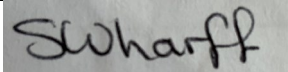




Child Protection and Safeguarding Policy 2026

Monitoring Responsibility	Chief Education Officer
Next Review Date	August 2027
Approval Body	Curriculum and Standards
Date Ratified	20 July 2026
Chair of Committee Signature	

Contents Page	2
1. Purpose of this policy	3
2. Roles and responsibilities	3
2.1 The Academy Headteacher / Executive Headteacher	3
2.2 The Designated Safeguarding Lead	4
2.3 Deputy Designated Safeguarding Lead(s)	4
2.4 All Staff	4
2.5 The Trust	5
3. Governance of Safeguarding	6
4. Training requirements	7
5. Curriculum	7
5.1 Educational Outcomes	7
6. Managing Allegations against Adults Working within the Trust	7
6.1 Allegations or safeguarding concerns that do not meet the harm threshold: low-level concerns	8
7. Relevant policies and statutory framework	8
Appendix 1 – List of Academies	10

Voyage Education Partnership (the Trust) believes that a children should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and to keep them safe and protected from harm.

1. Purpose of this policy

This over-arching policy gives clear direction to staff, volunteers, visitors and parents about the legal responsibility to safeguard and promote the welfare all children in our Trust. This policy makes it clear that safeguarding is everyone's responsibility. The policy also acknowledges that harm is experienced differently by everyone so therefore is not prescriptive in processes but instead insists on a specific approach and culture which is child-focussed and trauma-informed.

Each academy has a detailed **Site-Specific Safeguarding & Child Protection Arrangements** policy which is published on their individual website and fully details the safeguarding arrangements that comply with Keeping Children Safe in Education KCSIE 2026 . A list of Academies and their websites are included in Appendix 1 of this document.

Each academy within in the trust must also follow local safeguarding procedures through their Multi Agency Safeguarding Arrangements, ensure proper reporting systems, and keep staff informed and updated on relevant local safeguarding concerns.

It is important to see safeguarding as the "umbrella" term for everything that is done to support children and young people, to keep them safe and promote their welfare.

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care taking action to enable all children to have the best outcomes

Child protection is defined as:

- part of safeguarding and promoting welfare; and
- the activity to protect specific children who are suffering, or who are likely to suffer, significant harm.

The child's welfare is paramount. The academy will maintain a culture where pupils, feel secure, encouraged to speak, are listened to and are safe. The academy will ensure that all pupils receive the right help at the right time. This supports the need for all staff to be able to respond early when they have a concern rather than wait until something is more defined and certain. This is detailed in the **Site-Specific Safeguarding & Child Protection Arrangements**.

2. Roles and responsibilities

2.1 The Academy Headteacher:

The named Headteacher is accountable for the effective safeguarding and protection of all children within the academy. This includes ensuring that safeguarding policies and procedures are fully embedded in practice and consistently followed by all staff.

The Headteacher will:

- Ensure the effective implementation of all Voyage Education safeguarding policies, procedures and curriculum.
- Ensure the Designated Safeguarding Lead (DSL) maintains lead responsibility for safeguarding and child protection, even where specific tasks are delegated to trained deputies.
- Ensure that all staff are trained to recognise signs of harm and abuse, are vigilant, and know how to respond appropriately, including making referrals to early help and statutory services.
- Ensure that a strong culture of listening to children is promoted, ensuring that their views, wishes, and concerns are considered and acted upon.
- Ensure that the academic progress and wellbeing of vulnerable pupils - particularly those with a social worker or those students previously known to children's services are closely tracked and supported.
- Ensure that staff and volunteers receive appropriate safeguarding training and have the skills, knowledge, and understanding needed to protect children in all contexts.
- Appoint a designated teacher responsible for promoting the educational achievement of looked-after and previously looked-after children.
- Identify a member of SLT as Prevent Lead
- Identify a member of staff as Young Carers Champion and E-safety officer

2.2 The Designated Safeguarding Lead:

The role of the DSL is outlined in KCSIE (2026), Annex B. In addition to statutory responsibilities, at Voyage Education Partnership we expect our DSLs to fulfil the following:

- Maintain a list of those pupils deemed to be vulnerable.
- Ensure that families are fully aware of the academy's safeguarding policies and procedures and are kept informed and involved as appropriate.
- Liaise with the Attendance Champion, SENCO and Senior Mental Health Lead to ensure a holistic level of support that focuses on the whole child.
- Track the progress, attainment, and aspirations of children known and previously known to social care.
- During term time and normal school hours, a DSL or DDSL will always be available in our academies. For most of the time, this will mean a trained DSL being on site.

2.3 Deputy Designated Safeguarding Lead(s):

Each Academy within the Trust will appoint at least one Deputy Designated Safeguarding Lead who will formally provide cover and additional capacity for the DSL. Each Deputy DSL will be trained to the same level as the DSL.

In the event of the long-term absence of the DSL, the Headteacher will identify a Deputy DSL to undertake the duties of the DSL listed above.

2.4 All Staff

All staff will:

- make sure they have undertaken the appropriate training for their role
- take responsibility to report any concerns, no matter what their role
- provide a safe environment in which children can learn
- be prepared to identify children who may benefit from Family Help
- ensure they have a copy of part 1 and the relevant annex, depending on their role, of Keeping Children Safe in Education 2026 and that they have read and understand it
- ensure they have read and understand the suite of Safeguarding policies
- be aware of the need to minimise their own vulnerability in not being alone with children or in situations that could render them vulnerable to poor practice and/or allegations against them
- always be aware of the needs of all children and be vigilant and curious about any possible signs of abuse, exploitation or neglect

2.5 The Trust

Trustees of Voyage Education Partnership are responsible for:

- overall safeguarding and promoting the welfare of students within the trust. This includes appointing a named trustee who has strategic oversight of safeguarding arrangements, ensuring that duties are complied with under legislation;
- holding the executive to account for the development of a safeguarding policy which complies with government guidance and legislation;
- ensuring that all staff receive up to date and at least annual safeguarding CPD;
- ensuring that policies and procedures are in place for protecting pupils from harm including online safety;
- ensuring that policies and procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- ensuring that policies and procedures are in place for safer recruitment practices and are followed in accordance with the requirements of 'Keeping Children Safe in Education 2026' DfE;
- ensuring that policies and procedures are in place to monitor the effectiveness of trust and local safeguarding arrangements, that any weaknesses in arrangements are identified quickly and lessons learned;
- ensuring that the taught curriculum and the wider offer for students promotes children to acquire the knowledge, understanding and skills they need to manage their lives, recognise what is safe and unsafe and support critical thinking and safe decision making.

The Trust Safeguarding Lead will provide strategic leadership within Voyage Education Partnership for all aspects of safeguarding children and young people.

The Trust Safeguarding Lead will:

- ensure that all policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes disseminated to all Academies;
- ensure that there are systems in place to support the effective management of safeguarding, especially the role of (D)DSLs, training for all staff and supervision as appropriate;
- ensure that there is available to Academy Headteachers someone who can offer appropriate external advice and support with safeguarding concerns especially when they are complex and/or relate to allegations against staff;
- ensure Quality Assurance processes are in place and oversee the information they produce to measure the progress and effectiveness of existing safeguarding frameworks;
- produce information, including data analysis that reflects contextual safeguarding of the Trust to the Executive who in turn assures the Trust Board in relation to safeguarding in order to ensure that the Board can demonstrate that it is discharging its safeguarding obligations appropriately.

The Chief Executive, as Accounting Officer, through line management of the Executive Team, will provide appropriate challenge and support to ensure the Trust and the Academies are taking all opportunities to safeguard and protect the children and young people that access their services.

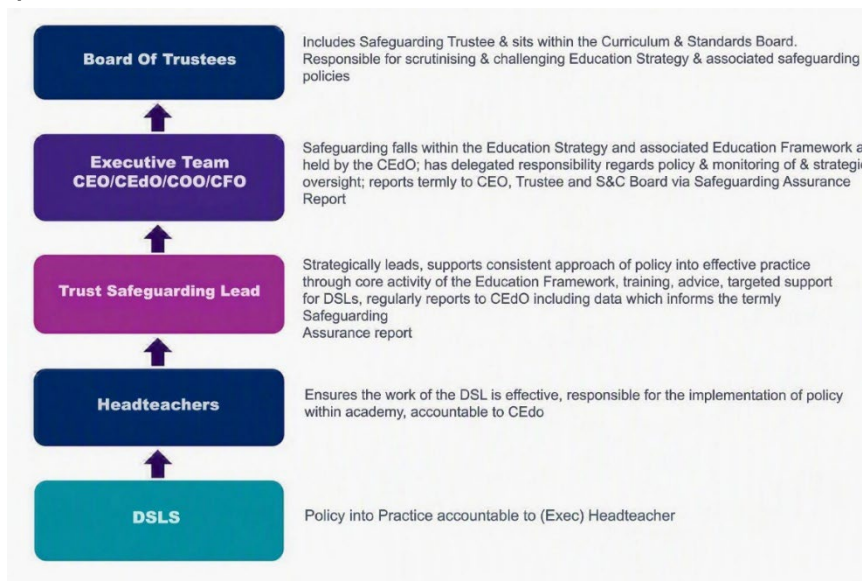
3. Governance of Safeguarding

Safeguarding assurance and development is delegated to the Trust Safeguarding Lead, under the strategic leadership of the Executive Team, who will work with Headteachers and DSLs to ensure that all statutory duties are fulfilled.

The Trust Executive provides reports to the Trustee with responsibility for safeguarding along with other members of the Standards and Curriculum Sub-Committee of the Trust Board.

The role of the Safeguarding Trustee, with the support of the Standards and Curriculum Sub-Committee of the Trust Board, is to provide appropriate strategic challenge and support to the Executive Team and Trust Safeguarding Lead to ensure that they are satisfied that the Trust is fulfilling its safeguarding duties identified in the statutory guidance Keeping Children Safe in Education 2026.

All Trustees receive appropriate safeguarding and Child Protection, including online, training. This training equips them with the knowledge to provide strategic challenge and support the delivery of a whole Trust approach to safeguarding. This training is updated at least annually.



4. Training requirements

When new staff join the Trust, all staff receive an induction which includes safeguarding training, they will be informed of the safeguarding arrangements for the Trust that are in place during this process. They will have direct access to the Trust Safeguarding and Child Protection policy and the suite of safeguarding policies (*identified in bold in Section 7*) along with the staff code of conduct, Part One of 'Keeping Children Safe in Education 2026' and the relevant annex depending on their role; and informed who the DSL and deputy DSLs are. All staff are expected to read these key documents and fully understand their own responsibility. Academy staff will also be informed of the academy's recording and reporting procedures. Key safeguarding training is refreshed annually. All staff should also receive additional training or briefings throughout the academic year to further upskill them on safeguarding topics, particularly those prevalent within their setting.

Those with a designated safeguarding role and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups, must complete the **Voyage Education Partnership Safeguarding Training Pathway** which meets the requirements set out in KCSIE 2026. They are also expected to complete additional training in response to latest guidance or best practice so that the quality of safeguarding within our academies remains strong. Academy safeguarding staff are also required to participate in local arrangements such as networks provided by their local safeguarding children partnership.

5. Curriculum

Our academies are committed to preventative education that prepares pupils for life in modern Britain and promotes a zero-tolerance culture towards sexism, LGBTQ+ discrimination, and sexual violence or harassment. This is supported by the school's behaviour policy, pastoral care, and Relationships and Sex Education (RSE) curriculum.

This means each academy will teach children to be safe by creating a supportive environment where safeguarding is embedded across the curriculum and daily life.

5.1 Educational Outcomes

The DSL will work with the Headteacher, the designated teacher and relevant strategic leads to promote the educational outcomes of children who have, or have had, a social worker.

The DSL will understand the welfare, safeguarding and child protection issues affecting these children and consider the impact that these experiences may have on their attendance, engagement, behaviour, progress and achievement.

6. Managing Allegations against Adults Working within the Trust

The Trust takes very seriously allegations against adults working within the Trust and acknowledges that if concerns are not addressed as early as possible, they can create unsafe working environments and leave staff and children increasingly vulnerable. In this instance when the policy refers to adults working within the Trust, this includes those who are paid and unpaid working in establishments which provide education to children and young people. This applies to concerns or allegations about any adult working in or on behalf of the Academy, including members of staff, supply teachers, trainee teachers, volunteers and contractors.

All concerns about adults, no matter how small, must be reported without delay and managed in accordance with the **Policy and procedure for allegations and concerns raised in relation to staff, supply staff, contractors and volunteers**.

Concerns and allegations will be considered under one of the following procedures:

- concerns or allegations that may meet the harm threshold; or
- concerns or allegations that do not meet the harm threshold, referred to as low-level concerns.

Where a concern relates to a supply teacher, trainee teacher, contractor or another person provided by a third-party organisation, the Academy and the relevant agency, employer or training provider share safeguarding responsibilities. The Academy will take the lead in protecting children, establishing the immediate facts and managing the safeguarding process. The agency, employer or training provider will normally lead any related employment, disciplinary or training process.

The Academy will not cease to use the services of a supply teacher, trainee teacher or contractor solely as an alternative to properly considering and managing a safeguarding concern or allegation. Staff must share, without delay, any concern or allegation that may meet the harm threshold with the Headteacher. If the allegation or concern relates to the Headteacher, it should be reported, without delay, to the Chief Education Officer.

6.1 Allegations or safeguarding concerns that do not meet the harm threshold: low-level concerns

As part of our whole-Academy approach to safeguarding, we promote an open and transparent culture in which all concerns about adults working in or on behalf of the Academy are reported, recorded and dealt with promptly and appropriately.

For more information about low-level concerns please refer to the **Policy and procedure for allegations and concerns raised in relation to staff, supply staff, contractors and volunteers.**

7. Relevant policies and statutory framework

This policy is underpinned by the following documents and legislation

Voyage Education Partnership Polices: -

- Attendance Policy
- **Children missing in education policy**
- Disciplinary policy and procedure
- **Policy and procedure for allegations and concerns raised in relation to staff, supply staff, contractors and volunteers**
- **Prevent Policy**
- Relationships and sex education policy
- Use of reasonable force and physical interventions policy
- Health and safety on education trips and visits policy
- IT acceptable use Policy for pupils and staff
- **Online safety policy**
- Social media policy
- Recruitment and selection policy and procedure
- **Staff code of conduct**
- Whistleblowing policy
- **Individual academy site specific arrangements for safeguarding and child protection**

External Policy, Legislation and Guidance

- Local safeguarding procedures published by Lincolnshire Safeguarding Children Partnership (LSCP)
- The Children's Wellbeing and Schools Act 2026
- The Children Act 1989 and 2004
- The Children and Social Work Act 2017
- The Education Act 2002
- The Equality Act 2010
- The Human Rights Act 1998
- The Public Sector Equality Duty (PSED)
- Data Protection Act 2018 and UK General Data Protection Regulation
- Data (Use and Access) Act 2025
- Crime and Policing Act 2026
- DfE keeping children safe in education (2026)
- DfE working together to safeguard children (2026)

- SEND code of practice: 0 to 25 years
- Early years foundation stage statutory framework for group and school-based providers (2025)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)
- What to do if you're worried a child is being abused; advice for practitioners (2015)
- Prevent duty guidance: Guidance for specified authorities in England and Wales (2023)
- Meeting digital and technology standards in schools and colleges (2026)
- Searching, screening and confiscation in schools (2023)
- Promoting and supporting mental health and wellbeing in schools and colleges
- Behaviour in Schools Advice for headteachers and school staff
- Mandatory reporting of female genital mutilation: procedural information

Appendix 1 – List of Academies

Academy Site	Web Address
Carlton Road Academy	www.carltonroadacademy.net
Fishtoft Academy	www.fishtoftacademy.net
Gedney Church End Academy	www.gedneychurchendprimary.org
Gosberton Academy	www.gosbertonacademy.net
Haven High Academy	www.havenhighacademy.net
Helpringham Primary Academy	www.helpringhamschool.co.uk
Park Academy	www.parkacademyboston.net
Pioneers Academy	www.bostonpioneersacademy.net
Staniland Academy	www.stanilandacademy.net
Wygate Park Academy	www.wygateparkacademy.net
Old Leake Primary Academy	www.oldleakeacademy.net