

Overarching Safeguarding Policy

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“Learning together; to be the best we can be”

1. Scope

- 1.1. This overarching safeguarding policy has been developed and published to outline the Nexus Multi Academy Trust commitment to a best practice approach in safeguarding children and young people from harm.
- 1.2. Each constituent academy within Nexus will have its own Child Protection Policy, which will outline the roles, responsibilities and local procedures for acting quickly and confidently when a safeguarding issue/concern arises.
- 1.3. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.4. Our pupils' welfare is our paramount concern. Each local governing body will ensure that an academy within Nexus will safeguard and promote the welfare of pupils and work together with other agencies to ensure that the academy has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.5. Every one of our academies is a community and all those directly connected - staff members, governors, parents, families and pupils - have an essential role to play in making it safe and secure.

2. Ethos

- 2.1. We believe that all our academies should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of each individual child.
- 2.2. We recognise the importance of providing an environment within our academies that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.
- 2.3. We recognise that all adults within the academy - including permanent and temporary staff, volunteers and governors - have a full and active part to play in protecting our pupils from harm.
- 2.4. We will work with parents to build an understanding of the Trust's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3. The legal framework

- 3.1. Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
- 3.2. Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.
- 3.3. Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 3.4. All Nexus academies must also ensure compliance with the statutory guidance publication "Keeping Children Safe in Education".

4. Roles and responsibilities

- 4.1. As a MAT, Nexus has adopted the NHS Principles for managing quality, drawing on the RASCI descriptors:
 - 4.1.1. **R**esponsible - (Doer) - The team/person assigned to do the work. At Academy level, this will be the named Headteacher. The accounting officer (Chief Executive Officer) is responsible for provision Trust-wide, with Headteachers delegated responsibility for their academy and overseen by Local Governing Bodies. Predominately with regard to safeguarding children, this would be the academy designated safeguarding lead;
 - 4.1.2. **A**ccountable - (Buck stops here) - The team/organisation/person making the final decision with ultimate ownership. This is the Trust Board of Directors as a collective, discharged through their oversight of the accounting officer. The accounting officer is personally accountable to Parliament. With regard to safeguarding children in individual academies

this would be the Headteacher in agreement with the designated safeguarding lead;

4.1.3. **S**upporting - (Here to help) - The functional host team/person/organisation that will support the work. This typically refers to an academy workforce and/or the central MAT team;

4.1.4. **C**onsulted - (In the Loop) - The team/people/organisations that must be consulted before a decision or action is taken. Routinely this will relate to parents/carers and other key stakeholders. However, where a statutory process is in place then other key parties will be identified by the lead statutory agency e.g. in a case where a child is Missing from Education then the LA would need to be consulted. Local Governing Bodies may also fit into this descriptor in some capacity;

4.1.5. **I**nformed - (For Your Information) - The team which must be informed that a decision or action has been taken. This will typically refer to the wider school community. Local Governing Bodies and/or Local Safeguarding Children Board may also fit into this descriptor in some capacity.

4.2. The MAT has a published Scheme of Delegation which should be read in conjunction with the RASCI descriptors.

4.3. Every academy within Nexus must have a named lead person with overall responsibility for child protection and safeguarding, who is called the Designated Safeguarding Lead (DSL).

4.4. The DSL will be a member of the academy's senior leadership team. This person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

4.5. Each academy will also have named deputy DSL.

4.6. Every academy has a nominated "link" governor responsible for safeguarding to champion good practice, to liaise with the Headteacher and to provide information and reports to the governing body and into the Trust Board (usually via the work of the Standards Committee). The Trust Board also has a designated Director for Safeguarding.

4.7. The case manager for dealing with allegations of abuse made against academy staff members is the Headteacher. The case manager for dealing

with allegations against the Headteacher is the Trust Chief Executive Officer. The procedure for managing allegations is detailed in the Trust's "Responding to Allegations Against Employees" policy.

- 4.8. The Headteacher will ensure that the policies and procedures adopted by the Trust Board are fully implemented in their academy(s) and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 4.9. Local Governing Bodies are collectively responsible to the Trust Board for ensuring that safeguarding arrangements are fully embedded within the academy's ethos and reflected in the academy's day-to-day practice.
- 4.10. All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

5. Supporting children

- 5.1. Nexus Multi Academy Trust recognises that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our academy may be the only stable, secure and predictable element in their lives.
- 5.2. We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 5.3. Our academies will support all pupils by:
 - ensuring the content of the curriculum includes social and emotional aspects of learning;
 - ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
 - ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
 - providing pupils with a number of appropriate adults to approach if they are in difficulties;
 - supporting the child's development in ways that will foster security, confidence and independence;

- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

6. Child protection and safeguarding procedure

- 6.1. Each academy within Nexus Multi Academy Trust will have a structured procedure in line with their Local Safeguarding Children Board which will be followed by all members of the academy community in cases of suspected abuse.
- 6.2. The name of the DSL and Deputy DSL will be clearly advertised in the academy, with a statement explaining the academy's role in referring and monitoring cases of suspected abuse.
- 6.3. Each academy will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on their website.
- 6.4. Where a Headteacher has concerns about a pupil remaining safe in school (e.g. due to complex medical needs), they must follow the procedure outlined in appendix a, which works in conjunction with the DfE's statutory guidance for "Supporting pupils at school with medical needs" and section 3 of the Children Act (1989).

7. Record keeping

- 7.1. All child protection and welfare concerns will be recorded and kept in line with the Local Safeguarding Children Board guidance and other statutory guidance.
- 7.2. We will continue to support any pupil leaving the academy about whom there have been concerns by ensuring that all appropriate information, including

child protection and welfare concerns, is forwarded under confidential cover to the pupil's new setting as a matter of priority.

8. Safer workforce and managing allegations against staff and volunteers

- 8.1. We will prevent people who pose risks to children from working in our academies by ensuring that all individuals working in any capacity have been subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education. Please cross reference with each school's local safe recruitment procedure.
- 8.2. We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our academy.
- 8.3. Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- 8.4. We will ensure that at least one member of every interview panel has completed safer recruitment training.
- 8.5. We have a procedure in place to handle allegations against members of staff and volunteers in line with Keeping Children Safe in Education.

9. Staff Induction, Training and Development

- 9.1. All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education and other related policies.
- 9.2. The induction will be proportionate to staff members' roles and responsibilities.
- 9.3. The DSL will undergo updated child protection training every two years.

- 9.4. All staff members of the academy will undergo live safeguarding training (whole-academy training) which is regularly updated and at least every two years.
- 9.5. Staff members who miss the whole-academy training will be required to undertake other relevant training to make up for it, e.g. by joining another academy's whole-academy training.
- 9.6. The nominated link governor for safeguarding and child protection will undergo training prior to or soon after appointment to the role.
- 9.7. We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-academy training if it takes place during their period of work for the academy.
- 9.8. All academies will maintain accurate records of staff induction and training.

10. Confidentiality, Consent and Information Sharing

- 10.1. We recognise that all matters relating to child protection are confidential. The Headteacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 10.2. All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- 10.3. All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 10.4. All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 10.5. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

11. Multi-agency working

- 11.1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and Children's Social Care.
- 11.2. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 11.3. We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Local Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

12. Whistle-blowing and complaints

- 12.1. We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.
- 12.2. We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.
- 12.3. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.
- 12.4. We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

13. Site security

- 13.1. All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- 13.2. All academies check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the academy site. Any individual

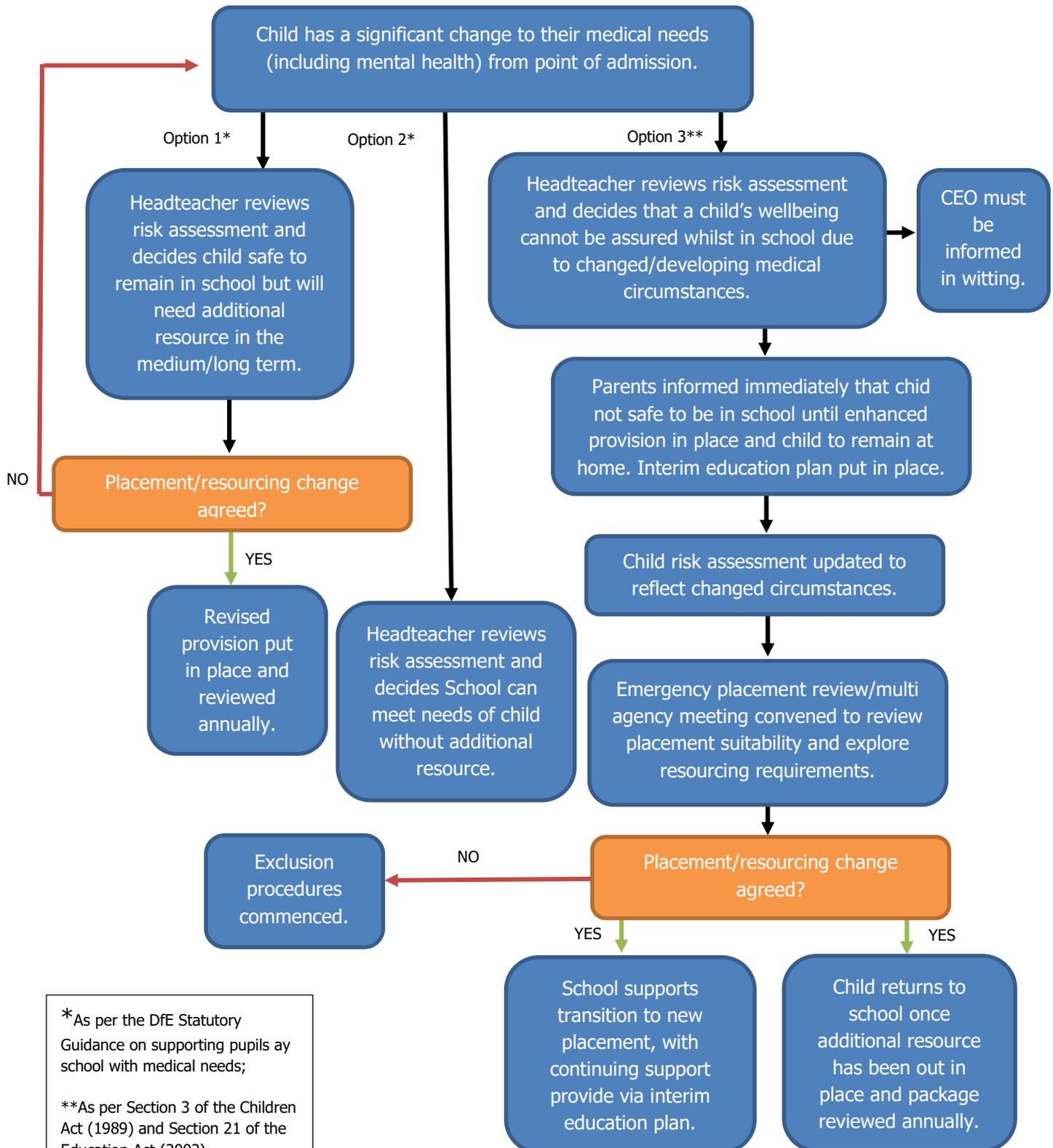
who is not known or identifiable will be challenged for clarification and reassurance.

- 13.3. The Trust will not accept the behaviour of any individual, parent or anyone else, that threatens academy security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the academy site.

14. Quality assurance

- 14.1. We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.
- 14.2. We will complete an audit of the academy's safeguarding arrangements at frequencies specified by the Local Safeguarding Children Board using the audit tool provided by them for this purpose.
- 14.3. An academy senior leadership team and the local governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

Decision making process map where there are concerns about a child's wellbeing at school due to their medical needs



*As per the DfE Statutory Guidance on supporting pupils at school with medical needs;
 **As per Section 3 of the Children Act (1989) and Section 21 of the Education Act (2002)