



Minerva
Learning Trust

Safeguarding and Child Protection Policy
2019-2020

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Changes to this edition

First edition

1. Introduction

- 1.1 Minerva Learning Trust (the Trust), all its employees and volunteers, are committed to promoting the welfare of all children and young people.
- 1.2 This policy reflects its responsibilities in ensuring all members of the Trust create a safe environment within which children and young people can learn. The aim of this policy is to ensure appropriate and relevant safeguarding measures are in place in order to promote students' safety, wellbeing and health by fostering an honest, open and caring climate in all areas of our organisation.
- 1.3 Everyone in Minerva Learning Trust shares an objective to help keep children and young people safe by:
 - Protecting children and young people from maltreatment
 - Providing a safe environment for children and young people to learn in educational settings
 - Preventing impairment of a child's health or development
 - Identifying children and young people who are suffering, likely to suffer, or at risk of harm and taking appropriate action to ensure they are safe at home and at school
 - Safeguarding children's personal and emotional wellbeing and mental health
 - Maintaining public trust in the teaching profession
- 1.4 All education settings within Minerva Learning Trust must have systems in place designed to:
 - Prevent unsuitable people working with, or coming into contact with, children and young people within the setting of regulated or unregulated activity
 - Promote safe practice and challenge poor or unsafe practice
 - Identify instances in which there are grounds for concern about a child's welfare and take timely and appropriate action to keep children safe
 - Contribute to effective partnership working between all those involved with providing services for children
- 1.5 This policy is part of Minerva Learning Trust's suite of safeguarding policies and is supported by the following guidance:
 - Keeping Children Safe in Education 2019
 - Section 11 of the Children act 2004 and the associated guidance 'Working Together to Safeguard Children 2018'

- Section 175 of the Education Act 2002
- Section 5B of the Female Genital Mutilation Act 2003
- Section 26 of the Counter Terrorism and Security Act 2015
- The Prevent Duty 2015
- Relationships Education and Sex Education (RSE) and Health Education 2019
- Voyeurism (Offences) Act 2019

1.6 It should also be read in conjunction with other Trust and school related policies including:

- School Safeguarding and Child Protection Policy
- School Behaviour & Anti Bullying Policy
- School RSE Policy
- School Educational Visits Policy
- School SEND (Special Educational Needs and Disability) Policy
- Trust Behaviour Principles
- Trust SEND Policy
- Trust Health & Safety Policy
- Trust Recruitment and Selection Procedures
- Trust Whistleblowing Policy
- Trust Dealing with Allegations of Abuse Against Teachers and Staff Policy

2. Purpose and Rationale

- 2.1 Minerva Learning Trust has a duty of care to protect children and young people from abuse and exploitation and to share any concerns about an individual child's welfare with the appropriate safeguarding partners. The Trust sustains that safeguarding and child protection as a priority through the strategic coordination of policy and practice through the Trust's Standards Committee and under the leadership of Designated Safeguarding Leads across the Trust schools who work in partnership with each school's Local Governing Body.
- 2.2 Child abuse is any act by another person – adult or child - that causes significant harm to a child. It can be physical, sexual, emotional or as a result of neglect. As such, there are four elements to the Trust's Safeguarding and Child Protection Policy:
1. Prevention – Positive, supportive school atmosphere, teaching and pastoral support, safer recruitment practices, SMSC and RSE education
 2. Protection – Following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns, that clear systems of internal information sharing and record keeping are in place
 3. Partnership – Working closely with the relevant Local Authority Safeguarding partners, external agencies and parents/carers
 4. Support – Provide support to students, school staff, children who may have been abused or harmed or are in other ways vulnerable
- 2.3 This policy applies to all staff, Members, Trustees, members of Local Governing Bodies, volunteers or visitors to any Trust school or other Trust premises. This policy will be made available publicly for parents and other stakeholders to be fully aware of.

3. Safeguarding Procedures

3.1 In accordance with the Statutory Guidance 'Keeping Children Safe in Education', June 2019 the Trust will:

- Appoint a Trust Board member as the Trust Safeguarding Link who will create effective links and lines of communication between Trust central staff, and Local Governing Body designated Safeguarding Governors
- Facilitate an annual external safeguarding audit of all school within the Trust to ensure compliance to Trust and statutory guidelines
- Ensure that the Trust has an appropriate Safeguarding and Child Protection Policy in place which provides overarching guidance upon which each school's Safeguarding Policy is written
- Ensure that each school within the Trust has an appropriate Safeguarding Policy in place which links to the Trust's and the relevant Local Authority Safeguarding Children Board's overarching safeguarding expectations
- Ensure that the Safeguarding and Child Protection policies of the Trust and each individual school are reviewed and published annually
- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure that all children and young people know there are adults in the school whom they can approach if they are worried or are in difficulty
- Include curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and develop resilience
- Ensure every effort is made to create effective working relationship with parents, carers and other agencies
- Ensure that staff are aware of how and when to act on concerns and that they work in a safe and appropriate manner at all times
- Ensure staff are updated on Keeping Children Safe in Education guidance through delivery of annual safeguarding training for all staff and sign to say they have read Part 1 of the guidance
- Ensure each school has an identified and appropriately trained Designated Safeguarding Lead (DSL) in place and that the relevant training is up to date

3.2 Headteachers and school DSLs must ensure that the school level Safeguarding Policy includes the following information:

- The name of the DSL who has designated responsibility for safeguarding within the school. This must be a member of the school's Senior Leadership Team
- The name of the school's Deputy DSL(s) and information on cover arrangements to ensure qualified and trained personnel are always on duty during term time
- The name of the Governor with designated responsibility for safeguarding
- Name of the Local Authority and details of the relevant Local Authority Safeguarding team
- The name of the Designated Officer (formerly called the LADO)

- Details of school procedures and systems for:
 - Referring concerns about children or young people at risk and children in need
 - Referring allegations, including those about a member of staff or volunteer
 - Statutory duties such as reporting FGM or CSE
 - Updating and training staff on safeguarding issues relevant to the school with clear guidance about actions, procedures and responsibilities

- Information and guidance on identifying and dealing with all of the following safeguarding issues:
 - Different types of abuse; physical, emotional, sexual, neglect
 - Domestic abuse
 - Online abuse
 - Child Sexual Exploitation (CSE)
 - Child Criminal Exploitation (CCE)
 - Bullying
 - Child trafficking and modern slavery
- County Lines
- Peer on Peer Abuse
- Up skirting
- Prevention of radicalisation and extremism
- Details on how to report instances of bullying, attendance concerns or physical interventions with a child that have taken place
- Sufficient contact details to make the policy work
- Details of designated people with responsibility for health and safety and for educational trips and visits

3.3 An individual member of the Local Governing Body should be designated as the school's safeguarding Governor. The safeguarding Governor will champion issues to do with safeguarding and child protection within the school, liaise and meet with the DSL, conduct relevant school visits and provide relevant information and reports to the Local Governing Body at least twice per year.

3.4 Each school is expected to contribute towards inter-agency working with its Local Safeguarding Children Board. Working Together (2018) makes it clear that schools belonging to Multi-Academy Trusts should be fully engaged, involved and included in all local authority arrangements by building working relationships and maintaining routine contact rather than communication only in the event of a concern.

3.5 All schools will comply with the statutory training requirements and Trust induction requirements, ensuring they are in line with the relevant Local Authority's advice and guidance:

- The School's Headteacher and the Trust's CEO is responsible for ensuring this training is undertaken by all staff

- A member of the school's Senior Leadership Team and the Trust's Executive Leadership Team is designated to take the lead responsibility for dealing with safeguarding and child protection and act as the DSL
- The school's Headteacher is responsible for ensuring suitably trained designated safeguarding colleagues are always available during term time, with adequate coverage from relevant personnel during the school holidays
- The DSL and designated safeguarding deputies should be trained to the same level. This training should be refreshed every two years, with frequent updates through bulletins, training events, conferences, networking
- The DSL will undertake additional Prevent training and will disseminate this training to other members of schools staff regarding the protection of children from the risk of radicalisation.
- All Trust and school staff and volunteers should undertake appropriate training which is regularly updated (at least every two years). In addition, staff should receive regular safeguarding and child protection updates at least termly.
- New staff and volunteers who work with children and young people should receive mandatory safeguarding training as part of the Trust or school's routine induction process. The induction training should include the following elements:
 - The Trust and school safeguarding and child protection policies
 - The safeguarding procedures specific to each school
 - The identity and role of the DSL as well as the identity of the designated deputy safeguarding leads
 - Keeping Children Safe in Education; specifically, Part 1 of the guidance
 - Contextual information and response to disclosure or suspicion of; the different types of abuse, CSE, FGM, Prevent, Peer on Peer abuse, 'County Lines' criminal exploitation of children (all of which should be made explicit within the school level Safeguarding Policy)
 - The school's staff code of conduct; including whistleblowing, the acceptable use of ICT and online safety
 - The school's behaviour policy and the use of reasonable force within it
 - The safeguarding response to children who go missing in education

3.6 Children with SEND are three times more likely to be abused by their peers than other children. All members of the Trust must be alert to the additional challenges for children with SEND including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not their SEN or disability
- A higher risk of peer group isolation
- Disproportionate impact of bullying
- Difficulties in communicating issues or concerns

4. Safer Recruitment Practices

4.1 The Trust ensures that all measures are applied in relation to everyone who works in the Trust. Safer recruitment practice includes vetting applicants' suitability to work with children. Prior to appointment this includes:

- Obtaining a separate barred list check if the applicant is to be involved in unregulated activity
- Obtaining via the applicant an enhanced DBS certificate
- Verifying identity and academic or vocational qualifications
- Verifying the right to work in the UK
- Obtaining at least two professional references, one of which must be the applicant's current or most recent, employer
- Ensuring applicants for teaching posts are not subject to a prohibition order
- Checking that a person taking up a management position is not subject to a 128 direction from the Secretary of State
- Making further checks if the person has lived or worked outside of the UK
- Ensuring that a candidate has the health and physical capacity for the job
- Ensuring that at least one member of the interview panel has undertaken safer recruitment training either online or by attending other appropriate local or national training
- Ensuring that all staff are expected to disclose any convictions, court orders and warnings that might affect their suitability to work with children. This applies during the time of recruitment but also throughout a person's employment within the Trust
- Ensuring safer recruitment training of relevant staff is kept active and up to date
- All recruitment within the Trust and the school is carried out in line with Safer Recruitment practices and the Trust's Recruitment and Selection Policy
- Ensuring a Single Central Record (SCR) is held centrally by every school and has a nominated person in charge of it
- Ensuring the SCR kept up to date with details of staff who have undertaken Safer Recruitment Training

5. Roles and Responsibilities

5.1 The Headteacher has the following roles and responsibilities under this policy:

- Developing, implementing and training staff in the use of the school's Safeguarding Policy under direction set out in this policy
- Ensuring sufficient time and resources are allocated to enable the DSL and other staff to execute their safeguarding responsibilities and duties
- Develop and strengthen local safeguarding partnerships
- Ensuring suitable internet filtering is in place to restrict children's access to unsafe material
- Developing and implementing an Online Safety Policy and implementing the Trust's Acceptable User Policy
- Ensuring all staff are aware of the safeguarding responsibilities and efficient and effective procedures are in place for staff to pass on concerns and disclosures
- A designated member of staff is in place for Children Looked After and those post CLA
- Notifying the CEO and Headteacher, by telephone or email, within 24 hours of any of the following:
 - Receipt of any safeguarding related complaint made to Ofsted or directly to the school
 - Any serious safeguarding incidents that have been escalated to external authorities which may bring the School/Trust into the media spotlight
 - Before taking the decision to permanently exclude a student
 - Before reporting a safeguarding concern about a member of staff to the Local Authority Designated Officer
 - Any incident for which the School's Critical Incident Plan may need to be implemented
 - Ensuring all recruitment procedures comply with statutory requirements and that all necessary checks are completed prior to appointment
 - Including curriculum activities and opportunities for safeguarding education of students through a comprehensive PSHE/SMSC curriculum
 - Ensuring appropriate checks and safeguarding visits are in place for all students placed in alternative provision or for providers of unregulated activities, either on or beyond the school site.

5.2 The Designated Safeguarding Lead (DSL) has the following roles and responsibilities under this policy and as set out in Annex B of 'Keeping Children Safe in Education' 2019:

- Provision of information to the Trust, LGB and local authority safeguarding partners
- Liaison with the Trust and the local authority on any deficiencies brought to the attention of the trust and how these should be rectified without delay
- Referral of cases to the appropriate external agencies without delay
- Working in collaboration with external partners on the provision of early help
- Provide training, advice, information and support for school staff and parents/carers
- Having a working knowledge of how the relevant local authority conducts child protection case conferences, attending and contributing where necessary
- Ensuring all members of school staff and volunteers has access to and understands the Trust and school's safeguarding policy
- Conducting new staff safeguarding inductions
- Keeping detailed, accurate and secure written records of concerns or referrals
- Obtaining access to resources and training for all staff and attending higher level refresher training every two years
- Ensuring safeguarding and child protection information is passed on to the next educational institution at the point of transition
- Maintaining and monitoring child protection records and acting upon concerns where necessary and appropriate.

6. Safeguarding in the Curriculum

6.1 The Core Curriculum of each school should address the following through its PSHE/SMSC/wider curriculum offer:

- Bullying/Cyberbullying
- On-line safety
- Diversity issues – Forced marriage, Honour Based Violence, FGM
- Domestic violence, drug and alcohol abuse
- Extremism, radicalisation
- Sexual exploitation – grooming, sexting
- Promoting safe and respectful relationships
- Health education
- Child Criminal Exploitation and gang violence

6.2 Enrichment activities provided by each school should adhere to the following:

- Where the Trust or school provides services or activities under supervision or management of Trust/school staff then the Trust's and school's Safeguarding and Child protection policies apply.
- Where services or activities are provided by another body, the Trust will seek assurance in writing that the body concerned has appropriate policies in and checks in place to safeguard and protect children. It is the responsibility of the individual school to obtain this information.

6.3 Work Experience provides a number of benefits for children and young people. Each individual school should ensure that the appropriate risk assessments and health and safety checks are in place to ensure the student's safety and wellbeing.

7. Accountability

7.1 Headteachers hold delegated responsibility for discharging the compliant implementation of all Trust policies. Headteachers should inform the Chief Executive officer of all matters relating to serious breaches of this policy including any major incident to be addressed under this policy promptly, preferably prior to action being taken in so far as is reasonably practicable.