



SAFEGUARDING – ALT Trust

Review of academic year 2025-26

CONSISTENCY:

Promote and demonstrate compliance and good practice including in dissemination and training:

- The Trust Board approves a Child Protection and Safeguarding policy to apply across all the Trust's schools. Each school adapts this to address risks specific to their context and setting.
- The policy approved is the model policy provided by OCC and ensures that the policy meets both statutory and local requirements.
- The policy is promoted via the Trust and individual school websites and to all staff via training events organised by each school to ensure full coverage. Staff awareness of the policy is tested during internal and external reviews.
- Trustees and governors are made aware of the policy during its annual review and in summary via an information leaflet. All those involved in governance are required to annually read KCSIE - The Management of Safeguarding (as a minimum) and sign to confirm this action.
- Governors and Trustees receive safeguarding training at induction with regular (at least annual) updates via NGA e-learning options, Trust guidance and Journal items and through regular updates through the Trust's Governance Handbook and Journal and reports to boards.
- Staff receive regular updates through briefings, emails, newsletters, notice boards; governors, trustees are also kept up to date through regular reports (HT/CEO/SG lead reports to Boards), network meetings
- Each school completes OCC s157/175 audit returns to confirm compliance with KCSIE and local protocols
- School annual audits and OCC returns are compiled into trust-level documents that identify strengths and areas for improvement trust-wide.
- Schools use recommended (OCC, DfE, Trust) risk assessments to complete specific reviews e.g. Neglect, PREVENT, Site Security
- A Trust wide strategic safeguarding group comprising the DSLs, CEO, safeguarding trustee and safeguarding governors, meets regularly to promote joint approaches, share good practice and determine how to improve Trust practice.
- A comprehensive Quality Assurance Framework provides a series of reviews across the year to check compliance and identify good practice. This is strengthened by external review commissioned every three years to provide independent challenge and benchmarking.

2025-6 actions have included:

- ✓ Embedding our assurance framework and extending cross-Trust training, support and cover
- ✓ Aligning safeguarding processes across the Trust (attendance, Alternative Provision, Reintegration Timetables, Restrictive Practice)
- ✓ Providing guidance to support and establish clear expectations for the implementation of new statutory requirements e.g. Allergy, Mobile Phones, Safeguarding Separation

CLARITY:

Address Safeguarding in your Scheme of Delegation, use data and evidence to support decision-making, ask questions and retain objectivity



- Responsibility for Safeguarding is clearly defined in the Scheme of Delegation and supporting Roles and Responsibilities Matrix;
- The Trust Board appoints a safeguarding trustee, and this role is defined with a role description making responsibilities clear.
- Oversight of safeguarding is clearly allocated to the Trust's Educational Standards committee and Local Academy Committees (LAC) through the Scheme of Delegation and associated Terms of Reference.
- LACs have responsibility for determining how they organise and distribute their delegated responsibilities, but all are expected to have a safeguarding governor. Role descriptions are available for the LACs to use if required.
- Information on trustee responsibilities for safeguarding, including how the Trust governance structures cover these duties is included in a Trustee safeguarding leaflet.
- Annual s175 school reports to OCC are collated for the Trust to show local and longitudinal benchmarking to support improvement planning and tracking
- The Board receives an annual report covering statutory responsibilities, in-year updates are provided to the Board via the Educational Standards Committee
- Termly dashboards provide safeguarding and pastoral data to School leaders, LACs and executive to support planning and evaluation

2025-6 actions have included:

- ✓ Further development of dashboards to align improvement strategies, improve quality of information and make better use of school systems to support decision making and consider staff workload

COMMUNICATION:

Ensure our Trustees, Local Governors, Schools and the Designated Safeguarding Leads work as a team:

- A strategic safeguarding network was established in the early days of the Trust's formation. Chaired by the Safeguarding Trustee and with membership including school DSLs, the CEO and school governors, the primary purpose of the group is to promote joint working.

The group's meetings provide regular examples of a team approach. This includes

- Sharing good practice and agreeing priorities for improvement
 - Identifying and considering opportunities to develop joint initiatives;
 - An opportunity for informal supervision and progress review
 - Serious incident reviews and lessons learned (OCC, national)
- Trust lead DSL chairs a DSL operational group to promote collaboration and shared work to
 - Meet new KCSIE/statutory requirements and maintain up to date policies;
 - Develop consistent performance reports to show impact and support planning;
 - Undertake internal peer reviews to support shared learning and compliance;
 - Regular lessons learned reviews of incidents and case studies.
 - Safeguarding items appear regularly in the Trust's Governance Journal to provide updates, support information sharing and provide guidance on approach.

2025-6 actions have included:

- ✓ Sharing approaches on bullying, mental health, monitoring & filtering, online safety, attendance and pupil engagement
- ✓ Providing peer support and cover



CONTINUOUS IMPROVEMENT:

Reflective practice and post-incident reviews resulting in a cross-trust improvement plans with positive impacts for students and the community:

- The safeguarding group agenda includes consideration of learning arising from group members' experiences including post-Ofsted, school, local and national incidents, serious case reviews, peer or external review and audit, as well as no-name discussion of incidents in school.
- Annual reports, audits, incidents and risks are regularly reviewed by the CEO, safeguarding trustee and DSLs to develop individual school and Trust action plans which are then reviewed through regular monitoring meetings and reviews.
- The board receives an annual report from the CEO and Safeguarding Trustee providing an overview of Trust schools' safeguarding activity and providing assurance that required statutory returns have been completed.
- Additionally, the CEO or Director of Education provide regular exception and performance reports to the Trust Risk & Audit and Educational Standards Committees. Reports include actions taken to address any issues arising and the status of those actions (open/closed).
- The CEO also meets and reports regularly (2-3 times per year) to the safeguarding trustee to review progress against agreed actions and to consider issues that have arisen between meetings. Ad hoc meetings are also arranged as necessary to consider and respond to specific incidents.
- The safeguarding trustee reports:
 - Annually to the Trust Board to provide an update on emerging risks and the progress of action plans
 - through queries, checks and challenges raised against appropriate agenda items at Board and Trust committee meetings
- The safeguarding trustee and CEO work together to provide the board with an annual statement on safeguarding arrangements for inclusion in the statutory Annual Report.

2025-6 actions have included:

- ✓ Progressing cross-trust attendance and inclusion strategies to improve outcomes for learners
- ✓ Embedded assurance framework to confirm requirements and capture all improvement activity across the Trust
- ✓ Updates to policies and risk assessments to meet statutory requirements e.g. Mobile Phones, Allergy, Behaviour

Our framework has been developed considering:

- Confederation of School Trusts' (CST): 3 C's for Effective Safeguarding
- the '5 steps for effective MAT safeguarding'