

TRINITY ACADEMY NEWCASTLE TRUST

MULTI-ACADEMY TRUST SAFEGUARDING POLICY

**Approved by the Committee – October 2025
On behalf of the Board**

Next Review Date – October 2026

Multi Academy Trusts

For multi academy trusts to work effectively clear arrangements for safeguarding must be in place. The arrangements for safeguarding and promoting the welfare of children must be compliant with Keeping Children Safe in Education, 2025. At the top of the MAT, the Trust Board Trustees must hold ultimate account for those safeguarding arrangements, by assurances from their local governing body, Head of School and Designated Safeguarding Leads across all of the bubbles of safeguarding. Where there are shortfalls identified as well as developments required, they must identify how this is being managed with clear timescales.

Trust Board Trustees/CEO

Need to receive from each local Governing Body assurance that the arrangements for safeguarding and promoting the welfare of children are secure and robust. They should be provided with a summary from the Local Governing Body, Safeguarding Lead (Governor) the Designated Safeguarding Lead and/or Head of School showing the security in safeguarding arrangements across the 5 bubbles of safeguarding. This summary should include how their particular school is secure and compliant and any areas of development should be highlighted with clear timescales.

A senior lead on the trust board who holds safeguarding in their portfolio (but not as their job role or expertise) alongside the other Trustees should challenge and unpick with scrutiny the security of these arrangements in each school that is part of the MAT. ***Additional best practice: The CEO, safeguarding governors and DSL's should meet regularly to discuss best practice and be challenged by the senior lead on the trust board.



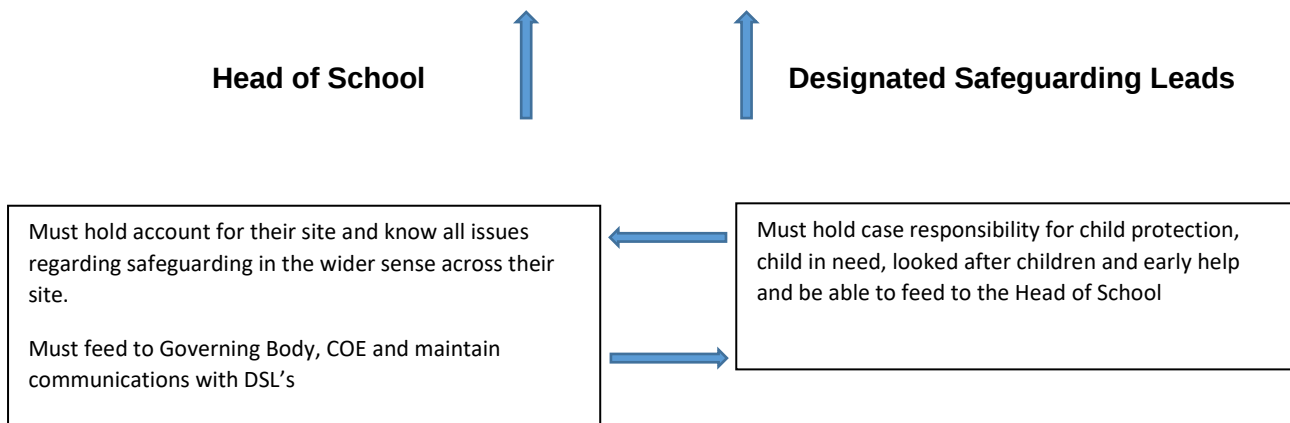
Local governing body

Need to hold their Head of School to account for safeguarding across their school within the MAT and feed back to Trust board Trustees. The local governing body should be aware of the detail and actions of the Head of School via the safeguarding lead on the governing body. They should be able to challenge and ask additional questions if required.



Safeguarding Lead Governor (Senior Lead) on Governing Body

There should be a safeguarding lead (senior lead) who holds responsibility for safeguarding. This individual should meet regularly with the Hofs/DSL to hold them to account for safeguarding. They should ensure that there is capacity and resource to meet the needs of all vulnerable children. They are responsible for ensuring timeliness of referrals and challenging the Head of School's report in demonstrating accountability (This should also include any external validation across the bubbles of safeguarding). The safeguarding lead should give feedback to the rest of the governors in the governing body meetings.



This evidence can be shown for safeguarding activity across the bubbles of safeguarding by:

- **Our responsibility to safeguarding in schools and settings:** Clear policies and procedures ratified and agreed across the sites for consistency. Those policies are regularly reviewed and reflect consistent practice across each school.

Evidence through ratification process, changes to policy and how they are implemented and the impact on practice.

- **Safeguarding children and vulnerable adults** – HT DSL report clear and consistent. The report has been fully discussed and challenged by governing body/council. Governors are confident that the school is continuing to be a culture of vigilance and children are safe.

Evidence through detail scrutiny of vulnerable list to ensure impact for all those subject to intervention or plan. Evidence through examples of good practice for individual cases showing improvement or movement.

- **Safe people** – the single central record has been quality assured and is compliant. Quality CPD has been accessed this term for all staff and demonstrates impact.

Evidence through change to practice, improved practice, or examples of good work undertaken.

- **Safe premises and places** - Health and safety issues following external review have been managed and are all now compliant.

Evidence through external audit, changes to audit and improvements to site and premises to safeguard children.

- **Safe children-** Broad and balanced curriculum in place allowing safe discussions for children to manage risk and safety plan.

Evidence of curriculum plan, effective work within curriculum and examples for individual learners.

Safeguarding and promoting the welfare of our learners is a statutory responsibility for all staff and therefore is everyone's business. However, safeguarding is much broader than child protection and encompasses all elements of the protection and welfare of all learners in every circumstance during the Trust day and beyond.

This policy demonstrates that safeguarding is made up of five main components known as the bubbles of safeguarding and each area is explored in depth including direction to the rest of the suite of policies that make up the safeguarding requirements. It is essential that both parents and staff are aware of the policies that underpin all aspects of safeguarding inclusive of the Child Protection Policy.

The Board of Trustees have a responsibility to ensure that the arrangements for safeguarding across the five bubbles of safeguarding are secure and robust and that any shortfall is rectified. They need to have awareness and understanding of all of the policies that underpin safeguarding.



At the centre of the five bubbles, is the overarching responsibilities to safeguarding that are clearly set out in legislation. Irrespective of the type of education provision, the Education Act 2002 as amended (section 175 (maintained schools), the Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools) and the Education Non Maintained Special Schools (England) Regulation 2015 and the Education and Training (Welfare of Children) Act 2021 set out the standards for safeguarding for all settings which schools have a statutory duty to ensure that they meet.

Further information which directs all staff in schools, Trustees and Designated Safeguarding Leads (DSL's) around their roles and responsibilities in safeguarding in the Trust is stated within Keeping Children Safe in Education 2025. This is inclusive of the statutory duties regarding the PREVENT strategy (1st July 2015) to have due regard to prevent learners from being drawn into terrorism and the statutory duty to report all cases of Female Genital Mutilation (31st October 2015).

Local safeguarding expectations are set out from the Local Safeguarding Children Partnership through self -completion of the Section 11 tool on an annual basis. The Section 11 tool sets out all of the standards of safeguarding expected from all partner agencies in co-operation with the Local Safeguarding Children Partnership. Many schools and settings will have individual processes of self-assessment for safeguarding including through Safeguarding First (self-assessment tool and/or termly action plan).

The Board of Trustees is responsible for ensuring that this legislation and government guidance is adhered to by the Head of School and senior leaders and that all of the necessary safeguarding policies are in place within the Trust/setting and are ratified in accordance with the Trust/setting policy schedule. The Board of Trustees have responsibility for ensuring that senior leaders are held to account for all aspects of safeguarding and most importantly that all legislation, guidance and policies work effectively in practice by the whole workforce.

In the Trust it is the Board of Trustees or Trust chair that holds the CEO to account for the safeguarding arrangements across the whole Trust. Clear direction, can be provided through an overarching policy for the trust (such as this policy). However, the Trust must ensure that individual Academies' have their own policies (particularly Child Protection) where local arrangements may be different or a Trusts own arrangements are unique. Within that policy, clear arrangements must be shared around any additional leadership and support that will be provided in circumstances of need. This may include; Cover arrangements for when the DSL and Deputies may not be available in a Trust and clarity over Whistleblowing and allegation management/complaint should the Head of School or ~~principal~~ be the subject.

For further reference please see:

Children Act, 1989

Education Act 2002 (section 175 (maintained schools))

Education (Independent Trust Standards) Regulation 2014 (including Academies/Free Schools)

Education Non Maintained Special Schools (England) Regulation 2015

Education and Training (Welfare of Children) Act 2021

Keeping Children Safe in Education 2025

Safeguarding Partners Section 11 Tool

OFSTED Trust Inspection Handbook, 2023

Safeguarding First Self- Assessment Tool

Safeguarding First Action Plan

Working Together to Safeguard Children 2024

Data Protection Act 2018 & NDPR 2018



At the core of safeguarding is the role and responsibility staff have in the protection of all learners in relation to any level of vulnerability. Any learner or family may be experiencing vulnerability and it is essential that all staff are fully aware of the need to recognise vulnerability as early as possible in order to gain the appropriate level of intervention necessary to support the situation.

In particular initial signs of concern may be in relation to changes in behaviour, or attendance or around a learner's special educational need or medical need. Many learners may be vulnerable due to changes in family circumstances, separation, divorce or death. For some learners they may be experiencing bullying inclusive of cyber bullying and therefore rigorous policy and practice is expected in this area in particular regarding concerns about supervision online, grooming, sexual exploitation and radicalisation.

There will be times when early intervention is not an appropriate option, in particular when there is clear evidence that a young person is at risk of or likely to suffer **significant harm**. Under these circumstances immediate support and intervention is required which is clearly directed under each school's **Child Protection Policy**. The Child Protection Policy covers all aspects of child abuse, exploitation and neglect inclusive of issues regarding harassment, bullying/cyber-bullying, prejudice-based and discriminatory bullying, victimisation, sexual abuse (including sexual harassment/violence and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation (extremism and terrorism) and issues such as 'Honour' - Based Abuse, Female Genital Mutilation and Forced Marriage).

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The expectation of all staff is that any concerns relating to significant harm are reported immediately to the Designated Safeguarding Lead and only in the event the DSL cannot be contacted, or the member of staff remains concerned about the decision made, should they directly contact the appropriate services, e.g. Children's Social Care or the police. The Child Protection Policy clearly directs staff that **safeguarding is everyone's responsibility**.

The Board of Trustees have a responsibility to ensure that the CEO, Head of School and Senior Leaders have the appropriate policy and practices in place and should do so through appropriate challenge and rigour. In particular, focussing on the improved outcomes for learners who are vulnerable to ensure that policy and practice works effectively in the protection and well-being of learners and that the mental health and well-being of all pupils is a priority.

Under this bubble of safeguarding the following suite of policies are required to demonstrate statutory responsibilities:

Child Protection Policy

Mental Health and Well-being Policy

Attendance Policy

LAC Policy

SEND Policy

Behaviour & Discipline - Use of Reasonable Force

Anti-bullying and Cyber Bullying Policy

Administration of Medication Policy

Information and Communication Policy

Digital Imagery Policy

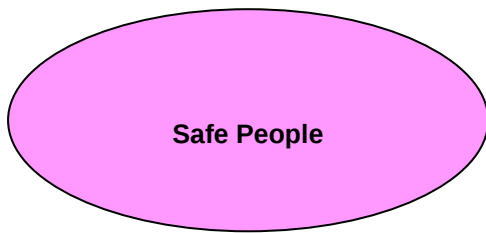
Unaccompanied Travel by Children

Arrivals and Departures Policy

EVC Policy

Behaviour Management Policy

Missing from Education Policy



All staff have a responsibility to ensure that both their own conduct and that of others is safe. Although all staff may not have particular responsibilities around recruitment, they do have a responsibility to ensure that the conduct of themselves and others does not put learners at risk and if it does this needs to be reported immediately to the CEO or Head of School (or Chair of the Board of Trustees if it is regarding the CEO) through the Whistleblowing Policy.

The Trust and settings have clear staff behaviour policies /code of conduct which set out the expectations of all staff irrespective of their position e.g. staff, learner or volunteer. Staff are expected to operate within this staff behaviour policy /code of conduct both during and outside of the Trust inclusive of the use of social media. In the event that the reputation of an individual or that of the Trust is brought into disrepute because of an individual's conduct this would be a disciplinary matter managed through the Allegation Management Policy, Whistleblowing Policy and Code of Conduct.

The expectations of all staff on site will be shared both during the recruitment and selection process and through a thorough induction which should occur prior to commencing the job role and also for those members of staff who have been on long term absence on their return to work. The recruitment details of all staff working on site are held securely via the Single Central Record.

The Board of Trustees have a responsibility to ensure that all staff members are recruited appropriately with necessary pre-employment checks undertaken. They also hold responsibility for ensuring that all staff adhere to the Safe Behaviour Policy/Code of Conduct and Whistleblowing Procedures and that the CEO / Head of School takes appropriate action when dealing with allegations.

Under this bubble of safeguarding the following suite of policies and documents are required to demonstrate statutory responsibilities:

Safer Recruitment and Selection Policy

Single Central Record

Induction Policy

Staff Behaviour Policy/Code of Conduct

Whistle Blowing Policy/Confidential Reporting Policy

Allegation Management Policy

Information Sharing Policy



Under the Safe Premises and Places bubble the responsibilities in safeguarding are about the sites that learners are educated on. This includes both the Trust/setting but also any places where learners are taken to be educated off-site or for residential trips or visits. All staff are accountable for ensuring that wherever learners are, they are safe. This means that they are responsible for not only ensuring that classroom and working areas are safe but also that shared areas e.g. hall, outdoor area, reception area are safe also and responsibly report any issues or concerns.

Any trips and visits must be appropriately risk assessed but staff must be aware to adapt and change plans in the event that risks occur that have not been planned for e.g. bus breaks down, venue is inappropriate.

All staff must operate within the health and safety regulations of the Trust or setting including fire regulations, building regulations and procedures for legionella/asbestos. The CEO/ Head of School and the Key Holders for the site are responsible for the letting or transfer of control to other agencies for use of the premises.

The Board of Trustees are responsible for ensuring that all of the appropriate and necessary health and safety checks are in place to ensure both staff and learners are safe and secure both on and off site. They may also be part of the quality assurance audits in many of these areas.

Under this bubble of safeguarding the following suite of policies are required to demonstrate statutory responsibilities:

Health and Safety Policy

Asbestos Procedures

Legionella Procedures

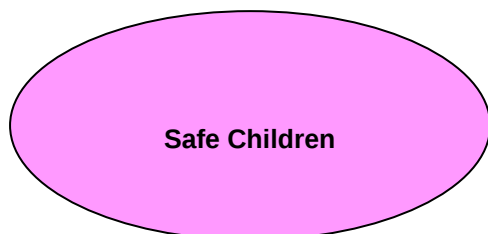
Fire safety Procedures

PEEPs

Key Holding Policy

Work Experience/Additional Learning Environment Policy

Transfers of Control Agreements/Lettings Policies



Safe children responsibilities in safeguarding relates to the current curriculum provided by the school/setting and encompasses all aspects of the safety and well-being of young people. It is important that through a wide ranging curriculum including PHSE and SMSC (Spiritual, Moral, Social and Cultural), Relationship/Relationship and Sex Education, and Health Education that young people are given the opportunity to learn about diversity including, faith, democracy, the law and values.

Through such a curriculum they are given opportunities to explore their understanding of life and their own experiences for example around issues such as healthy/positive relationships, family life or making safe decisions. It is sometimes not until these discussions where learners will be given an opportunity to consider the world around them where they may disclose they are at risk of harm. The curriculum is there to support learners in having these healthy discussions in order to help them to manage current and future risks e.g. attending parties or engaging in online behaviours and develop resilience and an ability to manage difficult situations. The curriculum should cover all aspects of the safety and well-being of learners and in particular focus on giving them a 'voice'.

All staff are responsible for ensuring the safety and well-being of all learners and in particular to give learners opportunities to have their voice heard and feel safe.

The Board of Trustees are responsible to quality assure the content of the PSHE, SMSC, Relationship/Relationship and Sex Education and Health Education curriculum to ensure that it meets the needs of all young people The Board of Trustees need to champion the voice of the learner by ensuring CEO/ Head of School and Senior Leaders are held to account for improving outcomes for learners through a diverse curriculum.

Under this bubble of safeguarding the following suite of policies and documents are required to demonstrate statutory responsibilities:

Home Trust Agreement Policy (Optional)

Appropriate Usage Policy

Online Safety Policy

Remote Learning Policy

Individual Risk Assessments

Intimate Care Policy

Relationship/Relationship and Sex Education Policy

SMSC/Positive Relationship/Curriculum Policy (inclusive of Fundamental British Values)

Procedures that offer opportunity to hear the voice of the child

This Safeguarding Policy must be read in conjunction with the following documents:

References

Keeping Children Safe in Education 2025

Children Act 1989/2004

Working Together to Safeguard Children DOH 2024

What to do if you are worried a child is being abused 2015

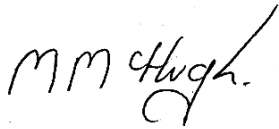
Education Act 2002 (section 175 (maintained schools))

Education (Independent Trust Standards) Regulation 2014 (including Academies/Free Schools)

Education Non Maintained Special schools (England) Regulation 2015

Education and Training (Welfare of Children) Act 2021
OFSTED School Inspection Handbook, Updated 2023
Safeguarding Partners Section 11 Tool

Signed on behalf of the Board:

A handwritten signature in black ink, appearing to read 'M McHugh', is written over a horizontal line.

Michael McHugh (Chairperson of the Board)

Date: October 2025