

## **Safeguarding policy**

**2026/7**

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### Key contacts

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### KMT Safeguarding policy

Kent and Medway Training (KMT) SCITT is a member of Leigh Academies Trust (LAT). The Trust's mission is to deliver "education for a better world" by ensuring that young people have an excellent start in life, regardless of their background or ability. At the centre of our mission is our commitment to safeguarding. Our vision is for all children, young people and adults to feel safe, and for anyone who works or trains within our organisation to share this responsibility.

We promote a culture of vigilance amongst our staff and an acceptance that "it can and does happen here". We work tirelessly to give anyone working within our Trust the knowledge and skills to identify, assess and support children that are, or are likely, to suffer any harm. We maintain a view that the individual needs and best interests of the child are paramount.

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' (as updated) which requires individual schools and colleges to have an effective child protection policy.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not

limited to:

- o Keeping Children Safe in Education 2026 (KCSIE)
- o [Working Together to Safeguard Children](#) 2026 (WTSC)
- o [Ofsted: Education Inspection Framework](#)
- o [Framework for the Assessment of Children in Need and their Families](#) 2000

## Overview

This document sets out Kent & Medway Training's (KMT) 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.

KMT's 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. KMT also has a responsibility to ensure our Associate Teachers have been through appropriate checks and understand their role in safeguarding.

Although safeguarding is the responsibility of everyone working with our pupils, LAT has a Trust Safeguarding Advisor and KMT has a Designated Safeguarding Leads (DSL). The Safeguarding Advisor has strategic responsibility for safeguarding arrangements across the Trust and the DSLs has responsibility for safeguarding for KMT. The Safeguarding Advisor carries out safeguarding monitoring visits three times a year.

KMT has this Safeguarding Policy however, each school where an Associate Teacher 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) (as updated)
- Working Together to Safeguard to Children
- What to do if you are Worried a Child is Being Abused -Advice for Practitioners
- Prevent Duty 2015, updated December 2023

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

## **Culture**

Everyone works with 'professional curiosity' and an attitude that 'it could happen here'. At KMT we are committed to safeguarding and have robust procedures to ensure Associate Teachers 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 Associate Teacher teachers who might

put them at risk of harm. KMT staff keep up to date with the latest Keeping Children Safe in Education Guidance and training, and ensure that all Associate Teachers have been subject to appropriate pre-selection tasks. These checks are recorded in our Central Record and are double-checked by at least two members of the team. Compliance checks are conducted as part of our annual compliance audit.

KMT Staff and Associate Teachers know that safeguarding is everyone's responsibility. All KMT staff have safeguarding training that is updated annually in light of changes in legislation. All staff members are Prevent trained. All staff who are involved in the interview process complete Safer Recruitment training. All records of staff training are stored centrally within the LAT Thrive system. Our commitment to safeguarding is on our website and clear in recruitment documentation. There is a specific section of questions about safeguarding at interview to ensure potential Associate Teachers understand that safeguarding is everyone's responsibility and at least one member of the shortlist team and interview panel have completed Safer Recruitment Training. Associate Teachers read 'Keeping Children Safe in Education: Part One' and complete safeguarding and Prevent training as part of their Transition into Training task as well as completing a Safeguarding Induction with the DSL of the setting. The completion of tasks is monitored by the Course Programme Leads. The importance of safeguarding is reiterated before Associate Teachers go into school at the start of the course. Associate Teachers 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 Course Programme Leads.

Safeguarding arrangements in school are effectively communicated with Associate Teachers in the induction meeting.

KMT confirms in writing to schools that an Associate Teacher'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 Associate Teachers to provide their DBS certificates as part of checks for their single central record. Schools in the partnership provide Associate

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 Associate Teacher induction, including the provision of the above safeguarding information and policies pertinent to their setting. There is a [code of conduct for Associate Teachers](#) that everyone has read, understood and agreed to follow. Course programme Leads check that this has been completed. All Associate Teachers must abide by the safeguarding policy of the school in which they are placed.

**KMT leaders will:**

- Support Associate Teachers to ensure that they have read and understood the placement school's safeguarding policy which outlines procedures that are compliant with local and national guidance.
- Ensure Associate Teachers understand that in the course of their training they will be placed in a position of trust and that as such they are subject to the requirements of the Sexual Offences (Amendment) Act 2000. See [code of conduct for Associate Teachers](#)
- Ensure Safer Recruitment procedures are completed, including evidence that appropriate checks have been completed as per KCSIE 2024.
- Relay to the Trust Safeguarding Advisor any weaknesses or deficiencies that are brought to their attention without delay
- Complete appropriate safeguarding training every year to ensure that they have the knowledge and confidence to manage Safeguarding concerns effectively. Evidence of this training is logged on the LAT Thrive learning platform.
- Understand the mechanisms in place to identify and manage Whistleblowing and allegations against staff including low-level concerns. This includes understanding how to contact the LADO and DBS when warranted.

**The role of leaders is to:**

- Champion child protection and Safeguarding including working with local Safeguarding Partners and making appropriate referrals to Children's Social Care/Police.
- Provide Out of Hours provision such as directing those that require assistance to our Local Safeguarding Partners or outside agencies such as NSPCC/Childline and Mental Health/Wellbeing services.
- Support Associate Teachers to make good safeguarding decisions that are child-centred.
- Identify and challenge any systems that are ineffective
- Support any additional learning that is needed or wanted and provide regular safeguarding updates.
- Support Associate Teachers to manage their own well being when they have witnessed/reported events.
- Have an understanding of the processes within schools that Associate Teachers are being asked to follow.
- Support Associate Teachers in making sure that they understand the processes including other systems like fire drills/lockdown.
- Support Associate Teachers to develop their understanding about confidentiality but also that GDPR/Data protection does not stand in the way of Safeguarding.

### **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.

### **The role of the Associate Teacher.**

Associate Teachers are directed to this Safeguarding policy as part of their induction, and followed up by a Safeguarding quiz sent from The Trust Safeguarding Advisor. Associate Teachers understand that they have a responsibility to report other Associate Teachers to KMT if they have safeguarding concerns – this includes transferable risks.

## **Leadership and Governance**

There is a team of specialist staff including the LAT Safeguarding Advisor, and the Head of KMT who is the Designated Safeguarding Lead (DSL). The DSL, and all members of the KMT central team, complete annual safeguarding training and keep up to date with the latest child protection updates and developments. The DSL attends the termly DSL safeguarding forum which is held each module (term). 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. All members of the Strategic 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 Strategic Board meetings and evidence is provided to assure members that KMT is meeting its statutory duties.

## **Managing applications with declared safeguarding issues, and the role of the Suitability Panel**

When an applicant declares a safeguarding issue on their application to ITT the document '[KMT - Guidance for Managing Applications with Declared Safeguarding issues 2026/7](#)' will be followed. The primary objective of this guidance is to establish a transparent and rigorous process for assessing the suitability of individuals with criminal records who wish to enter the teaching profession. KMT recognises that a criminal record is not an automatic bar to teaching; however, **the safety and well-being of children remain our paramount consideration.**

For offences within the Moderate and High Risk Categories a Suitability Panel will be convened. The Suitability Panel 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 Suitability Panel will also be convened when a safeguarding disclosure has been made in relation to an Associate Teacher's behaviour or conduct during their

training, or where the Associate Teacher has made a disclosure relating to an incident in their placement school or during their training. Members of the KMT team need support in relation to 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 Head of KMT and the LAT Safeguarding Advisor will decide whether to convene the panel.

The remit of the Suitability Panel is to follow all statutory guidance and legislation related to safeguarding, as well as the ITT Compliance Criteria. The panel will provide support and advice, making shared decisions related to admissions decisions as detailed in the '[KMT - Guidance for Managing Applications with Declared Safeguarding issues 2026/7](#)' 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 Suitability Panel 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.

To ensure a balanced perspective between the training provider and the school-based environment, the panel typically comprises:

- **Chair:** The Head of KMT
- **KMT Representative:** A Course Programme Lead or Head of Recruitment
- **Partnership Representative:** A Senior Leader from a partner school or Trust Academy
- **Safeguarding Expert:** LAT Safeguarding Advisor or People Team Manager.

The Chair will prepare a risk assessment as part of the process and share it with the panel on an anonymised basis to avoid any bias. The panel can consider their decision virtually without a face to face meeting. The panel will convene once a module, or more frequently if required.

Cases are referred to the Panel when:

1. A "positive" DBS disclosure is received (containing any caution or conviction).
2. An applicant makes a self-disclosure that requires risk assessment under Section 7 of the '[KMT - Guidance for Managing Applications with Declared Safeguarding issues 2026/7](#)'
3. New information regarding a trainee's conduct comes to light during the training year.

Following a formal review by the **KMT Suitability Panel**, one of the following decisions will be reached:

1. **Full Clearance:** The trainee may proceed without any special conditions.
2. **Conditional Acceptance:** The applicant can proceed to interview, but specific safeguards are implemented (e.g., they cannot lead residential trips, or they must have a specific mentor-monitoring plan).
3. **Deferral:** Entry is delayed to allow for a longer period of "proven reform."
4. **Withdrawal/Refusal:** The risk is deemed unmanageable within a school setting.

This decision will be recorded on the Insight Session template (See Appendix A).

Further information, including the appeals process and anonymised illustrative case studies can be viewed in the ['KMT - Guidance for Managing Applications with Declared Safeguarding issues 2026/7'](#)

### **Policies and Procedures**

Leaders ensure that policies and procedures are compliant with both the law and Local Safeguarding Children Partnerships. All KMT staff and Associate Teachers have read, understood and agreed to follow safeguarding and child protection policy and procedures. There is a [code of conduct for Associate Teachers](#) that everyone has read, understood and agreed to follow. The DSL knows how to escalate concerns if they think there is an issue with an Associate Teacher and have a good working knowledge of local safeguarding arrangements, multi-agency safeguarding and child protection procedures.

There is a clear procedure for responding to low-level, safeguarding or child protection concerns for KMT staff and Associate Teachers as set out in the Disciplinary Policy.

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

### **Associate Teacher Wellbeing**

KMT has a culture of mutual respect and support. We proactively promote mental health and wellbeing and encourage Associate Teachers to talk to someone if there is ever anything worrying them. We recognise that some Associate Teachers 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 Associate Teachers. Course Programme Leads work with the DSL to respond to any safeguarding and child protection issues and provide Associate Teachers with appropriate support. Support is provided to Associate Teachers as soon as a problem emerges. We monitor Associate Teachers' attendance and have clear procedures that are followed when an Associate Teacher's absence causes concern. All staff understand how to recognise and respond to concerns about an Associate Teacher's mental health and know what to do if they are worried about an Associate Teacher's safety. If staff feel that they need additional guidance when supporting an Associate Teacher, they will contact the LAT people team. All staff understand that vulnerable Associate Teachers are themselves a risk and know to inform DSLs if they have concerns.

### **Equality, diversity and Inclusion**

Kent and Medway Training (KMT) as part of The Leigh Academies Trust (LAT) is committed to diversity, inclusion and equality of opportunity in the workplace. We want each and every person working at or within the Trust to feel respected and able to give their best. Simply having a diverse workforce is not enough and we want to create an inclusive environment, where everyone can contribute and develop to their full potential.

We want to celebrate the fact that everyone is different yet valued and to make sure that every colleague is treated with dignity and respect. This will create an environment where colleagues are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

Our approach to diversity and inclusion applies to everyone working at the Trust; and therefore applies to all colleagues, consultants, colleagues working on temporary contracts, agency staff and third parties who work on our behalf and/or in our academies. They will be treated by the Trust in accordance with this policy.

The [KMT Equality, Diversity and Inclusion Policy](#) can be read here.

## APPENDIX A: Insight Session Template

<b>Applicant name:</b>	
<b>Session attendees:</b>	
<b>Date of Insight session:</b>	

<b>The context</b>
What were the circumstances surrounding the offense?
<b>The resolution</b>
What was the legal outcome and what rehabilitation has been completed?
<b>The reflection</b>
What has the applicant learned and how has their perspective shifted since the event?

### Review by KMT suitability panel

<b>Outcome of panel</b>	
<b>Full Clearance:</b> The trainee may proceed without any special conditions.	Y/N

<p><b>Conditional Acceptance:</b> The applicant can proceed to interview, but specific safeguards are implemented (e.g., they cannot lead residential trips, or they must have a specific mentor-monitoring plan).</p> <p>List specific safeguards:</p>	
<p><b>Deferral:</b> Entry is delayed to allow for a longer period of "proven reform."</p>	Y/N
<p><b>Withdrawal/Refusal:</b> The risk is deemed unmanageable within a school setting.</p>	Y/N

Date:	
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