

Safeguarding Statement of Statutory Duty

Named personnel with designated oversight and responsibility for Safeguarding and Child Protection at Trust Level

Academic Year	Designated Senior Leader	Designated Senior Leader	Designated Trustee for Safeguarding	Chair of Trustees
2020-2021	Jenn Plews (CEO)	Ann Wheatcroft Executive Director of Primary School Improvement	Bev Ashby	Helen Flynn

***Each school within Northern Star Academies Trust has a Designated Senior Leader and a team of trained DSLs.**

This policy is found on our Trust website and links are provided to relevant policy and procedure on the individual school's websites and paper copies are available on request from any of our schools.

Introduction

1. Northern Star Academies Trust (NSAT) is committed to Safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment.
2. NSAT aims to provide a caring, positive, safe and stimulating environment which promotes the social, emotional, physical and moral development of the individual child, and strives to ensure that every student in the Trust feels secure, well cared for, and able to reach their full potential.
3. It is the requirement of Northern Star Academies Trust that each individual school adopts, and meets the statutory compliance, of the Safeguarding requirements of their Local Authority. *Please refer to the Safeguarding Policy for each individual school for further details – available via the school website or by contacting the school office.*
4. In line with **Keeping Children Safe in Education, September 2020** and all other safeguarding legislation and DFE resources, NSAT has implemented policies and procedures which empower its academies to deal effectively with child protection and safeguarding issues, including tackling radicalisation and extremism, together with robust recording and monitoring processes.
5. NSAT and its Academies strive to ensure that consistent and effective safeguarding procedures are in place to support families, children and staff throughout the Trust. Through both compliances at local level and assuming strategic responsibility, NSAT ensures that safeguarding is of the highest quality.

6. NSAT's Safeguarding Statement applies to all schools to ensure the following aspects of safeguarding described in section 2 are securely in place across the Trust and all NSAT schools fulfil their statutory responsibilities in respect of safeguarding and promoting the welfare of children.

A summary of key emphasis in KCSIE 2020:

1. The need to consider mental as well as physical health of children and young people as introduced in the definition of safeguarding and promoting the welfare. The institution to be particularly aware that mental health problems in young people can be an indicator of abuse or neglect and that the mental health is a whole school and college responsibility.
2. Consider guidance on Child Criminal Exploitation including County Lines when making determining early help.
3. Governing bodies and trustees should have a senior board level lead to take overall responsibility for safeguarding arrangements.
4. Each school within the trust must have its own Child Protection policy reflecting local circumstances. There may be an over-riding child protection policy for the trust, but each school should have its own local version.
5. Schools should, where reasonably possible, have more than one emergency contact number for each student or pupil.
6. The guidance makes clear that the DSL must be from the school/college senior leadership team.
7. The DSL should consider sharing information with a new school/college in advance of a child/young person transferring in order to ensure that support is in place as soon as the child/young person arrives.
8. The role of DSL incorporates liaising with mental health leads and promoting educational outcomes by knowing the welfare, safeguarding and child protection issues.
9. At least one person conducting a staff recruitment interview must have completed safer recruitment training.
10. Specific reference is made to children who were formerly looked after children, with a reminder that these children remain vulnerable and that agencies should continue to work together to safeguard them.
11. The local authority has ongoing responsibilities for care leavers and DSLs should have the details of the appropriate personal adviser appointed to support the care leaver.
12. There is specific guidance on the use of "reasonable force" where necessary to safeguard children and young people.
13. Academy trusts and independent schools must check that members and trustees are not barred from taking part in the management of the school under section 128 Education and Skills Act 2008. Enhanced DBS checks on all members and trustees including the chair of the board of trustees should also be carried out.
14. School/college continue to be responsible for the safeguarding of a pupil/young person on their roll who has been placed with an alternative provision provider. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on those working at the alternative provision establishment.
15. The definition of peer on peer abuse to be understood and processes absorbed in the current child protection procedures to safeguard young people from harm through their peer's actions.
16. Further guidance on child on child sexual violence and sexual harassment (peer on peer abuse) is included.
17. The Data Protection Act 2018 and General data protection Regulation do not prevent sharing of information for the purposes of keeping young people and children safe.

Section 2

a. Culture & Climate

- Leaders and managers create a culture of vigilance where children's welfare is promoted and timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering or likely to suffer harm.
- There is a developed culture of listening to children, taking into account their wishes and feelings.
- There is an awareness that children with SEN and disabilities can face additional safeguarding challenges and additional barriers.

b. Policy & Procedures

- Each school has a Safeguarding and Child Protection policy which is reviewed annually and conforms to statutory requirements and contains specific Local Authority information. The policy is clearly dated, highlighting the timescale for review. The policy is publicly available via the school website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy.
- All schools take account of their local authority's procedures and practices established by the Local Safeguarding Children's Partnership and comply with any requests.
- There are clear arrangements for working together with other agencies and for sharing information with other professionals.
- There are clear procedures in place to handle allegations of abuse against children.

c. Staffing, Induction & Training

- Every member of staff has a collective recognition of the importance of providing an environment that helps children feel safe and respected, and a culture that encourages children to talk openly, and have the confidence they will be listened to.
- On induction staff are provided with:
 - Safeguarding and Child Protection Policy
 - KCSIE 2020: Part 1 & Annex A
 - Safeguarding Procedures (i.e. Lock Down, Fire Drill Procedures etc.)
 - NSAT Code of Conduct
 - Behaviour for Learning Policy
 - Safeguarding Response to children who go missing from education
 - The role of the designated safeguarding lead
- The Trust's Code of Conduct is in place in all schools which clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers.
- KCSIE 2020 refers to the Teaching Regulation Agency (TRA), which assumed the professional misconduct functions of the National College for Teaching and Learning (NCTL) on 1st April 2018. The TRA suggests educational establishment with safeguarding responsibilities, including via its teacher database pre-recruitment checks. Further details on TRA are included in Teacher Misconduct: "Discipline Procedures for the teaching professionals – updated in May 2020"
- All staff and governors undertake appropriate training and refresher training at the required intervals. Each school keeps up to date records of all staff safeguarding training including levels of training and dates. In addition, all staff receive regular (at least annually) safeguarding updates to provide them with relevant skills and knowledge to safeguard children. All adults know the indicators that may suggest a child is suffering, or is at risk of suffering harm.
- Schools provide appropriate supervision and support for staff who are working with children whose welfare is at risk.
- There are clear whistleblowing procedures and staff know how to make a complaint.

d. Designated Safeguarding Lead

- A senior member of the school's leadership team is designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work with other agencies. They have received appropriate training to equip them to fulfil the role. The role is explicitly stated in the role holder's job description.
- There is at least one alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role. The role is explicitly stated in the role holder's job description and they are trained to the same standard as the Lead DSL.
- Each Local Governing Body has a designated Safeguarding Governor.
- There is a designated teacher in each school to promote the achievement of children who are looked after who has the skills, knowledge and understanding necessary to keeping looked after children safe.

e. Safer Recruitment & Single Central Record

- The Headteacher and at least one Governor have completed safer recruitment training.
- Each school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.
- All safer recruitment checks are evidenced in the Single Central Record and this is checked regularly for accuracy.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with national and local Children's Safeguarding Partnership guidance.
- A member of the governing board (usually the chair) is nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher.

f. Audit, Reporting & Recording

- All NSAT schools have robust systems for recording and responding to safeguarding concerns. These systems are monitored and evidence of quality assurance activities by the safeguarding lead, for example audits of children's child protection files/records are retained.
- CPOMS is used to record and monitor and improve the effectiveness of safeguarding and regular training in its use is delivered within the Trust.
- The Designated Safeguarding Lead maintains:
 - a list of referrals made to the DSL and those that were subsequently referred to the LA, along with brief details of the resolution.
 - A list of all pupils who are open cases to children's services, social care and for whom there is a multi-agency plan.
- The Governing Body regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.
- A Safeguarding Audit is completed in line with local requirements and actions completed as a result.

g. Safeguarding Issues

- The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to take account of all possible safeguarding issues including Serious Violence, Child Sexual Exploitation and Preventing Radicalisation.
- All staff have an awareness of safeguarding issues that can put children at risk.

h. Pupils and Curriculum

- The teaching of safeguarding themes including E-safety takes place in each school through the provision of a broad and balanced curriculum.
- Adults understand the risks posed by the children's use of technology, including the internet to be bullied, groomed, radicalised or abused. The use of technology is overseen and immediate action is taken if concerns arise.
- Children are protected and helped to keep themselves safe from bullying, homophobic behaviour, sexism, racism and other forms of discrimination and discriminatory behaviours are challenged.
- There are arrangements to ensure that "pupil voice" is heard appropriately and children are able to articulate how to keep safe and can identify a trusted adult with whom they can communicate any concerns.

i. Attendance & Behaviour

- There are effective & efficient systems to monitor and improve attendance.
- Appropriate safeguarding arrangements are in place for children who are missing from home and/or education which comply with local arrangements.
- Behaviour & Physical Intervention Logs are kept and schools analyse patterns, review and evaluate provision, making changes as appropriate. Staff respond with clear boundaries about what is dangerous and acceptable and seek to understand the triggers for children's behaviour. Staff endeavour to use effective de-escalation techniques and create alternative strategies that are specific to the individual needs of the child.

j. Health & Safety

- The school keeps Accident Logs, analyses patterns and evaluates provision, making changes as appropriate.
- A Health and Safety report/ update is presented to the LGB on a termly basis for their scrutiny

Section 3

Northern Star Academies Trust will:

- Ensure that its Trustees and Central Executive Team have undertaken appropriate safeguarding training including Safer Recruitment Training.
- Monitor the quality of safeguarding practices and their impact on outcomes for children across the Trust and provide regular reports to the Chief Executive and the Board of Trustees.
- Ensure all schools complete an annual Safeguarding Audit to identify areas for development, best practice to share across the Trust and to ensure NSAT schools are not just compliant but aspiring to develop leading practice in this area.
- Ensure that the performance of vulnerable children is effectively monitored and that appropriate support is made available to those children who are at risk of achieving poor outcomes because they are the subject of a CAF (Common Assessment Framework) or Children's Social Care intervention.
- Report on the outcomes of vulnerable children who are in need, subject to Child Protection Plans or who are looked after.
- Liaise with local authority lead professionals for safeguarding, LSCPs, Ofsted, EFA and other agencies as required.
- Conduct a Quality Assurance Safeguarding Visit to all schools annually.

- Produce an annual Safeguarding Report for the Trustees with strengths and areas for development highlighted.
- Commission additional external challenge and support where appropriate to ensure academies meet their statutory responsibilities in respect of safeguarding and promoting the welfare of children.

Review of Policy

The policy will be reviewed on an annual basis.

Date of last approval/ revision	Updated September 2020 in line with updated guidance
Review internal	Annually
Approval/ Review Body	CEO/ Executive Team, Trust Board
Date of next review	September 2021
Public file location	Websites, Compliance Manager, Trust Staff handbook