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# Head of Safeguarding and Inclusion

# Academy Safeguarding offer 2025 / 2026

Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

**Head of Safeguarding and Inclusion (HOSI) - Academy offer**

To ensure equity across the estate, all academies will have access to the offer detailed in this document from the HOSI. Where Safeguarding arrangements are not judged to be 'good' or 'outstanding' by the Trust, additional support from the HOSI can be deployed by the Director of Inclusion and Equity.

**Each academy has access to:**
- Central updates to the following policies at least once per year (additional updates will be issued based on changes to legislation, statutory guidance or best practice
    1. Safeguarding policy - academy
    2. Safeguarding policy - trust
    3. Low level concerns policy
- A 0.5 day assurance visit each half term by the HOSI (as detailed further in this document) to review and test safeguarding arrangements
- Standardised safeguarding supervision and Vulnerability Register templates
- X3 editable safeguarding briefings per year
- Universal safeguarding training for employees
- Case escalation to the HOSI for complex safeguarding cases
- X6 ELP inclusion panels
- A statutory activity annual plan

**Each academy will:**
- Release relevant leaders, staff and pupils for assurance visits in line with the assurance cycle detailed later in this document
- Complete half termly data returns requested by the HOSI
- Send relevant leaders and practitioners to networking meetings arranged centrally
- Populate the Safeguarding Blueprint with the names of professionals leading and operating in safeguarding roles
- Maintain accurate safeguarding records, including the Vulnerability Register and CPOMS
- Advise the HOSI of the following (Primary only)
    1. LADO referrals
    2. HSB, CCE and FGM referrals
    3. Low level concerns about the Principal
    4. Changes to Safeguarding LGB members
- Advise the HOSI of the following (Secondary only)
    1. Changes to the Safeguarding LGB members
- Advise the CEO of the following (Secondary only)
    1. Low level concerns about the Principal

**The HOSI will:**
- Visit each academy every half term, is outlined in the Professional Learning schedule
- Provide a note of visit following academy visits, outlining good practice, next steps and actions
- Compile reports for the Executive team and Board of Directors
- Be a member of the Advanced Designated Safeguarding Leader forum in Doncaster to represent Exceed academies

- Actively undertake professional development to ensure that knowledge is current and relevant to support the academy leaders
- Hold networking events for academy leaders and practitioners

**Activity and assurance cycle (Green highlight is academy action)**

| | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
|---|---|---|---|---|---|---|
| **HOSI Assurance visits** - *in addition to complex case discussions and typicality check for new staff (each visit)*<br><br>**0.5 day per academy each half term**<br><br>**With DSL and Lead DDSL** | **Focus - Vulnerable pupils**<br><br>Safeguarding case reviews *Deep dive into live safeguarding cases to identify progress made, provide support and apply a lessons learned approach.* **2hr**<br><br>Vulnerability register review *Review of VR cases against ELP thresholds. Amber and Red cases - actions for progress agreed* **1.5 hr**<br><br>Safeguarding supervision review *Oversight of supervision arrangements and* | **Focus - Compliance**<br><br>AP QA *Review of live AP placements QA documentation against ELP procedures* **0.5hr**<br><br>Safeguarding team structure *Review of safeguarding structure, roles and responsibilities to ELP 'safeguarding blueprint'* **1hr**<br><br>SCR *SCR dip-sampling for new and established employees* **0.5 hr**<br><br>Staff training *Desktop review of safeguarding* | **Focus - B&A**<br><br>PTTT use *Review of live and recently closed PTTTs - assess the impact of PTTT and additional support put in place* **0.5hr**<br><br>Child on Child abuse. *Evaluation of Child on Child abuse incidents (including bullying) by category and school response.* **1.5 hr**<br><br>Vulnerability register review *Review of VR cases against ELP thresholds. Amber and Red cases - actions for progress agreed* **1 hr** | **Focus - Vulnerable pupils**<br><br>Inclusion and safeguarding case reviews *Deep dive into live inclusion cases to identify progress made and apply a lessons learned approach.* **2hr**<br><br>Vulnerability register review *Review of VR cases against ELP thresholds. Amber and Red cases - actions for progress agreed* **1.5 hr**<br><br>Safeguarding supervision review *Oversight of supervision arrangements and* | **Focus - Personal development**<br><br>Meeting with PD leaders to review safeguarding and behaviour curriculum offer. *Assess for validity against national and local contextual needs.* **1.5 hr**<br><br>Pupil voice sessions - meet with groups of pupils from different pupil categories to take pupil voice. *Review academy leaders' understanding of current pupil views around safeguarding.* **1.5hr** | **Focus - Next academic year preparation**<br><br>DSL / DDSL reflections - *review of key themes and concerns over the year, actions taken and review of efficacy* **0.75hr**<br><br>Summer break arrangements - *weekly safeguarding rota, VR monitoring plan* **0.75hr**<br><br>Review training / policy update plan **0.5hr**<br><br>Vulnerability register review *Review of VR cases against ELP thresholds.* |

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| *use of ELP standardised format.* **0.5 hr** **Total 4hr** | *training compliance* **1hr** Vulnerability register review *Review of VR cases against ELP thresholds. Amber and Red cases - actions for progress agreed* **1 hr** **Total 4hr** | Off-rolled pupils. *Assessment of all pupils this academic year removed from roll to identify CME / EHE. CME - review school actions taken to resolve. EHE - review inclusion and behaviour data to consider if package of support was appropriate to prevent EHE.* **1 hr primary / 2 hr secondary** **Total 4hr** | *use of ELP standardised format.* **0.5 hr** **Total 4hr** | Vulnerability register review *Review of VR cases against ELP thresholds. Amber and Red cases - actions for progress agreed* **1 hr** **Total 4.5hr** | *Amber and Red cases - actions for progress agreed* **1 hr** Site arrangements review - *walk through of site security and physical safeguarding arrangements (including lock down procedure)* **1hr** Safeguarding team blue print - *assurance that roles and competences within the safeguarding team blue print are met. Consideration of CPD for any areas for development* **1hr** **Total 5 hr** |

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**Designated Safeguarding Leader - Statutory Activities planner:**

To support compliance to statutory activities, a planner template with action plan for DSLs is provided:
DSL Annual Activity Plan - Statutory Responsibilities

**Appendix 1. ELP Safeguarding Blueprint - *example***
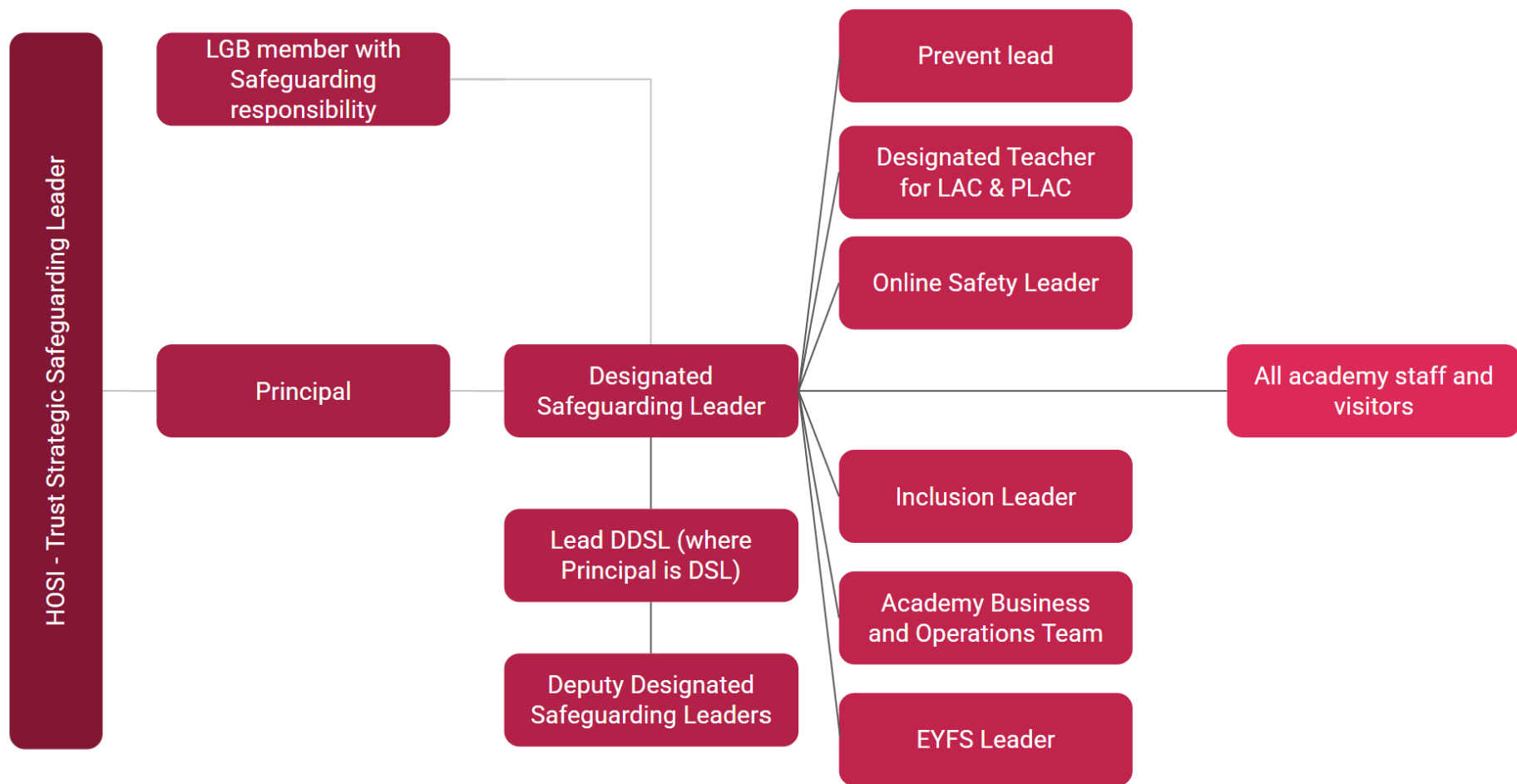
*N.b: the Safeguarding Blueprint is not a line management structure, but an overview of the Safeguarding hierarchy in the academy.*
**Executive Principal / Principal / Head of School:** *insert name here*

**Role Purpose:**

To provide strategic leadership and overall accountability for the school's safeguarding and child protection culture, ensuring that safeguarding is embedded in all aspects of school life and that statutory responsibilities are met.

**Strategic Leadership**

- Establish a **whole-school culture of safeguarding** and child-centred practice
- Ensure safeguarding is reflected in the school's vision, policies, curriculum, and leadership decisions
- Lead by example in promoting respect, inclusion, and the welfare of all pupils

**Oversight of Safeguarding Systems**

- Ensure a suitably qualified **Designated Safeguarding Lead (DSL)** is in place and has sufficient time, resources, and authority to carry out their role
- Ensure **Deputy DSLs** are appropriately trained and deployed
- Ensure compliance with **KCSIE**, **Working Together to Safeguard Children**, and **Ofsted safeguarding expectations**
- Ensure robust systems exist for reporting, recording, and responding to concerns
- Ensure safeguarding is addressed in recruitment, induction, and performance management
- Provide safeguarding supervision and line management to the DSL on a two weekly

**Required Training:**

- Whole-school safeguarding (annual)
- Safer recruitment
- Advanced safeguarding training
- Leadership safeguarding updates (e.g. LA or trust-led briefings)
- Prevent, online safety, contextual safeguarding

**Safeguarding Governor:** *Mr G Tinkler*

**Role Purpose:**
 Provide strategic oversight and challenge on safeguarding effectiveness within the school.

**Key Responsibilities:**

- Meet termly with DSL to review safeguarding practice
- Review the safeguarding policy annually
- Ensure compliance with KCSIE and Ofsted requirements
- Monitor safeguarding training
- Ensure safeguarding culture is discussed at LGB level

**Required Training:**

- Safeguarding for Governors
- Prevent, online safety, contextual safeguarding

**Designated Safeguarding Lead (DSL):** *Miss J Bingham*

**Where the Principal or Head of School in the DSL, the academy must have a Lead Deputy Designated Safeguarding Leader that undertakes the below responsibilities alongside the DSL.**

**Role Purpose:**
Lead the safeguarding and child protection work across the school, ensuring robust procedures and a culture of vigilance.

**Key Responsibilities:**

- Receive, manage, and refer safeguarding concerns
- Maintain accurate, confidential, and secure child protection records and inclusion records such as the academy Vulnerability Register
- Liaise with statutory agencies and lead multi-agency meetings
- Deliver or arrange safeguarding training for all staff
- Ensure policies and procedures are followed consistently and are up to date
- Monitor safeguarding data and report to the SLT, LGB and Trust
- Ensure vulnerable pupils are known and supported

**Required Training:**

- Advanced safeguarding training – renewed every 2 years
- Prevent, online safety, contextual safeguarding
- LA DSL training - renewed every 2 years
- Early Help Lead Practitioner training

**Deputy Designated Safeguarding Lead(s) (DDSL):** *Mrs E.Clark, Mrs E.Dowse, Mrs J.Brooke, Mrs L.Towndrow*

**Role Purpose:**
 Support the DSL in managing safeguarding concerns and deputise when the DSL is absent

**Key Responsibilities:**

- Share responsibility for managing disclosures and referrals
- Support with safeguarding training and staff advice
- Assist with maintaining safeguarding records and audits
- Lead specific safeguarding themes (e.g., mental health, online safety) as directed by the DSL or Principal

**Required Training:**

- Advanced safeguarding training  – renewed every 2 years

**Pastoral Lead / Inclusion / Mental Health Lead:** *Miss J Bingham/Mrs R.Day*

**Role Purpose:**
 Support the DSL by leading on early help, wellbeing, and proactive interventions

**Key Responsibilities:**

- Identify and monitor vulnerable pupils
- Deliver targeted wellbeing support or interventions
- Liaise with parents, external agencies, and the DSL
- Record interventions accurately

**Required Training:**

- Advanced safeguarding training (recommended)
- Mental health first aid / SLMH training
- Trauma-informed practice (e.g. TIS, Thrive or ELSA)

**IT / Online Safety Lead:** *Mrs T.Hufton*

**Role Purpose:**
 Ensure pupils and staff are protected from online risks

**Key Responsibilities:**

- Manage filtering and monitoring systems
- Support DSL in responding to online safety concerns
- Deliver training to staff/pupils on digital risks
- Monitor online behaviour trends

**Required Training:**

- Online safety (e.g., CEOP training)
- DSL training if appropriate

**Academy Business and Operations team:** *Mrs L.Dyer*

**Role Purpose:**
 Support safeguarding through secure systems, visitor management, and record-keeping

**Key Responsibilities:**

- Monitor visitor sign-in and ID verification
- Maintain and update the Single Central Record (SCR)
- Manage safer recruitment process
- Ensure safeguarding information is shared securely
- Know how to report a concern

**Required Training:**

- Universal safeguarding training

**Designated Teacher for Looked-After and Previously Looked-After Children (DT for LAC/PLAC):** *Mrs J.Brroke. Role will be covered by Mrs E.Dowse oct 25-Feb 26*

**Role Purpose:**
Ensure the educational achievement, emotional wellbeing, and safeguarding needs of looked-after and previously looked-after children are prioritised and supported in school.

**Key Responsibilities:**

- **Champion the needs of LAC/PLAC pupils:**

  - Promote high expectations and aspirations for looked-after and previously looked-after children
  - Ensure they are fully included in all aspects of school life

- **Liaise closely with the DSL and Virtual School:**

  - Share relevant safeguarding concerns or risks
  - Attend Personal Education Plan (PEP) meetings
  - Ensure the pupil voice is captured and heard in all planning

- **Monitor progress and attendance:**

  - Track attainment, attendance, and engagement
  - Work with staff to remove barriers to learning
  - Share appropriate data with governors and the Virtual School

- **Provide expert advice and training to staff:**

  - Raise awareness of attachment and trauma-informed approaches
  - Advise on the use of Pupil Premium Plus (PP+)

- **Coordinate transitions and additional support:**

    - Ensure smooth transitions between year groups or schools
    - Link in with carers, social workers, and mental health services where needed

**Required Training:**

- Designated Teacher for LAC/PLAC (specific training – every 3 years)
- Universal safeguarding training

**Early Years Leader (Primary only): Mrs R Day**

**Role purpose:**

The EYFS Leader ensures that all children are safeguarded effectively, that welfare requirements are met in line with the EYFS Statutory Framework, and that staff are equipped to recognise and respond to signs of abuse, neglect, or developmental concern. Through monitoring provision, and working closely with the Designated Safeguarding Lead, the EYFS Leader ensures the setting provides early identification of needs and timely intervention.

| Area | Responsibility |
|---|---|
| **Policy Implementation** | Ensure safeguarding and child protection policies are understood and implemented consistently across the EYFS team. |
| **Staff Oversight** | Lead and support EYFS staff in recognising and responding to safeguarding concerns. Model safe, ethical, and child-centred practice. |
| **Early Identification of Concerns** | Monitor children closely for signs of abuse, neglect, or developmental concerns. Escalate all concerns promptly to the Designated Safeguarding Lead (DSL). |

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| **Safe Environment** | Oversee the maintenance of a physically and emotionally safe EYFS environment, ensuring welfare requirements of the EYFS statutory framework are met. |
| **Partnership with Parents & Agencies** | Build open, professional relationships with parents. Work collaboratively with external professionals and support Early Help referrals where appropriate. |
| **Record Keeping** | Ensure accurate, confidential safeguarding records are maintained and communicated with the DSL in line with policy. |
| **Promoting the Child's Voice** | Foster a culture where children feel listened to and safe. Enable staff to identify and respond to verbal and non-verbal signs of distress. |
| **Safer Recruitment & Supervision** | Participate in safer recruitment processes for EYFS staff and ensure ongoing suitability through regular supervision and monitoring. |

**Required training:**

● Advanced Designated Safeguarding Leader
● Comprehensive understanding of the Early Years Framework

**Prevent Lead: Miss J Bingham**

**Role purpose:**

To  safeguard pupils from the risk of radicalisation and extremism by promoting awareness, early identification, and appropriate intervention. Ensuring staff are trained to recognise warning signs and follow clear referral procedures. Working closely with the DSL and external agencies, the Prevent Lead helps embed a whole-school culture of resilience, tolerance, and inclusion.

| Area | Responsibility |
| --- | --- |
| **Policy & Compliance** | Ensure the school complies with the Prevent Duty as set out in the Counter-Terrorism and Security Act (2015). Maintain and regularly review the Prevent risk assessment and related safeguarding policies. |
| **Staff Training** | Ensure all staff receive regular Prevent awareness training and understand how to identify and report concerns about radicalisation or extremist views. |
| **Pupil Safety & Early Identification** | Monitor pupils for signs of vulnerability to radicalisation. Support early intervention and act promptly on concerns by liaising with the DSL. |

| **Referral & Reporting** | Follow appropriate referral procedures, including Channel referrals, and maintain accurate records of concerns and actions taken. |
|---|---|
| **Curriculum Oversight** | Support the development of a broad, balanced curriculum that promotes British values, critical thinking, and resilience to extremist narratives. |
| **Community & Partnership Working** | Work with external agencies (e.g. local Prevent teams, police, safeguarding boards) to keep the school informed of local risks and emerging trends. |
| **Promoting a Safe, Inclusive Culture** | Champion an inclusive, respectful school ethos that values diversity and challenges intolerance or hate speech. |

**Required training:**

**Via the Home Office**

1. **Awareness course**
2. **Referrals course**
3. **Channel or Prevent Multi-Agency Panel (PMAP) course**

**All Staff (Teaching and Support)**

**Role Purpose:**
 Act as the eyes and ears of safeguarding; raise and report concerns promptly

**Key Responsibilities:**

- Be alert to signs of harm, abuse, neglect, or vulnerability
- Report concerns to the DSL/DDSL without delay
- Follow safeguarding procedures, including whistleblowing if needed
- Build trusting relationships with pupils
- Embed safeguarding in the curriculum (e.g., PSHE, online safety)

**Required Training:**

- Universal safeguarding training
- Prevent duty, online safety, and school-specific policies

**Appendix 2. Safeguarding supervision template**

Supervision of the DSL or Lead DDSL (where appropriate) must take place every two weeks, using the template found here.

Safeguarding supervision template document

**Appendix 3. Academy Vulnerability Register template**

*MASH referrals, Social Care assessments, CP cases, CIN cases, Early Help cases and, Looked After Children (Primary only) must be recorded on the academy vulnerability register.*

Vulnerability register template 25 / 26

**Appendix 4. Safeguarding Visits Protocol**
HOSI Safeguarding visits - Protocol document

**Appendix 5. Safeguarding action plan example**
Safeguarding Action Plan

**Appendix 6. Governance visit record**
Safeguarding Governor Monitoring Form.docx

**Appendix 7. Staff CPD - termly 'bite size' training**
Bite size training - Safeguarding

**Appendix 8. DSL statutory activity planner**
DSL Annual Activity Plan - Statutory Responsibilities