



Abbey Multi Academy Trust **Policies & Procedures**

Safeguarding Statement of Intent and Safeguarding Assurance Framework

Approved on

1 September 2026

Approved by

Abbey MAT Board of Trustees

Next review due

30 September 2027

Trust Vision

Working in partnership to educate, nurture and empower, Abbey MAT is committed to providing high quality education for all within an environment which is welcoming, disciplined and purposeful. Through a range of opportunities including academic, cultural and spiritual, our pupils and colleagues are empowered and nurtured to flourish and live 'life in all its fullness' (John 10:10).

Safeguarding is the foundation upon which children learn, grow and flourish. Abbey Multi Academy Trust is committed to ensuring that every child is known, every child is safe and every child is able to flourish. This commitment is reflected through a culture of vigilance, professional curiosity, early intervention, robust systems and a relentless focus on the welfare, safety and wellbeing of every child.

Introduction

Abbey Multi Academy Trust take as our first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our academies to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care. The Trust is deeply committed to the physical and emotional safety and wellbeing of our students. In September 2026, DfE published the updated guidance, 'Keeping Children Safe in Education – statutory guidance for schools and colleges'. This guidance contains information on what schools, including academies, should do and sets out the legal duties contained in the Children Act which they must comply with. These legal requirements, and the values and principles that underpin Abbey Multi Academy Trust (Abbey MAT), mean that it is essential that the Trust ensures not only compliance at the local level in individual academies/schools, but also takes the strategic responsibility to ensure that safeguarding practice is of high quality.

The responsibilities set out in this statement apply (as appropriate) to all members of the Abbey Multi Academy Trust community including the Board of Trustees and Central Staff, students, staff, governors, visitors/contractors, volunteers and trainees, sessional staff and agency staff or anyone working for an on behalf of the Abbey Multi Academy Trust. It is fully incorporated into the ethos of the Trust and is underpinned throughout the teaching of the curriculum, within PSHCE and within the safety of the physical environment provided for the students.

'Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children. Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively,

all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.'
Keeping Children Safe in Education (KCSiE) DfE September 2026

This policy statement has been developed in accordance with the principles established by the Children's Act 1989, the Education Act 2022, the Children's Act 2004, Keeping Children Safe in Education 2026 and in line with locally agreed guidance and procedures. Abbey Multi Academy Trust and the local governing bodies of all academies take seriously their responsibilities under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our academies to identify, assess and support those children and young people who are suffering harm.

Abbey Multi Academy Trust believes that safeguarding is the foundation upon which children can learn, grow and flourish. Our ambition is that every child is known, every child is safe and every child is able to flourish. We recognise that effective safeguarding extends beyond compliance and requires a culture where children are listened to, risks are identified early, concerns are acted upon swiftly and barriers to learning and wellbeing are actively removed.

Values and Principles

Improving outcomes for all children and young people underpins all of the development and work within the Trust.

Safeguarding is considered everyone's responsibility and as such our academies aim to create the safest environment within which every student has the opportunity to achieve. The academies recognise the contribution they can make in ensuring that all students registered, or who use our facilities, feel that they will be listened to and appropriate action taken.

We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curricula that will help equip our students with the skills they need. This will include materials and learning experiences that will encourage our students to develop essential life skills and protective behaviours.

Safeguarding of children in academies includes ensuring staff, governors, volunteers, students and parents fully understand their duties, rights and responsibilities in the following policy areas:

- Child Protection: prevention of and protection against physical, sexual and emotional abuse, and support for victims and the staff working with them, including Child Sexual Exploitation, Female Genital Mutilation and Forced Marriage;
- Protection from radicalisation and extremism within the remit of the 'Prevent' strategy;

- Behaviour including, where appropriate Positive Handling (restraint);
- Anti-bullying, including hate-based bullying such as racist, sexist or homophobic in nature;
- Attendance and Children Missing Education;
- Health and Safety on the academy site, as well as during trips, visits and local off-site learning opportunities;
- Ensuring students are discerning users of technology, recognising the opportunities and risks of using social media, email, chat rooms, instant messaging and gaming, and understanding how to stay safe;
- Protecting children from harms associated with emerging technologies, including generative artificial intelligence, deepfakes, AI-generated sexual imagery, online exploitation and technology-enabled abuse.
- Maintaining effective filtering and monitoring systems and ensuring appropriate oversight, review and governance of these arrangements.
- Promoting safe and responsible use of mobile and smart technology and supporting academy implementation of mobile phone-free environments in line with DfE guidance.
- Supporting children who may benefit from early help, family help and targeted intervention before needs escalate.
- Safeguarding vulnerable groups including children with SEND, mental health needs, medical conditions, young carers and those experiencing social disadvantage.
- Inclusion of vulnerable students, effectively supporting social, emotional, physical and learning needs;
- Recruitment and induction of staff, governors and volunteers;
- Staff, student, governor and volunteers training and development, including training to enable staff and students to recognise and respond to emerging online threats, including AI-generated content, deepfakes, and image-based abuse.
- The effective management of visitors to the academy;
- Protection of personal data;
- Effective systems to filter internet content and procedures to monitor inappropriate use.

Culture of Safeguarding

The Trust believes that safeguarding and promoting the welfare of children is the responsibility of everyone. This is demonstrated through our shared culture of safeguarding. Everyone who comes into contact with children and their families has a role to play and all staff make sure their approach is wholly child-centred. This means that at all times, they consider what is in the best interests of the child.

Our culture of safeguarding demonstrates the Trust's:

- moral and statutory responsibilities for safeguarding and promoting the welfare of children and expectation that all staff and volunteers share this commitment.
- expectation that everyone working within Trust schools will contribute to the creation of an environment in which all children and adults have an equal right to protection regardless of gender, religion, ethnicity, sexual identity or culture.
- commitment to ensuring all safeguarding practice is child-centred, trauma-informed, inclusive and responsive to the lived experiences of children and families.
- commitment to identifying need at the earliest opportunity and securing appropriate support through school-based services, Family Help, Early Help and specialist agencies.
- expectation that trustees, governors and staff maintain an open mind and attitude of it could happen here where safeguarding is concerned. When concerned about the welfare of a child, staff members always act in the best interests of the child.
- expectation that all adults within the wider Trust community are aware that they have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school. Everyone is aware that they can make a referral and reporting procedures are established in every Trust school to ensure information is shared with key safeguarding and child protection staff as soon as possible after any concern arises.
- promotion of a culture where low-level concerns about adults are reported, recorded, and addressed in line with the academy Child Protection and Safeguarding Policy
- expectation that every school will follow the guidance provided by the Trust's three local safeguarding partners (local authority, police and clinical commissioning group)
- For note: Trust schools are located in Calderdale and Leeds and will follow local guidance
- commitment to nominate an individual as the Trust's Designated Safeguarding Lead and nomination of a trustee as having particular responsibility for safeguarding matters.

Safeguarding and Child Protection Policies and Procedures

All academies within Abbey MAT will have a range of policies to ensure the effective safeguarding of students that will be published on their individual website. Some of these policies are determined by the Trust and others are written by the academy in light of their particular context and will be determined and agreed by their local governing body.

All Trust policies and procedures in respect of safeguarding and child protection are up to date and compliant with Keeping Children Safe in Education 2026. Policies and procedures are reviewed and revised by the Trust Board or Governing Body at least annually. Contextualised, local school safeguarding

information e.g. names of school designated safeguarding leads is available on each school website within the Child Protection and Safeguarding policy.

Trust Board and Governor Responsibilities

The Trust Board is committed to ensuring full compliance with its safeguarding and child protection duties under statutory legislation. As delegated by the Trust Board, Tracey Thornton, is currently the Trustee Safeguarding Lead. He maintains oversight of safeguarding activity across Abbey MAT.

The Trustees, governors and Officers of Abbey MAT will:

- Appoint a safeguarding trustee
- Ensure that the governing body of each academy has appointed a lead safeguarding and attendance governor(s)
- Ensure that the governing body of each academy has appointed Named Persons who have lead responsibility for dealing with all safeguarding issues in our academies.
- The governing bodies will ensure that Named Persons for Safeguarding and Child Protection attend the required training and that they refresh their training in-line with locally required protocols
- Ensure, through local governing bodies, all staff have an understanding of what safeguarding is, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard our students and how to access further advice, support or services.
- Ensure that each academy will annually review and update agreed Trust-wide Child Protection and Safeguarding policy and procedures which have been developed by the central safeguarding network (led by the strategic lead for safeguarding and attendance) and which are aligned with local model policies and made specific to each academy.
- Ensure that each academy adopts the Trust attendance policy
- Monitor the quality of safeguarding practices and their impact on outcomes for children across Abbey MAT and provide reports to the Co-CEOs and Trust Board.
- Work with Heads/Principals to ensure that the performance of vulnerable children is effectively monitored and that appropriate support is made available to those children who are at risk of achieving poor outcomes.
- Produce an Annual Safeguarding Review and action plan.
- Commission external challenge and support where appropriate to ensure academies meet their statutory responsibilities in respect of safeguarding and promoting the welfare of children.
- All staff must ensure that the Co-CEOs of Abbey Multi Academy Trust are informed of serious issues/concerns/incidents.
- Ensure that learning from local and national Child Safeguarding Practice Reviews (CSPRs) is disseminated and embedded into safeguarding practice across the Trust

- Receive assurance regarding filtering and monitoring arrangements at least annually and more frequently where required in response to emerging risks or safeguarding concerns.
- Receive assurance that all academies operate mobile phone and smart technology arrangements that are aligned with DfE guidance and Trust policy.
- Monitor emerging safeguarding risks and ensure safeguarding frameworks continue to evolve in response to national developments and local need.

Strategic planning and reporting

The Trust Board retain a monitoring focus on all aspects of safeguarding and it is a fixed agenda item at all meetings. Safeguarding is integral to the Trust's Three Year Strategic Plan and Annual Development Plan. Regular reports are shared with trustees and governors.

Disclosure and Barring Service (DBS) checks

The Trust meets all statutory requirements in relation to Disclosure and Barring Service checks. All staff, members, trustees and volunteers are required to undergo an enhanced DBS check prior to employment or engagement. The Trust's Safer Recruitment Policy and Single Central Record (SCR) includes further detail of the Trust's DBS procedures.

Safer recruitment practices

The Trust is committed to creating a culture of safe recruitment and, as part of this, adopts recruitment procedures that help deter, reject or identify people who might present a risk to children. The Trust and its schools act reasonably in making decisions about the suitability of any prospective member of staff based on these checks and evidence, including criminal record checks, enhanced DBS checks, barred list checks, online searches and prohibition checks, together with references and interview information.

Designated Safeguarding Leads

Although Trustees have ultimate responsibility for safeguarding, operationally it is overseen by the designated safeguarding leads (DSLs) within each Trust school. Currently, every school has designated safeguarding leads and deputy designated safeguarding leads who take lead responsibility for safeguarding and child protection within their own school. They are clear about their role, have sufficient time and receive relevant support and training to carry out their duties. DSLs will take a proactive role in identifying children who may benefit from early help and will work with staff and external agencies to coordinate timely support. DSLs will understand the filtering and monitoring systems and processes operating within their academy and will work alongside senior leaders and IT support to ensure concerns are identified, reviewed and acted upon appropriately.

Professional development and training

A programme of regular professional development and training is provided to trustees, governors and staff at every level. This ensures everyone has the knowledge and skills required to carry out their role and responsibilities safely and with confidence.

Across the Trust and its schools all staff are aware of the systems, policies and procedures used to support child protection and safeguarding. These are explained as part of staff induction and reviewed with all staff at the start of each academic year.

This includes reminders about the Trust's:

- Shared Culture of Safeguarding
- Child Protection and Safeguarding Policy and procedures
- Online Safety
- Filtering and monitoring
- Procedures to manage student attendance
- Behaviour Policy
- Staff Code of Conduct
- Keeping Children Safe in Education (KCSIE) DfE 2026

Training programmes will be reviewed annually to ensure they reflect emerging safeguarding issues and national guidance. This includes online safety, filtering and monitoring, child-on-child abuse, harmful sexual behaviour, misogyny, serious violence, mental health, exploitation, AI-enabled abuse, deepfakes, image-based abuse and other emerging digital risks.

Intended impact of our Trust wide culture of safeguarding

At child level:

- Children tell us they feel safe, look forward to school and enjoy learning.
- Children have a clear voice in matters that concern and involve them.
- Children know what to do if they are being bullied or witness bullying.
- Children know what to do if they experience child-on-child sexual abuse.
- Relationships between adults and children are strong, supportive and nurturing.
- Relationships between children are kind and caring.
- Every child is noticed and their needs are responded to.
- Children are listened to and their concerns responded to promptly.
- Children are kept as safe as possible and risks are well managed at all times.

At Trust level:

- Child Protection and Safeguarding Policy is compliant and updated annually to include any changes to statutory guidance Keeping Children Safe in Education (KCSIE).

- An member of the central team and trustee are nominated as Trust Safeguarding Leads and have received appropriate training and support for the role alongside a clear role descriptor.
- The Single Central Register at Trust and school levels is up to date.
- A signed record of training attended by leaders, staff, trustees and members is kept in line with KCSIE 2026.
- Resources are made available to schools to maintain the highest quality safeguarding practices.
- All Trust staff receive an annual refresh of KCSIE and the Trust's Safeguarding Policy and procedures and sign to say they have read and understood. This includes the following policies: Whistleblowing, Child Protection and Safeguarding, Staff Code of Conduct, Health and Safety and Online Safety, Behaviour, Guidance on Safe Working Practice.
- Trustees review the Trustee Code of Conduct annually and sign their agreement to follow it in their behaviours and relationships.
- Governors review the Governor Code of Conduct annually and sign their agreement to follow it in their behaviours and relationships.
- The Trust has an appropriate trust-wide secure system, CPOMs, for the recording of safeguarding and child protection incidents and issues.
- The Trust's duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and staff are supported to reflect on their own standards and practice.
- Trust Whistleblowing Policy and associated procedures are understood by all staff.
- A referral is made to the DBS and/or Teaching Regulation Agency (TRA) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Trust staff, trustees and governors receive appropriate regular training on safeguarding and child protection issues and are aware of the wide range of indicators and types of abuse and what immediate action to take if they have a concern.
- Appropriate systems to filter and monitor internet use are in place and implemented effectively.
- Every school has a member of the senior leadership team and a governor who is responsible for filtering and monitoring
- An annual review of filtering and monitoring is undertaken
- Named leaders, DSLs and governors understand their respective responsibilities for filtering and monitoring.
- Records of annual filtering and monitoring reviews are maintained and acted upon.
- Mobile phone and smart technology arrangements are implemented consistently across Trust schools.
- Staff understand the safeguarding risks associated with artificial intelligence, deepfakes and AI-generated content.

- Safeguarding assurance activity demonstrates that every academy maintains a strong safeguarding culture and effective safeguarding systems.

At academy level:

- A safe environment is maintained in which children can learn and develop confidently.
- There are clear lines of communication between the school DSL and the member of staff with responsibility for attendance.
- At least one member of staff is trained to act in the absence of the school DSL i.e. deputy DSL and they have received appropriate training and support.
- Appropriate supervision is in place to support the DSL and deputy DSL's to feel confident in their role and to raise any issues.
- Single Central Record is kept up to date and appropriate staff files are maintained A signed record of training attended by leaders, staff, trustees and members is kept in line with KCSIE 2026.
- All certificates of training received by the DSLs, leaders, staff and volunteers are retained at school level for scrutiny.
- All members of staff (including temporary, supply staff and volunteers) know the name of the school designated safeguarding lead and any deputies and understand their role within the Trust's culture of safeguarding.
- The school designated safeguarding lead and/or their deputy are always available during school hours and have made adequate and appropriate cover arrangements for any out of hours/out of term time activities
- Staff and volunteers understand their responsibility for referring any concerns to the designated safeguarding lead or headteacher in a timely manner and are aware that they may also raise concerns directly with the Trust executive leaders, trustee safeguarding lead and local authority children's social care services if they believe their concerns have not been listened to or acted upon
- All staff and volunteers have read (and signed to confirm) the Trust's Child Protection and Safeguarding Policy alongside Part 1 and Annex B (if applicable) of Keeping Children Safe in Education 2026 as appropriate to their role.
- All staff and volunteers understand their responsibilities and are alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Children Missing Education (CME), Online Safety and Radicalisation and Extremism and maintain an attitude of it could happen here at all times.
- Staff new to school are fully inducted about the Trust's culture of safeguarding and provided with personal copies of important child protection and safeguarding information and documentation.
- The school monitors use of the internet through the real-time alerts and treats these incidents as they would any other cause for concern.

- Children understand how to stay safe online, how to report concerns and how to identify misinformation, manipulation and technology-enabled abuse.
- Pupils understand the safe and responsible use of mobile and smart technology.
- Safeguarding concerns are identified, recorded and acted upon promptly through effective use of CPOMS.
- Early help and support is accessed at the earliest appropriate opportunity.

Safeguarding Five Point Plan

Area	Procedures	When
Quality Assurance: The Trust will ensure that quality assurance activity is undertaken to ensure that statutory responsibilities are being adhered to.	• Safeguarding responsibilities annual calendar to document the QA activity at academy, Trust, governor and trustee level • Use of local authority Safeguarding and CP policy templates • Annual safeguarding monitoring return to local authority • SCR audit • Three-year audit cycle which includes Trust audit, local authority audit and reviews by an external safeguarding consultant. • Annual review of filtering and monitoring • Annual review of mobile phone and smart technology arrangements • Annual review of online safety provision and curriculum • DSL network moderation of safeguarding practice	• Published in September • Approved by end of Autumn 1 • Submitted by 15th July 2026 • Monthly (leadership) and Termly (LGB and Trust) • In-line with audit cycle • Completed by end of Autumn 1 • Approved by end of Autumn 1 • Completed by end of Autumn 1 • Ongoing
Training and Updating: A programme of regular safeguarding training is provided to all trustees,	• Academy training log • Academy training programme (three-year cycle) • Basic awareness training – academy led • Every – mandatory courses for staff	• Updated regularly • Published in September • Delivered in September to all staff, governors and trustees • Course programme circulated in September. Regular review of completion by DSL.

governors and staff.	• GovernorHub – mandatory courses for trustees and governors • DSL training – external or via NOS to be arranged by academy • Externally led safeguarding training (Leeds schools) to be arranged by DSL • Safer Recruitment (externally led training organised by MAT) • SCR training (externally led training organised by MAT) • Online safety refresher training to include updates on emerging technologies and digital safeguarding risks • AI, deepfake and emerging technology safeguarding updates • Filtering and monitoring training for relevant leaders, governors and DSLs • Family Help and Early Help updates	• Course programme circulated in September. Regular review of completion by CEO (Ops) • When required – head/principal to monitor to ensure training is up-to-date • Every three years • Every three years (externally-led) • Every three years • Every three years (or sooner if required) • To be included in basic awareness training and within briefings • Every three years • Every three years
Systems and Processes: The Trust has systems and procedures for reporting all	• CPOMs used at all academies • Recruitment, onboarding and offboarding workflows • Arbor Behaviour and My Classroom (secondaries) • Trust-wide safeguarding dashboard • Filtering and monitoring reporting processes	

safeguarding incidents, allegations and behaviour incidents. Appropriate processes are in place to ensure safer recruitment practice is followed.	• Mobile and smart technology compliance monitoring	
Board Reporting: Regular reports are shared with trustees and governor.	• KPI report • Principal's report • Governor visit forms shared with LGB/TB • Safeguarding Trustee Report • Outcomes of external safeguarding reviews shared with LGB/TB • Annual safeguarding assurance report • Annual filtering and monitoring assurance report • Annual online safety report	• Termly • Termly • Termly • Termly • When received • Autumn 1 • Autumn 2 • Autumn 1
Internal Scrutiny: Trustees seek internal assurance in relation to safeguarding.	• Internal review of safeguarding	• Every three years

External Scrutiny: Trustees seek external assurance in relation to safeguarding.	• External review of safeguarding	• Every three to five years
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Monitoring and Review

Monitoring and review	Trust Board Trust and Academy Safeguarding Leads Trustee Safeguarding Lead Principals / Headteachers / Heads of School
Links	Trust Safeguarding Policies and Procedures 2026/27 KCSIE 2026
Staff responsible	Trust Board CEO Principals / Headteachers / Heads of School