



GMAT POLICIES

Safeguarding Statement of Intent 2025/2026

Greater Manchester Academies Trust

Greater Manchester Academies Trust Statement of Intent

The Trust Safeguarding Statement of Intent can be found on the GMAT website and in appendix A of GMAT's Safeguarding and Child Protection Policy.

Our overriding mantra is:

'Safeguarding children is everybody's responsibility. We commit to a culture of vigilance and we expect all of our staff, governors/trustees, volunteers and visitors to work tirelessly to uphold this commitment to safeguard our pupils.'

All children and young people linked with GMAT, wherever they are, whoever they are with, whatever they are doing, have the right to protection from neglect, physical, emotional and sexual abuse, extremism and radicalisation and exploitation.

We listen to our pupils and take seriously what they tell us. All staff, in every school, are trained in Child Protection, and pupils are made aware of the adults they can talk to if they have any concerns. Staff are trained to look out for signs of physical, sexual, emotional, sexual harm or neglect and are required to report these effectively and accurately in a timely manner to the Designated Safeguarding Leads.

We actively support the government's Prevent agenda to counter radicalisation and extremism.

Our trust is committed to working in multi-agency partnerships with services and outside agencies, sharing relevant information and working together in our responsibility to report concerns to safeguard pupils.

1. GMAT provides high quality educational provision for children and young people on roll at:
 - Manchester Communication Academy
 - Manchester Communication Primary Academy
2. The GMAT Trustee Board of Directors understands the safeguarding responsibilities placed upon the Trust as outlined in Keeping Children Safe in Education 2025 and considers them of vital importance.
3. The organisation meets its statutory requirements in relation to the Disclosure and Barring Scheme. Trust policy ensures all employees and volunteers who work with children and young adults have had appropriate checks and that these are recorded – along with other relevant information – on the Single Central Record of each academy.
4. Audits of the Single Central Record are undertaken twice a year by the Trust's Central Service and Executive Team.
5. Safeguarding policies are up to date. Policies are reviewed regularly by Headteachers and the Trust executive team (at least annually) and updated in response to national guidance and model documents issued by Local Safeguarding Children Partnerships.
6. There is a Board Director who is the named lead for safeguarding. The Board receives reports on safeguarding across the organisation at least 3 times a year, which is

underpinned by the challenge and support provided by local governance and the more detailed reports received at this layer.

7. The executive lead for safeguarding across the Trust is the Executive Principal. Safeguarding is an area of focus in half termly supervision sessions between the Executive Principal and all Headteachers, and case discussions take place routinely on a demands-led basis.
9. Each academy has at least one named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead. Each Designated Safeguarding Lead (DSL) is offered half termly supervision from an external social work consultant, commissioned by the Trust. This is optional, though all DSLs engage in this process openly. In addition, the Trust Safeguarding Lead will regularly peer review safeguarding case studies with DSLs.
10. All staff have undertaken and are up to date with safeguarding training, both core and on specific subjects or themes (such as child sexual exploitation, female genital mutilation, online safety etc). This is delivered by the DSL and/or Trust DSL in each school, and all DSLs attend training delivered by their Local Safeguarding Children Partnership. In some cases, external experts are brought in to schools to deliver specific workshops on specialist subject areas, such as anti-violence campaigns, trauma informed practice.
11. There is a school improvement plan in place for each academy, which provides clear expectations of training. This is delivered through face-to-face sessions on school INSET and/or twilight sessions, with updates shared in weekly bulletins and staff weekly CPD.
12. Each academy has a named link governor for safeguarding. Local Governing Bodies review safeguarding across their academy at least 3 times a year through the business meetings cycle for local governance. The reports submitted to local governance are then amalgamated into a Trust-level report for Trust Board
13. Behaviour, SEND and wellbeing is reported on separately to local governors, to ensure a holistic view of safeguarding and welfare is presented.
14. On the basis of this work, GMAT confirms it has considered its position in regard to safeguarding children and has assurance that it is meeting requirements and is following good practice.

Intended impact of our Trust Safeguarding Culture

For our children

- Children tell us that they feel safe and their needs are responded to
- Children feel that their voice has been heard and that staff take prompt action to support them
- Children have a clear understanding of what to do if they feel worried about any aspect of school, community or home
- Children believe that they will be protected if they are being hurt, feeling threatened or bullied
- Children know who to speak to if they have experienced child-on-child sexual abuse
- Children are confident that staff will help them when they are needed

At Academy Level

- A safe environment is maintained in which children can learn and achieve the best outcomes
- There are clear and effective lines of communication between the school DSL, inclusion staff and the other members of staff
- Staff consistently respond to risks in school and in the community
- Staff work effectively with parents and carers for the best outcomes for their children
- Staff know who the DSLs are and who they can report concerns to in their absence
- Staff feel confident to report any concerns (low level included) regarding other adults
- There is appropriate supervision for EYFS and safeguarding team
- The Single Central Register is kept up-to-date
- A register of training is kept of staff who have attended and all DSL/Prevent certificates are retained
- There is a designated tab for safeguarding on academy websites
- The school DSL and deputies are always available during school hours and have made appropriate arrangements for out of hours
- Staff, visitors and volunteers understand their responsibilities for referring any concerns to the DSL and will escalate if they do not feel that the concerns have been addressed appropriately
- Appropriate and timely referrals are made to Children's Social Care, Early Help or police
- The academies will ensure that vulnerable children receive appropriate added consideration and support including LAC/PLAC, SEND and Young Carers
- All staff and volunteers have signed to confirm that they have read the safeguarding policy and the *KCSIE annually or upon induction if mid-year*
- Staff new to the Trust are subject to comprehensive induction process and are made aware of the Trust's culture of safeguarding
- Community users/lettings are aware of the need to comply with the Trust's child protection procedures

At Trust Level

- Safeguarding policy and practice is compliant and updated annually, or earlier, to reflect any significant events or changes to statutory government guidance
- An executive leader 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 compliant and kept up to date
- A record of training attended by Leaders, Trust staff and Trustees is maintained
- Resources and support is made available to academies to maintain the highest quality practices
- Members and trustees review the Trustee Code of Conduct annually and sign their agreement to follow it in their behaviours and relationships