

We are an ambitious and inclusive Trust of schools
strengthening communities through excellent education.

Ted
Wragg TRUST



Safeguarding Statement

Responsibility for approval: Ted Wragg Teacher Training Partnership Strategic Board
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1.0 Policy Statement

- 1.1. **Our Mission:** We prepare teachers who will be equipped to join our school communities and make the world a better place for our young people.
- 1.2. **Our Commitment:** Our training prepares teachers to be resilient, inspiring professionals equipped to have a long-term impact on the children in the diverse communities we serve.
- 1.3. **How we do it:** We integrate school-based deliberate practice with evidence-informed learning to develop practitioners driven by inclusion and social justice for young people.

2.0 Scope and Purpose

- 2.1 This statement lays out the requirements for our safeguarding processes at the SCITT as a whole to ensure our programmes are compliant with the ITT Criteria and Supporting advice. It describes how we aim to ensure our programmes promote the safety and welfare of children as everyone's responsibility. It aims to ensure that all those working and training within our SCITT do so within a culture in which they are safe and feel safe.
- 2.2 Training Partners in the SCITT will hold their own Safeguarding statements or policies.

3.0 Definition

- 3.1 For the purpose of this document:

Ted Wragg Institute SCITT and 'the partnership' refers to the SCITT and its Training Partners in ITT delivery

- 3.2 The SCITT Partnership believes that safeguarding and promoting the safety and welfare of children is everyone's responsibility. The term 'child' or 'children' relates to anyone under the age of 18. Everyone who comes into contact with children and their families and carers has a role to play. The SCITT is committed to safeguarding and promoting the safety and welfare of children by the provision of a safe environment in which children can learn and thrive. All people working with children and visiting school premises must be aware that children may be at risk of harm or abuse. They are well placed to observe signs of abuse, have a duty to protect children from harm and abuse, and have a responsibility to identify and report child welfare concerns and take appropriate action. They have a duty to act on concerns about a child's welfare immediately, in association with other SCITT staff and partners, trainees, visitors, families and other agencies.
- 3.3 All SCITT staff and partners have a responsibility to provide a safe environment in which children can learn and thrive and should make sure their approach is always child-centred. This means that they should consider, at all times, what is in the best interests of the child and fulfil their legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.
- 3.4 In this policy we consider the safeguarding of children, but also consider the safeguarding of trainees who train in our partnership and the staff who support them. This safeguarding duty includes protecting our trainees from bullying, harassment and discrimination, as well as from workload issues that may impact their wellbeing.

4.0 Legal Framework

- 4.1 This Statement will be shared with Training Partners and will be included in the SCITT's Policy Monitoring Schedule.
- 4.2 This statement is written to ensure compliance with the Department for Education's Initial Teacher Training Criteria and Supporting Advice, specifically items 3.1-3.4
This statement has been developed in accordance with the principles established by:
- The Children Act 1989
 - The Education Act 2002
 - The Children Act 2004
 - Keeping Children Safe in Education (KCSiE) (September 2025 edition)
 - Working Together to Safeguard Children 2023
 - Guidance for Safer Working Practice
 - Working together to improve school attendance

5.0 Named Staff and Contacts

- 5.1** A range of people across the Ted Wragg Teacher Training Partnership have responsibility for safeguarding. These include:
- **SCITT Director** Carrie McMillan– The SCITT Director retains oversight of the programmes under the Ted Wragg Teacher Training Partnership programmes.
Carrie.mcmillan@tedwraggtrust.co.uk
 - **Training Partner Directors** Carys Davis (Brigshaw Learning Partnership), Dawn Chapman (Exeter Consortium), Ryan Holmes (Reach Academy ITT), Chloe Fox (South West Teacher Training). Training Partner Directors have oversight of safeguarding within the programmes running in their setting.
 - **Lead Mentors/Lead Subject Mentors** – These Lead Mentors (who are also in some settings the Lead Partner Director) play a part in establishing and maintaining our safeguarding culture.

6.0 Circulation

- 6.1** This Statement will be included in the SCITT's Policy Monitoring Schedule.
- 6.2** It will be available to every Training Partner Director through the SCITT's policy portal.
- 6.3** Training Partners are responsible for sharing policies with trainees and relevant staff in their setting.

7.0 Responsibilities as a Training Provider – Curriculum

- 7.1** Safeguarding and promoting the safety and welfare of children is defined in KCSiE 2025 as:
- 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. The term children includes everyone under the age of 18 (Education Act 2002 and Children Act 1989, KCSIE 2025).

7.2 The SCITT recognises that Initial Teacher Education providers play a crucial role in preventative education. This is in the context of providing a training curriculum that readies trainees to prepare pupils for life in modern Britain. Our training curriculum intends to support trainees to create a culture of zero tolerance of racism, sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

7.3 Trainees will be taught to refer to and adhere with the safeguarding processes of the placement schools they are training in. Their training curriculum covers:

- Behaviour policy and procedures
- Pastoral support systems and
- Relationships, sex and health education (RSHE).

7.4 Trainees are taught to recognise that some children have an increased risk of abuse, and that additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and ensure trainees are cognisant of children’s diverse circumstances.

7.5 Trainees learn that schools are likely to give special consideration to children who:

- are disabled or have certain health conditions and has specific additional needs.
- have special educational needs (whether or not they have a statutory education, health and care plan).
- have a mental health need.
- are a young carer.
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- are frequently missing/goes missing from education, care or from home.
- have experienced multiple suspensions, is at risk of being permanently excluded, is accessing alternative provision or attending a PRU.
- are at risk of modern slavery, trafficking, sexual and / or criminal exploitation.
- have a parent or carer in custody or are affected by parental offending.
- are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- are misusing drugs or alcohol themselves.
- have returned home to their family from care.
- are showing early signs of abuse and/or neglect.
- are at risk of being radicalised or exploited.
- are a privately fostered child.
- are at risk of so called ‘honour’ based abuse such as FGM or Forced Marriage.

8.0 Responsibilities as a Training Provider – a Safe Culture

8.1 Trainees need to train within cultures in which they feel and are safe. The SCITT and Training Partners ensure that:

- all of those responsible for recruitment are Safer Recruitment trained, and at least one member of each interview panel is Safer Recruitment trained.
- all of the usual safeguarding checks are undertaken on recruitment of all trainees.
- trainees understand processes for reporting concerns about the safety and wellbeing of themselves, other trainees and members of staff they interact with.
- trainees receive a clear Code of Conduct to ensure they know how to keep themselves safe and function in a professional environment.
- leaders and all of those involved with trainees have an effective way of communicating any concerns they may have about trainee safety or wellbeing.
- all trainees and members of staff know how to report concerns about trainee safety, including incidents of bullying, harassment, discrimination and wellbeing issues.
- all members of staff working with trainees consider their workload and wellbeing.

9.0 Processes for Reporting Concerns

9.1 Trainees in each setting are given training on reporting safeguarding concerns about children that follow the policy of the settings in which they are practising. This includes the use of online management systems.

9.2 Trainees and staff also can report low level concerns or more urgent concerns to the Training Partner Director responsible for their programme. Training Partners ensure processes for this are swift, simple and recorded with evidence of decision making and appropriate action.

9.3 Training Partner Directors report all safeguarding concerns regarding trainees to the SCITT Director immediately. Monthly meetings between the Lead Partner Directors and the SCITT Director ensure that any safeguarding concerns for or about trainees are followed up and resolved.

9.4 The Training Partner Director in each setting should work with their Designated Safeguarding Lead when following up concerns and should follow provider and setting processes in regards to external agencies and LADO referrals.

1.0 Adoption and other policies

1.1 This document has been adopted by the Ted Wragg Teacher Training Partnership Strategic Board. March 2026

10.2 This statement should be used in conjunction with our Recruitment and Selection Policy and our Workload and Wellbeing Policy.

