



# Safeguarding Policy

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| Member of Staff Responsible                                  | <b>Victoria Lickley</b>  |
| Policy Approved By   | <b>Mike Maddison</b>   |
| Approved on  | <b>26<sup>th</sup> November 2025</b>   |
| Related Documents  | <b>Admissions Policy<br/>Attendance Policy<br/>Disciplinary Policy<br/>Trainee Code of Conduct<br/>Whistleblowing Policy</b> |
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| Signed-off by  | <b>Governance Board</b>  |

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## 1. Overview

This document sets out the policy for safeguarding and is consistent with Red Kite Learning Trust (RKLT) Safeguarding Policy. Children and young people should never experience abuse of any kind and all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse. Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues. Safeguarding and Child Protection is defined as:

Safeguarding - This is the action that is taken to promote the welfare of children and protect them from harm. This means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.
- Child protection – This is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child. (NSPCC - Safeguarding children and child protection | NSPCC Learning)

Red Kite Teacher Training's (RKTT) responsibility is to promote the welfare of all children and young people across all schools in our partnership, to keep them safe and to practise in a way that protects them. RKTT also have a responsibility to ensure our trainees have been through appropriate checks and understand their role in safeguarding.

Although safeguarding is the responsibility of everyone working with our pupils, RKLT has a Trust Safeguarding (TSL) - Andy Beecroft and RKTT Designated Safeguarding Leads (DSLs) - Matthew Browne and Jen Berry. The TSL has strategic responsibility for safeguarding arrangements across the Trust and the DSL has responsibility for safeguarding for RKTT.

RKTT has a Safeguarding Policy however, each school where a trainee is placed will have its own Safeguarding and Child Protection policy that will reflect Local Safeguarding Children Partnerships (LSCP) arrangements as well as the following legislation and statutory guidance:

- Education Act 2002
- Education Regulations 2014
- Human Rights Act 1998
- Equality Act 2010
- Data Protection Act 2018
- Keeping Children Safe in Education (KCSIE) 2024
- Working Together to Safeguard Children
- What to do if you are Worried a Child is Being Abused -Advice for Practitioners

The approach will always be child-centred, considered, sensitive and in accordance with an agreed set of shared principles.

## 2. Culture

2.1 Everyone works with 'professional curiosity' and an attitude that 'it could happen here'.

At RKTT we are committed to safeguarding and have robust procedures to ensure trainees have been through rigorous checks before they start the course. These checks follow mandatory guidance set out in the Initial Teacher Training: Criteria and Supporting Advice. Accredited ITT providers must ensure they meet this guidance in order to remain compliant. Before anyone is admitted on our programmes, they must be deemed suitable to train to teach in order to protect children and young people from trainee teachers who might put them at risk of harm. RKTT staff keep up to date with the latest Keeping Children Safe in Education Guidance and training, and ensure that all trainees have been subject to appropriate pre-selection tasks. These checks are recorded in an Admissions Tracker and are double-checked by at least two members of the team. Compliance spot checks are conducted as an additional layer of assurance, as well as an annual compliance audit. As part of Trust procedures, RKTT have an external audit on a rolling programme.

2.2 RKTT Staff and trainees know that safeguarding is everyone's responsibility.

All RKTT staff have safeguarding training through Schoot that is updated annually in light of changes in legislation. All staff members are Prevent and Mental Health First Aid trained. All staff who are involved in the interview process complete Safer Recruitment training. All records of staff training are stored centrally. Our commitment to safeguarding is on our website and clear in recruitment documentation. There is a specific question about safeguarding at interview to ensure potential trainees understand that safeguarding is everyone's responsibility. Trainees read 'Keeping Children Safe in Education: Part One' and complete safeguarding and Prevent training as part of their pre-course tasks. The completion of tasks is monitored by the admissions team. The importance of safeguarding is reiterated before trainees go into school at the start of the course. Trainees are given a professional learning task to read the school's safeguarding policy and introduce themselves to the Designated Safeguarding Lead. Task completion is checked by Early Career Leads (ECLs).

2.3 Safeguarding arrangements in school are effectively communicated with trainees in the induction meeting.

RKTT confirms in writing to schools that a trainee's criminal record check, including a check of the children's' barred list, has been completed and that the individual has been judged to be suitable to work with children. Schools can ask for trainees to provide their DBS certificates as part of checks for their single central record. Schools in the partnership provide trainee teachers with, at the start of their training in each school: the child protection policy, the staff behaviour policy (sometimes called a code of conduct), information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education. Mentors receive training and information about how to conduct trainee induction, including the provision of the above safeguarding information and policies pertinent to their setting. ECLs check that this has been completed. All trainees must abide by the safeguarding policy of the school in which they are placed. If a trainee, or applicant at point of application or after accepting a place on the course, discloses a conviction a DBS Disclosure Risk Assessment Form will be completed (Appendix A). This will be completed in a meeting with the trainee/applicant, Director of RKTT and Trust HR.

2.4 The role of the wider partnership.

There is an established common understanding across the partnership of convictions, offences, cautions and warnings that would/would not pose a barrier to joining an ITT programme. This

includes behaviour that may have happened outside of the school which might make an individual unsuitable to work with children. This is known as a transferable risk.

#### 2.5 The role of the trainee.

Trainees read and sign this safeguarding policy. Completion of this task is checked by the admissions team. Trainees understand that they have a responsibility to report other trainees to RKTG if they have safeguarding concerns – this includes transferable risks.

### 3. Leadership and Governance

3.1 There is a team of specialist staff including Designated Safeguarding Lead (DSL) RKTG has two DSLs; one for Leeds (Matthew Browne) and one for North Yorkshire (Jen Berry). Both DSLs complete annual safeguarding training and keep up to date with the latest child protection news and developments. Mentors have all completed safeguarding training as part of their own school procedures. Each placement school has a nominated Designated Safeguarding Lead, appointed from the senior leadership team. There is a named governor for safeguarding and child protection on the RKTG Governance Board. All members of the Governance Board have undertaken safeguarding and child protection training to ensure they have the knowledge and information needed to carry out their responsibilities. Safeguarding is a standard agenda item at Governance Board meetings and evidence is provided to assure governors that RKTG is meeting its statutory duties.

#### 3.2 The role of the Safeguarding Committee

The Safeguarding Committee will be convened when an applicant has disclosed a conviction or potential safeguarding issue during the admissions process, when a conviction becomes apparent during Disclosure and Barring Checks or when the admissions process has highlighted a safeguarding concern, for example an issue highlighted in a reference (Appendix A – DBS Disclosure Risk Assessment Form). The Safeguarding Committee will also be convened when a safeguarding disclosure has been made in relation to a trainee's behaviour or conduct during their training, or where the trainee has made a disclosure relating to an incident in their placement school or during their training. Members of the RKTG team need support in relation a range of incidents or situations with a safeguarding element to them and this committee should be convened whenever it is judged that advice or support is required. The Chair of the RKTGGB will decide whether to convene the committee.

The remit of the Safeguarding Committee is to follow all statutory guidance and legislation related to safeguarding, as well as the ITT Compliance Criteria. The committee will provide support and advice, making shared decisions related to admissions decisions and next steps regarding safeguarding incidents. It may be decided that certain situations are dealt with under other policies, for example the disciplinary policy. The Safeguarding Committee cannot make decisions regarding safeguarding incidents that are the responsibility of a placement school but may choose or need to collaborate with them to address an issue that has been raised.

The composition of the committee will be: the Chair of the Governance Board and one other member of the RKTGGB, the Director of RKTG (or other senior staff member), a member of the RKTG HR team and the RKTG Safeguarding Lead; a minimum of four members is required to make a quorate decision. All advice and decisions will be minuted. Decisions regarding admissions will be communicated to applicants in line with the formal admissions process.

## **4. Policies and Procedures**

Governors and leaders ensure that policies and procedures are compliant with both the law and Local Safeguarding Children Partnerships. All RKTТ staff and trainees have read, understood and agreed to follow safeguarding and child protection policy and procedures. There is code of conduct for trainees that everyone has read, understood and agreed to follow. The DSLs know how to escalate concerns if they think there is an issue with a trainee and have a good working knowledge of local safeguarding arrangements, multi-agency safeguarding and child protection procedures.

All members of RKTТ who take part in the recruitment process (including office staff who are shortlisting and processing applications) will complete safer recruitment training which will be refreshed within the required timescale. This will be recorded and monitored by the RKTТ Office Manager. There will always be one member of staff on any recruitment panel who has completed safer recruitment training.

There is a clear procedure for responding to low-level, safeguarding or child protection concerns for RKTТ staff, school-based staff and trainees as set out in the Disciplinary Policy – this is communicated to schools in the RKTТ partnership agreement.

There is a whistleblowing policy and procedures, which set out the steps to take if wrongdoing is reported. All RKTТ staff, school-based staff and trainees know how to raise concerns about wrongdoing and feel supported in doing so. RKTТ uses its powers to share, hold and use information to promote children’s welfare, but with regard to relevant data protection principles.

## **5. Trainee Wellbeing**

RKTТ has a culture of mutual respect and support. We proactively promote mental health and wellbeing and encourage trainees to talk to someone if there is ever anything worrying them. All RKTТ staff have completed two-day Mental Health First Aid (MHFA) training and all trainees complete half day MHFA training. We recognise that some trainees may experience further challenges which can have an impact on their welfare but have additional measures in place to support them. We have a proactive and accessible pastoral support system for all trainees. ECLs (pastoral care team) work with the DSLs to respond to any safeguarding and child protection issues and provide trainees with appropriate support. Support is provided to trainees as soon as a problem emerges. We monitor trainees' attendance and have clear procedures that are followed when a trainee's absence causes concern. All staff understand how to recognise and respond to concerns about a trainee's mental health and know what to do if they are worried about a trainee's safety. If staff feel that they need additional guidance when supporting a trainee, they will contact the Wellbeing Lead for advice. All staff understand that vulnerable trainees are themselves a risk and know to inform DSLs if they have concerns. We work with other agencies to provide co-ordinated early help and contribute to inter-agency plans where additional support is needed for trainees.

## APPENDIX A: DBS Disclosure Risk Assessment Form

### DBS Disclosure risk assessment process – Evaluation form

| Section 1: Applicant/Trainee details   |  |  |
|--|--|--|
| Name:  |  |  |
| Course:  |  |  |
| Placement School 1:  |  |  |
| Placement School 2:  |  |  |
| Training Year:   |  |  |
| DBS Disclosure number:   |  |  |
| Date of disclosure:  |  |  |
| Section 2: Initial assessment  |  |  |
| Were the details fully declared prior to the check? (e.g. on application form or at interview)     |  |  |
| Are the offences relevant to the post?   |  |  |
| Dates of offences: (please do not put the details of the offences)                                 |  |  |
| Were the offences in isolation? (Was this a one-off event or is there a pattern in the behaviour?) |  |  |
| Time since offences occurred:  |  |  |
| Outcome of initial risk assessment   | Appoint/Clear <input type="checkbox"/><br><br>(please go to section 3) | There are safeguarding concerns <input type="checkbox"/><br><br>(please go to section 4) |
| Section 3: Meeting with Applicant/Trainee  |  |  |
| Date of meeting:   |  |  |
| Persons present:   |  |  |

|   |                              |
|---|------------------------------|
| Does the applicant/trainee agree that the information on the disclosure is correct? | Yes <input type="checkbox"/> |
|   | No <input type="checkbox"/>  |
| If conviction details were not declared, what is explanation?                       |                              |
| Any mitigating circumstances relating to the convictions:                           |                              |
| Other comments  |                              |

#### Section 4: Meeting with the Safeguarding Committee

|  |   |
|--|---|
| Date of meeting:   |   |
| Persons present:   |   |
| See minutes of meeting for detail  |   |
| Recommendation of escalation to a disciplinary procedure or removal from the course? | Yes <input type="checkbox"/><br>No <input type="checkbox"/>                                 |
| Do we need to refer this matter to the LADO?   | Yes <input type="checkbox"/> (if so, complete details below)<br>No <input type="checkbox"/> |
| Date referred to LADO:   |   |
| Name of LADO:  |   |
| LADO recommendation:   |   |

#### Section 5: Director's recommendation

|                   |                  |
|-------------------|------------------|
| Decision/Outcome: |                  |
| Director's name:  | Victoria Lickley |
| Signature:        |                  |
| Date:             |                  |