First Aid; Supporting Pupils with Medical Conditions / Medication.
- Intimate/Personal Care where applicable; Equality; Complaints; Data Protection and Information Sharing; Records Retention.
- Prevent arrangements; Looked After and Previously Looked After Children; Admissions.

29. Appendices

APPENDIX A

Laurel House

Local Child Protection and Safeguarding Policy Kent local safeguarding arrangements

Headteacher	Simone Hopkins
DSL	Simone Hopkins
DDSL(s)	[Insert current local details]
Local safeguarding partnership	Kent Safeguarding Children Multi-Agency Partnership (KSCMP) – www.kscmp.org.uk
Children's Social Care / MASH	Integrated Front Door (Kent): 03000 41 11 11
Emergency / out-of-hours	03000 41 91 91 (Kent Out of Hours Service) / 999 if a child is at immediate risk of harm
LADO	Local Authority Designated Officer (LESAS/LADO Service) Tel: 03000 410888 Email: kentchildrenslado@kent.gov.uk
Family Help / Early Help	Kent Early Help Service . Initial consultation via Integrated Front Door: 03000 41 11 11 .
Prevent / Channel	Kent Prevent Team . Referrals can be made through Kent Prevent arrangements and Channel process.
Local escalation procedure	Kent Safeguarding Children Multi-Agency Partnership Escalation Policy and Professional Challenge Procedure.
School recording system	MyConcern
Local policy last reviewed	September 2026

Date local policy approved — 28/9/26

Next review date — September 2027 or when new legislation is in place.

Local contextual safeguarding profile last reviewed — 28/9/27

Central assurance completed by — Rachael Downs 28/9/27

Placing/home authority arrangements — For pupils placed by another local authority, the school maintains clear and timely communication with the pupil's home/placing authority and relevant professionals. Safeguarding concerns are managed in accordance with the school's safeguarding procedures and the requirements of the local safeguarding partnership in the area where the child is living/attending school, with information shared promptly with the placing authority where appropriate. The school maintains accurate attendance records, monitors patterns of absence and follows up unexplained or concerning absence without delay. Where attendance raises safeguarding or welfare concerns, these are escalated through the school's safeguarding procedures and relevant professionals and the home authority are informed. The school maintains up-to-date contact details for the placing authority, allocated social worker/caseworker and other key professionals, and ensures significant safeguarding, attendance, behaviour, placement or welfare concerns are communicated promptly. Responsibilities for reviews, statutory processes and information-sharing are clarified at admission and reviewed whenever circumstances change.

Link to Policy: [LHS002 Child Protection and Safeguarding Policy 2026.pdf](#)

APPENDIX B

The Willows

Local Child Protection and Safeguarding Policy Lincolnshire local safeguarding arrangements

Headteacher	Shaun Maye
DSL	Nicola Mason
DDSL(s)	Shaun Maye, Claire Bramwell Smith
Local safeguarding partnership	Lincolnshire Safeguarding Children Partnership (LSCP) – https://www.lincolnshirescp.org.uk
Children's Social Care / MASH	Lincolnshire Children's Safeguarding (Customer Service Centre) Tel: 01522 782111
Emergency / out-of-hours	[Emergency Services 999. Lincolnshire Children's Services Emergency Duty Team (via Lincolnshire County Council switchboard)
LADO	Lincolnshire Local Authority Designated Officer (LADO) via Lincolnshire County Council: 01522 554674 / safeguardingchildren@lincolnshire.gov.uk
Family Help / Early Help	Lincolnshire Family Help / Early Help. Family Services Directory: https://www.lincolnshire.gov.uk/family-services-directory
Prevent / Channel	Lincolnshire Prevent Team via Lincolnshire County Council and Lincolnshire Police. Concerns to be referred through the DSL.
Local escalation procedure	LSCP Professional Resolution and Escalation Protocol
School recording system	My Concern
Local policy last reviewed	September 26

Date local policy approved — 17/9/26

Next review date — September 2027 or when new legislation is in place.

Local contextual safeguarding profile last reviewed — 17/9/27

Central assurance completed by — Rachael Downs 17/9/27

Placing/home authority arrangements — For pupils placed by another local authority, the school maintains clear and timely communication with the pupil's home/placing authority and relevant professionals. Safeguarding concerns are managed in accordance with the school's safeguarding procedures and the requirements of the local safeguarding partnership in the area where the child is living/attending school, with information shared promptly with the placing authority where appropriate. The school maintains accurate attendance records, monitors patterns of absence and follows up unexplained or concerning absence without delay. Where attendance raises safeguarding or welfare concerns, these are escalated through the school's safeguarding procedures and relevant professionals and the home authority are informed. The school maintains up-to-date contact details for the placing authority, allocated social worker/caseworker and other key professionals, and ensures significant safeguarding, attendance, behaviour, placement or welfare concerns are communicated promptly. Responsibilities for reviews, statutory processes and information-sharing are clarified at admission and reviewed whenever circumstances change.

Link to Policy: [The Willows - Safeguarding Policy - LCC adopted \(1\).pdf](#)

APPENDIX C

Maple House, Bournville

Local Child Protection and Safeguarding Policy Birmingham local safeguarding arrangements

Headteacher	Katie Wyatt
DSL	Ben Connolly
DDSL(s)	Katie Wyatt, Jade Middleton, Rich Vincent, Sarah Fellows
Local safeguarding partnership	Birmingham Safeguarding Children Partnership https://lscpbirmingham.org.uk
Children's Social Care / MASH	Children's Advice and Support Service (CASS) Tel: 0121 303 1888
Emergency / out-of-hours	CASS Emergency Duty Team Tel: 0121 675 4806
LADO	Birmingham Duty LADO Tel: 0121 675 1669 ladoteam@birminghamchildrenstrust.co.uk
Family Help / Early Help	Early Help Support Team Tel: 0121 303 8117
Prevent / Channel	Prevent referrals via DSL (Ben Connolly) DfE Prevent Helpline: 020 7340 7264 counter.extremism@education.gov.uk Channel Panel via Birmingham Local Authority
Local escalation procedure	Birmingham Safeguarding Children Partnership Resolution and Escalation Procedure: https://lscpbirmingham.org.uk/having-those-difficult-conversations-the-importance-of-the-resolution-and-escalation-protocol
School recording system	MyConcern
Local policy last reviewed	September 26

Date local policy approved — 28/9/26

Next review date — September 2027 or when new legislation is in place.

Local contextual safeguarding profile last reviewed — 28/9/27

Central assurance completed by — Rachael Downs 28/9/27

Placing/home authority arrangements — For pupils placed by another local authority, the school maintains clear and timely communication with the pupil's home/placing authority and relevant professionals. Safeguarding concerns are managed in accordance with the school's safeguarding procedures and the requirements of the local safeguarding partnership in the area where the child is living/attending school, with information shared promptly with the placing authority where appropriate. The school maintains accurate attendance records, monitors patterns of absence and follows up unexplained or concerning absence without delay. Where attendance raises safeguarding or welfare concerns, these are escalated through the school's safeguarding procedures and relevant professionals and the home authority are informed. The school maintains up-to-date contact details for the placing authority, allocated social worker/caseworker and other key professionals, and ensures significant safeguarding, attendance, behaviour, placement or welfare concerns are communicated promptly. Responsibilities for reviews, statutory processes and information-sharing are clarified at admission and reviewed whenever circumstances change.

Link to Policy: [Maple House Safeguarding & Child Protection Policy 20.08.26.pdf](#)

APPENDIX D

The Oaks, Atherstone

Local Child Protection and Safeguarding Policy Warwickshire local safeguarding arrangements

Headteacher	Lizzie Godwin
DSL	Lizzie Godwin
DDSL(s)	Sam (Sampavi) Logeswaran
Local safeguarding partnership	Warwickshire Safeguarding Children Partnership (WSCP)
Children's Social Care / MASH	Warwickshire Family Connect – 01926 414144
Emergency / out-of-hours	Emergency Duty Team – 01926 745376
LADO	Warwickshire LADO – 01926 745376; lado@warwickshire.gov.uk
Family Help / Early Help	Warwickshire Early Support, Targeted Early Support and Family Help. Family Connect – 01926 414144
Prevent / Channel	Lizzie Godwin – school Prevent Duty Lead. Referrals managed through the DSL and relevant agencies.
Local escalation procedure	Warwickshire safeguarding escalation procedures; see Section 17.5 of the policy
School recording system	MyConcern
Local policy last reviewed	1 September 2026

Next review date — September 2027 or when new legislation is in place.

Local contextual safeguarding profile last reviewed — 28/9/27

Central assurance completed by — Rachael Downs 28/9/27

Placing/home authority arrangements — For pupils placed by another local authority, the school maintains clear and timely communication with the pupil's home/placing authority and relevant professionals. Safeguarding concerns are managed in accordance with the school's safeguarding procedures and the requirements of the local safeguarding partnership in the area where the child is living/attending school, with information shared promptly with the placing authority where appropriate. The school maintains accurate attendance records, monitors patterns of absence and follows up unexplained or concerning absence without delay. Where attendance raises safeguarding or welfare concerns, these are escalated through the school's safeguarding procedures and relevant professionals and the home authority are informed. The school maintains up-to-date contact details for the placing authority, allocated social worker/caseworker and other key professionals, and ensures significant safeguarding, attendance, behaviour, placement or welfare concerns are communicated promptly. Responsibilities for reviews, statutory processes and information-sharing are clarified at admission and reviewed whenever circumstances change.

Link to Policy: [The Oaks School Safeguarding and CP Policy 2026-2027 V12 \(1\) \(1\)](#)

APPENDIX E

Cherry Tree School, Gloucester

Local Child Protection and Safeguarding Policy Gloucestershire local safeguarding arrangements

Headteacher	Gemma Watkins
DSL	Gemma Watkins
DDSL(s)	Sally Selby
Local safeguarding partnership	Gloucestershire (GSCP) GSCP@gloucestershire.gov.uk
Children's Social Care / MASH	Gloucestershire Children and Families Front Door Service: 01452 42 65 65 (Select Option 3) Request support from Children's social care and Early Help – Gloucestershire Forms
Emergency / out-of-hours	Gloucestershire County Council Emergency Duty Team 01452 614194 or via email at edt@gloucestershire.gov.uk .
LADO	Gloucestershire LADO amadmin@gloucestershire.gov.uk Phone: 01452 426994
Family Help / Early Help	Families First: childrenshelpdesk@gloucestershire.gov.uk
Prevent / Channel	PREVENT Gloucestershire Safeguarding Children's Partnership
Local escalation procedure	Gloucestershire: Escalation Policy
School recording system	My Concern
Local policy last reviewed	September 26

Date local policy approved — 17/9/26

Next review date — September 2027 or when new legislation is in place.

Local contextual safeguarding profile last reviewed — 17/9/27

Central assurance completed by — Rachael Downs 17/9/27

Placing/home authority arrangements — For pupils placed by another local authority, the school maintains clear and timely communication with the pupil's home/placing authority and relevant professionals. Safeguarding concerns are managed in accordance with the school's safeguarding procedures and the requirements of the local safeguarding partnership in the area where the child is living/attending school, with information shared promptly with the placing authority where appropriate. The school maintains accurate attendance records, monitors patterns of absence and follows up unexplained or concerning absence without delay. Where attendance raises safeguarding or welfare concerns, these are escalated through the school's safeguarding procedures and relevant professionals and the home authority are informed. The school maintains up-to-date contact details for the placing authority, allocated social worker/caseworker and other key professionals, and ensures

significant safeguarding, attendance, behaviour, placement or welfare concerns are communicated promptly. Responsibilities for reviews, statutory processes and information-sharing are clarified at admission and reviewed whenever circumstances change.

Link to Policy: [CTS Local safeguarding policy.pdf](#)

Annex 1. Group safeguarding quality assurance calendar

Activity	School lead	Central assurance	Timing	Evidence / output
Local policy and contact review	Headteacher / DSL	Central safeguarding lead	September and on change	Signed review; website check
KCSIE declaration and induction compliance	Headteacher / DSL	Central sample/check	September; new starters ongoing	Training matrix; declarations
SCR and safer recruitment audit	Headteacher / SBM	Central QA	Termly	Audit and action log
Safeguarding case-file audit	DSL	Central safeguarding lead	Termly sample	Case audit; actions
DSL capacity and safeguarding supervision	Headteacher / DSL	Central safeguarding lead	Termly; additional review where capacity, complexity or risk requires	DSL job description; DSL/DDSL training record; supervision schedule/log; confirmation of completed supervision; review of DSL capacity, time and resources; identified themes/actions where appropriate
Attendance, CME and reduced/part-time timetable safeguarding review	Headteacher / DSL / Attendance Lead	Central safeguarding / education QA	Half-termly; immediate escalation of significant concerns	Attendance dashboard; persistent/severe absence analysis; CME record; reduced timetable register; evidence of actions, review and escalation; safeguarding cross-check; identified themes and action plan
Alternative provision assurance	Headteacher / DSL	Group Operations Lead / Central QA	On approval; termly where in use	Approval record; rationale; due diligence; risk assessment; attendance; safeguarding oversight; review dates; intended outcomes and exit/transition plan
Filtering, monitoring and online-safety assurance	Named senior lead / DSL / IT	Central safeguarding / QA	Termly assurance; formal review at least annually; significant incidents immediately	Annual filtering and monitoring review; roles/responsibilities; alert-review and cover arrangements; sample of alerts/actions; safeguarding cross-check; themes/trends; system testing; identified actions and evidence of completion
LADO/allegations/low-level concerns review	Headteacher / DSL / HR	Central safeguarding/HR	Termly; immediate escalation	Themes and assurance
Pupil, staff and parent safeguarding voice	DSL / SLT	Central review	At least annually	Voice findings and actions
Contextual safeguarding profile	DSL	Central review	At least annually and on change	Updated profile
Proprietor safeguarding report	Central safeguarding lead	Proprietor/governance	Termly	Strategic assurance report
Deep-dive safeguarding review	School leadership	Central QA	Annual / risk-based	Written report and action plan
Cross-Group lessons learned	DSLs / Headteachers	Central safeguarding lead	Termly	Shared learning/actions

Annex 2. Accountability and escalation map

PROPRIETOR / GOVERNANCE

Ultimate accountability; strategic challenge; assurance that ISS and safeguarding duties are consistently met.



CENTRAL TEAM

Group framework; advice, challenge, QA, trends, serious-incident escalation and reporting.



HEADTEACHER

Effective implementation; culture; resources; staffing; accountability for school systems.



DSL / DDSL

Operational safeguarding leadership; referrals; records; multi-agency working; advice to staff.



ALL STAFF

Recognise, record, report and escalate. Act immediately where a child may be at risk.

Escalation principle

If a concern is not being progressed appropriately, staff must continue to escalate through the DSL, Headteacher, Central Team and/or relevant external safeguarding route. A safeguarding concern is not closed simply because an initial route has not resolved it.

Reference framework

The following national documents were checked when this framework was prepared. Schools must always use the current version.

- **Keeping Children Safe in Education 2026:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **Working Together to Safeguard Children 2026:** <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- **Independent School Standards guidance (April 2026):**
<https://www.gov.uk/government/publications/regulating-independent-schools>
- **Working Together to Improve School Attendance:** <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- **School suspensions and permanent exclusions - scope reference:**
<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>
- **Ofsted independent school inspection toolkit, operating guide and information:**
<https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>

Drafting note: Local contact details, named Group roles, policy ownership, governance titles and the four school appendices must be completed and checked before approval/publication.