

Cornwall Music Service Trust (CMST)

Safeguarding Children, Young People & Vulnerable Adults Policy

Updated: November 2025

Date	Version No	Action	Person
October 2024	2.2	Reviewed, Edited and Approved	Gareth Churcher & Christine Judge and Board of Trustees
November 2025	2.3	Reviewed, Edited and Approved	Gareth Churcher, Rebecca Thomas, Christine Judge and Board of Trustees

KEY CONTACTS:

Designated Safeguarding Lead (CMST): Gareth Churcher – gchurcher@cmst.co.uk – 07584 296961

Deputy Safeguarding Lead (CMST): Christine Judge – cjudge@cmst.co.uk

Trustee/Director with Safeguarding responsibilities: Andy Johnson – ajohnson@cmst.co.uk - 07514 656884

This policy should be read in conjunction with the following policy which will be regularly reviewed and updated accordingly:

ONLINE & DISTANCE LEARNING POLICY

Online Distance & Learning - Guidance For Staff

Important: This policy reflects statutory/legislative updates available as of November 2025 (summary of changes can be found in [appendix 2](#)). It should be read alongside the latest national guidance and local partnership procedures. CMST remains an agent of referral, not investigation.

Background

1. Cornwall Music Service Trust (CMST) is a not-for-profit music service with limited company status delivering music education and music therapy services across Cornwall and elsewhere. Staff work with people and children of all ages. This policy is focused on children, young people and vulnerable adults. A child is anyone who has not yet reached their 18th birthday. For advice relating to vulnerable adults, contact the management team.

2. All staff have frequent contact with children in the course of their professional activities. CMST acknowledges its responsibility to promote best practice and the highest standards of conduct among its staff in relation to the safety and welfare of children.
3. All staff, Trustees, volunteers, visitors and individuals in a position of trust within CMST must observe this policy and guidance. Induction and regular refresher training will be provided to ensure the policy and procedures are effective.
4. CMST is committed to practices which protect children, young people and vulnerable adults from harm.
5. Purpose of this policy: (a) ensure action (including staff training) that contributes to safeguarding all children and young people; (b) raise awareness of safeguarding issues and indicate action to be taken in particular circumstances; (c) provide help and support to meet the needs of children as soon as problems emerge.

Specific Safeguarding Issues – 2025

This table outlines key safeguarding issues for inclusion in a safeguarding policy, reflecting current guidance (Keeping Children Safe in Education 2025) and emerging risks relevant to educational and youth music settings.

Category	Specific Issues	Description / Indicators of Concern
Abuse and Neglect	<ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Neglect • Domestic abuse 	Physical harm, inappropriate punishment, emotional cruelty, sexual activity with or towards a child, persistent failure to meet basic needs, exposure to domestic violence.
Child Exploitation	<ul style="list-style-type: none"> • Child sexual exploitation (CSE) • Child criminal exploitation (CCE) • County lines • Modern slavery / trafficking 	Involvement of children in sexual activity or criminal acts in exchange for money, gifts or status. May involve coercion, threats, or grooming by adults or peers.
Online and Digital Safety	<ul style="list-style-type: none"> • Harmful online content • Grooming, sexting, and image sharing • Cyberbullying • Exposure to misinformation or AI-generated content • Inappropriate social media use / live streaming 	Children accessing or sharing unsafe content; manipulation or exploitation online; bullying through digital platforms; exposure to harmful influencers or deepfakes.
Peer-on-Peer (Child-on-Child) Abuse	<ul style="list-style-type: none"> • Bullying and cyberbullying • Sexual harassment or violence • Upskirting / image-based abuse • Hazing / initiation activities • Harmful sexual behaviour 	Abuse or harm perpetrated by children against other children, online or in person. Includes sexualised or coercive behaviours.
Mental Health and Emotional Wellbeing	<ul style="list-style-type: none"> • Self-harm or suicidal ideation • Eating disorders • Anxiety, depression, trauma • Low self-esteem / social withdrawal 	Emotional distress, changes in behaviour, isolation, or references to self-harm. Policies should link safeguarding with wellbeing and mental health support.

Radicalisation and Extremism	<ul style="list-style-type: none"> • Exposure to extremist ideologies • Online radicalisation • Hate speech or extremist influence • Prevent Duty concerns 	Children may be drawn into extremist views or ideologies, often through online spaces or social influence. Early identification and Prevent referral may be required.
Gender-Based Violence and Harmful Practices	<ul style="list-style-type: none"> • Female Genital Mutilation (FGM) • Forced marriage • Honour-based abuse • “Conversion” or corrective practices 	Practices causing physical or emotional harm due to gender, sexuality, or cultural control. FGM has mandatory reporting duties for professionals.
Discrimination and Prejudice-Based Abuse	<ul style="list-style-type: none"> • Racist, sexist, homophobic, biphobic or transphobic bullying • Disability or religion-based abuse • Online misogyny and hate culture 	Any form of abuse motivated by prejudice or identity; may occur in person or online, affecting a young person's safety, dignity and inclusion.
Substance Misuse and Criminal Behaviour	<ul style="list-style-type: none"> • Drug or alcohol misuse • Gang involvement • Weapon possession • Exposure to violence or antisocial activity 	Children drawn into risky or illegal behaviour, or exposed to unsafe environments involving substances or violence.
Vulnerable Children and Contextual Safeguarding	<ul style="list-style-type: none"> • Children missing from education/home • Looked-after children • SEND pupils • Young carers • Refugee/asylum-seeking children • Transition between schools/settings 	Certain groups have additional vulnerabilities. Safeguarding must consider the wider context in which harm may occur.
Physical Environment and Safety	<ul style="list-style-type: none"> • Unsafe premises or supervision • Trips, transport, and residential visits • One-to-one working (e.g. music tuition) • Photography and video consent 	Risks in physical environments or during activities, particularly off-site or in one-to-one lessons. Clear supervision, consent and risk assessment required.
Staff and Volunteer Conduct	<ul style="list-style-type: none"> • Boundary violations • Inappropriate relationships • Allegations or low-level concerns • Safer recruitment • Whistleblowing procedures 	Adults must maintain professional boundaries at all times. Systems should allow for reporting and addressing any concerns safely.
Data Protection and Information Sharing	<ul style="list-style-type: none"> • Misuse of personal data • Insecure records • Breach of confidentiality • Inappropriate communication methods 	Safeguarding records must be stored and shared appropriately. Staff should understand data protection within a safeguarding context.
Emerging / Contextual Risks (2025)	<ul style="list-style-type: none"> • AI-generated sexual imagery or deepfakes • Harmful influencer culture • Conspiracy-driven online groups • Online gambling or financial 	New forms of online harm requiring awareness and adaptation of safeguarding practice to new technologies and trends.

	<p>exploitation</p> <ul style="list-style-type: none"> • Remote or hybrid learning risks 	
Multi-Agency Working and Oversight	<ul style="list-style-type: none"> • Early help and referrals • Partnership with police/social care • Recording and monitoring concerns • Training and safeguarding culture 	Effective safeguarding requires coordinated responses, accurate records, and continuous professional development for all staff and volunteers.

Legislation and Guidance

This policy should be read with the following (as updated to 2025):

- [Children Act 2004](#)
- [Children and Social Work Act 2017](#)
- [Equality Act 2010](#)
- [Keeping Children Safe in Education \(KCSIE\) 2025](#) – in force from 1 September 2025 (replaces 2024 version).
- [Working Together to Safeguard Children](#) – last updated June 2025; statutory guidance PDF (Dec 2023).
- [Online Safety Act 2023](#) and the [government explainer](#) (outlining duties on platforms relevant to remote/online work).
- [Cornwall & Isles of Scilly Safeguarding Children Partnership](#) and [Cornwall Adult Safeguarding Board](#) – local multi-agency procedures and contacts.
- [Safer recruitment and DBS checks](#)
- [Early Help System Guide \(2022\)](#)
- [Information sharing: advice for practitioners](#)
- [Prevent duty guidance](#)
- [Multi-agency statutory guidance on Female Genital Mutilation](#)
- [Forced marriage: multi-agency practice guidelines](#)
- [Children Missing Education: statutory guidance for local authorities](#)
- [Safeguarding and remote education](#)

Organisational Responsibilities and Duties

CMST as an organisation will:

- a. Adopt and implement a Safeguarding Code of Practice**, ensuring it reflects the values, principles and legal duties outlined in *Keeping Children Safe in Education (2025)* and *Working Together to Safeguard Children (2025)*.
- b. Review and update this Safeguarding Policy** at least annually, and whenever national guidance or local safeguarding procedures are revised.
- c. Regularly review associated policies and documentation**, including Online Safety, Staff Conduct, Data Protection, Low-Level Concerns, and Safer Recruitment procedures, to ensure alignment with current safeguarding expectations.
- d. Ensure parents, guardians and carers** are informed of any **online or digital activity** used for music education and performance, including platforms, content, and staff responsible for supervision and monitoring.

- e. **Ensure all staff are aware of and comply with safeguarding procedures** for each setting in which they work, including adherence to local school or partner-organisation policies.
- f. **Ensure all staff comply with filtering and monitoring requirements** in line with DfE 2025 guidance, and with the policies of the settings in which they deliver provision.
- g. **Ensure all staff receive regular safeguarding and child protection training**, updated at least every two years, through the CMST-approved online Educare programmes or equivalent.
- h. **Adhere to DfE, Local Authority and Local Safeguarding Partnership procedures**, ensuring consistency with statutory and non-statutory guidance.
- i. **Ensure compliance with the Prevent Duty (2025)** and that all staff and trustees understand their role in identifying and reporting concerns related to radicalisation or extremist influence.
- j. **Include safeguarding and conduct expectations in staff induction**, covering the Staff Code of Conduct, Safeguarding Children and Vulnerable Adults Policy, Whistleblowing, and Low-Level Concerns procedure.
- k. **Ensure all staff and trustees have read and understood Part 1 (and, where relevant, Annex B) of *Keeping Children Safe in Education (2025)***, available from [gov.uk](https://www.gov.uk).
- l. **Ensure all staff, trustees and volunteers complete enhanced Disclosure and Barring Service (DBS) checks**, renewed at least every three years, with a record maintained on the CMST Single Central Record.
- m. **Ensure online searches and other pre-employment checks** are undertaken in line with safer recruitment guidance (KCSIE 2025).
- n. **Ensure all volunteers undertake mandatory safeguarding training**, refreshed or updated every two years, including:
 - i. Safeguarding Young People
 - ii. The Prevent Duty
 - iii. Female Genital Mutilation (FGM) Awareness
 - iv. A Guide to UK Data Protection (Education)
 - v. Online Safety
 - vi. Child Protection in Education (Music)
- o. **Ensure all volunteers complete a risk assessment** before working with CMST, identifying supervision and safeguarding arrangements.
- p. **Adopt clear reporting procedures** for safeguarding concerns, both within and outside school settings, following the relevant reporting structure in both school and CMST policies.
- q. **Ensure Designated Safeguarding Leads (DSLs)** keep accurate, secure records of concerns, discussions, decisions and rationales.
- r. **Engage with statutory safeguarding partners**, including the Local Authority Designated Officer (LADO), Multi-Agency Referral Unit (MARU), police and health professionals, as appropriate.
- s. **Adopt a Low-Level Concerns Procedure** for issues that do not meet the threshold of harm but require internal monitoring and information sharing, in line with [CMST's Low-Level Concerns Policy](#).

- t. **Provide a safe, nurturing environment** where all children and young people feel safe, valued, respected, and confident that any complaint or allegation will be taken seriously.
- u. **Ensure safe, inclusive spaces for all children**, including designated supportive environments for LGBTQ+ students to speak out and share concerns.
- v. **Take the concerns of children and young people seriously**, and ensure these are promptly reported to the DSL within both the setting and CMST.
- w. **Report safeguarding concerns without delay** to relevant statutory authorities, liaising with Cornwall's Multi-Agency Referral Unit (MARU) and police where appropriate.
- x. **Follow CMST's policy on the taking and use of images, photos, audio and video**, ensuring consent is obtained and that media is used and stored appropriately in line with UK GDPR and safeguarding expectations.
- y. **Ensure an annual safeguarding review** of CMST's procedures and training provision is conducted in collaboration with the Trustee/Director responsible for Safeguarding and with external professional support as appropriate.
- z. **Maintain and review CMST's Single Central Record (SCR)** as a live safeguarding tool to ensure staff, trustee and volunteer checks and training are current and recorded accurately.
 - aa. **Require staff to complete and evidence all mandatory, recommended and refresher safeguarding training**, producing certificates upon completion.
 - bb. **Provide annual continuing professional development (CPD)** and reflective practice opportunities for staff to strengthen safeguarding knowledge and confidence.
 - cc. **Communicate any statutory or procedural changes promptly**, ensuring staff and volunteers understand and apply updated guidance without delay.

Policy Review and Application

CMST is committed to keeping this policy **under continuous review**, with a **formal review at least annually** and additional revisions made whenever new legislation, guidance or best practice is introduced.

Duty to Report, Not Investigate

CMST recognises that it is an **agent of referral, not investigation**.

It is not the organisation's role to investigate suspected abuse. Staff and volunteers **must not promise confidentiality**, but should make clear that any disclosure of abuse will be passed on in accordance with CMST and statutory reporting procedures.

Individual Responsibilities and Duties (Updated for 2025)

Expectations of All Individuals

All individuals, including those in a position of trust, are expected to act with professionalism, integrity and vigilance at all times. They must be familiar with CMST's Safeguarding Policy, [Code of Conduct](#), and related guidance, as well as the safeguarding procedures of any institution or school in which they work.

All individuals must:

- a. **Recognise and accept their personal responsibility** to protect children, young people and vulnerable adults within their sphere of work and care.
- b. **Undertake regular safeguarding and child protection training** (including updates when guidance changes), and remain up to date with current policies, procedures and risks.
- c. **Create and maintain a safe, inclusive learning environment** that promotes wellbeing, equality and respect for all.
- d. **Understand and recognise signs of abuse and neglect**, including the four main categories (emotional, physical, sexual, neglect) and wider contextual issues such as online harm, peer-on-peer abuse and exploitation.
- e. **Be alert and responsive** to any situation in which a child, young person or vulnerable adult may be at risk of harm, abuse or neglect.
- f. **Be particularly vigilant regarding children and young people with SEND**, recognising their increased vulnerability to isolation, bullying or abuse.
- g. **Recognise and respond appropriately to grooming behaviours**, both online and in person.
- h. **Accurately record and report all concerns**, including *low-level concerns*, in line with CMST procedures and the relevant setting's policy.
- i. **Report all safeguarding concerns immediately**, using CMST's procedures for recording and escalation (see paragraph 46 onwards), and never delay reporting in order to gather evidence or confirm suspicion.
- j. **Know and comply with local safeguarding arrangements**, including the identity of the Designated Safeguarding Lead (DSL) or Child Protection Officer in each school, setting or organisation they work within.
- k. **Comply fully with CMST's Code of Conduct, Safeguarding Policy, and Safer Recruitment guidance**, as well as statutory legislation and DfE guidance.
- l. **Adhere to current statutory and professional guidance**, including *Keeping Children Safe in Education 2025*, *The Prevent Duty 2024/25*, and *Working Together to Safeguard Children 2025*.

Children or Students Who May Pose a Risk to Others

Some children, young people or adult learners may present a risk to others due to previous harmful behaviour or assessed risk. Where this is known:

- A **risk assessment** should have been completed by appropriate professionals, and
- **Suitable supervision and safety arrangements** must be in place.

CMST staff should liaise with the **Designated Safeguarding Lead (DSL)** at the relevant institution to ensure they are aware of any such students and of the agreed safeguarding measures.

Peer Influence and Behaviour

CMST recognises that **peer influence can be significant**, and that abuse can occur within peer groups or social contexts such as ensembles, rehearsals and clubs.

Staff must:

- Treat all incidents and disclosures seriously.
- Follow CMST's recording and reporting procedures without delay.
- Listen carefully to young people's concerns, including overheard exchanges that may indicate risk or distress.

Providing a Safe Space

Staff must always ensure that children and young people have access to a **safe and supportive space** to share concerns.

Some students may find it difficult to talk about their experiences — staff should use empathy, patience and appropriate language to support disclosure.

Supporting Students with SEND or Additional Needs

Staff must recognise that children, young people and adults with special educational needs and/or disabilities (SEND) may require **reasonable adjustments** and alternative communication approaches.

They should:

- Understand any special considerations or communication barriers, and
- Be alert to signs of distress, withdrawal, or behaviour changes that may signal abuse or neglect.

Children with SEND are more vulnerable to bullying and isolation. **Any change in demeanour or behaviour must be reported** to the Designated Safeguarding Lead immediately.

Adherence to Policy and Professional Conduct

All staff, trustees, and volunteers who come into contact with children or vulnerable adults must:

- Follow this **Safeguarding Policy and Code of Practice** in full;
- Use the correct procedures for [reporting all safeguarding concerns](#); and
- Have regard to all other relevant CMST guidance and national safeguarding frameworks.

Failure to follow safeguarding responsibilities may lead to **disciplinary action** or referral to professional or statutory bodies.

The Policy and Safeguarding Framework

Commitment to Duty of Care

All CMST staff accept collective and individual responsibility for the welfare of children and vulnerable adults they encounter. They will report any safeguarding concerns, including **behaviour of colleagues** that does not meet the harm threshold, in accordance with CMST's Low-Level Concerns Procedure.

Training and Professional Development

All staff will receive regular and appropriate safeguarding training — including online modules and contextual music-education training — refreshed at least every **two years** (rather than every three, as per 2025 expectations).

Designated Safeguarding Personnel

CMST has appointed the following:

- **Designated Safeguarding Lead (DSL): Gareth Churcher**

- **Deputy Designated Safeguarding Lead: Christine Judge**
- **Designated Trustee for Safeguarding: Andy Johnson**

The DSL (or deputy in their absence) will take immediate action following any safeguarding concern. Please see [reporting section](#) for further information.

DSL and Trustee Responsibilities

The DSL, Deputy and Safeguarding Trustee will:

- Undertake regular safeguarding training and updates.
- Ensure all CMST staff and volunteers have access to appropriate safeguarding learning opportunities.
- Lead on the review and implementation of policy and procedure updates, ensuring trustee approval for revisions.

Reporting and Referrals

The DSL (or deputy) will make **referrals to statutory safeguarding agencies** and the **Multi-Agency Referral Unit (MARU)** where appropriate.

Recording and Confidentiality

All allegations, disclosures, or safeguarding concerns must be **clearly and securely recorded** at the earliest opportunity.

Records should include:

- The concern or disclosure details;
- The date, time and context; and
- Any actions or decisions taken.

Confidentiality and the Welfare Principle

In line with the *Children Act 1989*, the **welfare of the child is paramount**.

Confidentiality must never override the duty to protect children from harm, although all possible steps should be taken to maintain privacy and dignity for those involved.

Integration into Organisational Practice

This Safeguarding Policy will be referenced in all recruitment, induction, and training materials, and made **openly available** to staff, volunteers and stakeholders.

At least **one member of every interview panel** will have completed *up-to-date Safer Recruitment training*.

Professional Culture

CMST promotes a **culture of mutual respect and positive role modelling** between adults, children and young people. Staff should demonstrate safe, professional behaviour at all times, online and in person.

Support for Those Raising Concerns

CMST recognises its **duty of care** towards staff and volunteers who raise safeguarding concerns in good faith.

Any individual reporting a concern will be **supported and protected** from detriment, in line with whistleblowing and professional standards guidance.

Responding to a Child/Young Person Making an Allegation of Abuse

- Stay calm; listen carefully; take it seriously.
- Explain early that you may need to share the information with specific people (no promises of absolute secrecy).
- Tell them what you will do next and who you will tell (e.g., the setting DSL).
- Allow them to speak at their own pace; ask questions only for clarification; avoid leading questions.
- Reassure them they did the right thing by telling you; make no judgements.
- Record as soon as possible using their own words; include date/time, names mentioned, recipient of the report; sign and date.
- Share promptly with the setting DSL and CMST DSL.
- You are not responsible for investigating; that is for statutory agencies after referral.

Reporting Procedure

The welfare of children, young people and vulnerable adults is paramount. All suspected abuse should be channelled via the nominated person with minimal delay.

Designated Safeguarding Lead (CMST): Gareth Churcher – gchurcher@cmst.co.uk – 07584 296961

Deputy Safeguarding Lead (CMST): Christine Judge – cjudge@cmst.co.uk

Trustee/Director with Safeguarding responsibilities: Andy Johnson – ajohnson@cmst.co.uk - 07514 656884

- Concerns may arise via: conduct of another adult/professional; disclosure by a child/young person; a child describing witnessing abuse; visible injury; mental-health indicators; unusual behaviour or distress; overheard exchanges; persistent or unexplained absence from education or activities.
- Report concerns immediately to the host setting DSL/child-protection person and also inform CMST's DSL to enable support/oversight.
- Low-level concerns (not meeting the harm threshold) must still be reported via [CMST's low-level concerns process](#).
- The CMST DSL/Deputy will liaise with the Multi-Agency Referral Unit (MARU) for children or the Safeguarding Adults Access Team for adults, and the police where appropriate; parents/carers will be informed unless doing so places the child at additional risk.
- Keep a written record of referrals (date/time, person/agency contacted, actions agreed); confirm telephone referrals in writing; store securely.
- Notify the Head of Service as soon as practicable after a referral.
- If a child has suffered serious injury due to abuse, seek immediate medical attention.

Key Local Contacts (Cornwall & Isles of Scilly)

Multi-Agency Referral Unit (MARU), Cornwall – 0300 123 1116 (Out of Hours: 01208 251300)

LADO (Local Authority Designated Officer), Cornwall & Isles of Scilly – 01872 326536 – lado@cornwall.gov.uk

Safeguarding Adults Access Team (Cornwall) – 0300 1234 131 (Option 2); Out of Hours: 01208 251300; accessteam.referral@cornwall.gov.uk

Appendix 1 – CMST Code of Practice for Staff and Individuals

- This Code should be read with CMST's Safeguarding Policy and online/distance learning policy. It applies to Trustees, employees, volunteers and anyone working with/for CMST.
- 'Client' refers to any child, young person or adult receiving CMST services.
- Dress appropriately for your role; avoid attire that could be misinterpreted or render you vulnerable to criticism/allegations.
- Avoid situations that increase the risk of false allegations; ensure visibility/oversight in teaching spaces (including remote).
- Do not teach/meet a child in a room with no visibility (e.g., no window) or without appropriate oversight; for remote sessions, use approved platforms with parental/setting visibility.
- Inappropriate physical contact is unacceptable; only use proportionate, justified contact where essential (e.g., first aid). When in doubt, seek guidance from your manager/DSL.
- Do not transport children alone unless absolutely necessary and with prior written parental consent; follow setting/CMST procedures and risk assessments.
- Never make suggestive/inappropriate remarks (including 'banter') to or about a client, in person or online.
- Seek advice if concerned that a child has a crush on you or that an incident may be misconstrued.
- Do not communicate with children via personal email/phone/social media. Use approved channels; copy parents/guardians where appropriate; maintain professional tone and records.
- Do not engage with individual clients via personal social media accounts.
- Do not engage in grooming behaviours (e.g., gifts, favours, excessive one-to-one attention).
- Know the DSL/Prevent Lead in each setting; know CMST's DSL/Deputy.
- Attend safeguarding/Prevent training (including online safety and low-level concerns) as required; keep certifications current.
- Treat information with sensitivity; respect confidentiality within safeguarding limits; record and report to setting DSL and CMST DSL promptly.
- Take disclosures seriously; do not investigate yourself; follow procedure.
- Report immediately any concerns about colleagues' conduct (including low-level concerns).
- Do not allow preconceptions about age, gender, ethnicity or disability to inhibit action; be alert to signs including overheard/observed interactions.
- Challenge inappropriate behaviour between children/young people; never dismiss as 'kids being kids'.
- Promote equal protection for all; be sensitive to developmental needs and capabilities.
- Prioritise the interests and safety of the child/young person or vulnerable adult.
- Work in partnership with children/young people, parents/carers and statutory partners.
- Raise H&S/environmental concerns where premises/practice fall short.
- Use the Whistleblowing Policy to raise concerns about colleagues/recruitment where necessary.

Appendix 2 – Summary of 2025 Changes

This summary highlights the key legislative and policy updates incorporated into the CMST Safeguarding Policy (2025 revision).

1. Core Statutory Guidance Updates

Keeping Children Safe in Education (KCSIE 2025): Effective from 1 September 2025, replacing the 2024 version.

Strengthens expectations on early help, attendance monitoring, contextual safeguarding, low-level concerns, SEND inclusion, and online safety.

Working Together to Safeguard Children (2023 revision, implemented 2024–25): Emphasises early help, multi-agency collaboration, and child-centred practice.

Online Safety Act 2023: Introduces legal duty of care for online platforms to protect children from harm. Reinforces educational responsibilities for online safety and filtering/monitoring policies.

Ofsted & DfE: Safeguarding inspections now assess online safety, attendance, record transfer, and contextual safeguarding arrangements.

2. New or Strengthened Policy Emphases

- Online & AI Safety – new section covering digital safeguarding and technology risks.
- Contextual Safeguarding – expanded coverage of risks outside the home or school environment.
- SEND and Disabilities – stronger recognition of additional risks and communication needs.
- Low-Level Concerns – statutory best practice; all concerns must be recorded even if below harm threshold.
- Attendance & Missing Education – absence is now a key safeguarding indicator.
- Single Central Record – must include training dates and evidence of ongoing suitability checks.
- Training – annual refreshers now expected (previously every three years).
- Whistleblowing – strengthened to promote a 'speak-up' culture.
- Record Keeping & Transfer – new requirement for secure transfer when pupils move settings.
- Filtering & Monitoring – all staff must understand how systems work in each setting they teach.

3. Additions Made to CMST Policy (2025 Version)

- Added Online Safety & Digital Safeguarding section (AI, live streaming, and remote teaching).
- Inserted attendance and absence as safeguarding indicators.
- Updated references to Working Together (June 2025) and KCSIE 2025.
- Strengthened procedures for recording and acting on low-level concerns.
- Enhanced guidance for SEND, LGBTQ+, and protected characteristics under Equality Act 2010.
- Clarified Trustee oversight, annual review process, and Single Central Record usage.
- Added Online Safety Act 2023 to legislative list.
- Updated Code of Practice to reflect digital communication standards.
- Updated MARU/LADO contacts for 2025.

4. Trustee and Senior Leadership Actions

- Formally approve the updated policy (November 2025).
- Ensure annual safeguarding and online safety training completion for all staff.
- Review the Single Central Record for completeness and accuracy.
- Distribute the updated policy and this summary to all CMST staff and partner schools.
- Record approval in Trustee minutes (version control: CMST Safeguarding Policy v.2025.1).
- Next full review due autumn 2026 or earlier if national guidance changes.