



NSAT Safeguarding Strategy: 2021-22



skipton girls' high school
an engineering academy



STARBECK
PRIMARY ACADEMY



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Introduction

Collectively, Northern Star Academies Trust shares a vision to nurture learning in a sustainable environment so that our whole community can thrive, aspire, and succeed.

Northern Star Academies Trust believes that a child or young person should never experience abuse of any kind. We have a responsibility to promote the welfare and health of all children and young people and to keep them safe and free from harm. Safeguarding is a range of activities undertaken by everyone to hold the fundamental right of every adult and child to feel **SAFE**.

Strategy Principles

This is Year One of the NSAT Strategic Safeguarding Strategy. It is based on three overarching principles which we believe are realistic, achievable, and measurable:

- The Trust Safeguarding culture is underpinned by operational consistency, continuous improvement, and robust communication.
- A workforce that understands abuse against children, young people, and vulnerable adults in all its forms and is equipped to respond in a timely, appropriate, sensitive, and appropriate manner
- The voice and experience of the child, young person and vulnerable adult is central to the work we do to uphold strong safeguarding standards across our Trust Partnership. We will promote, hear, and learn from stakeholder groups which in turn will inform our responses and policies.

Priorities for the Autumn Term 2021: The following priorities have been drawn from Trust Executive quality assurance evaluation and the national agenda:

- **Sexual Violence and sexual harassment** - school's response to such incidents will be highly responsive and very well informed by current research and evidence
- **Safeguarding systems, processes, and procedures** - reporting, monitoring and evaluation will show consistent and effective practise across all NSAT schools
- Evaluating the effectiveness of Trust schools **E-safety** - this will be integral to the work we are launching on our Digital Strategy.

Additionally, focus work will continue, ensuring all NSAT schools and LGBs are fully prepared and ready for an **Ofsted Inspection of Safeguarding**.



Objectives: The objectives and actions set out below support the delivery of our Safeguarding vision and strategy:	
Operational Consistency	
Actions	
1.	The Trust-wide Safeguarding and Child Protection Policy (implemented Sept 2021) acts as the ‘single source of truth’ and foundation stone of all Trust safeguarding practice. All school-centred policies will clearly and overtly align with this and our Trust Safeguarding Strategy, by the end of the academic year policy cycle. We will conduct a desktop QA analysis of each schools Child Protection related policies to support this process – ensuring that policies are fit for context and phase of education.
2.	Appoint a Trust DSL Lead – for the duration of the 2021-2022 academic year we have appointed Gary Crompton (Director of Inclusion & Wellbeing) as the interim Trust DSL Lead.
3.	We will further develop a Trust-wide Quality Assurance approach, to include: SCR reviews, Safeguarding Spotlights on topical and relevant issues, Incident reviews, Site Learning walks, review of annual statutory audits, policy, and procedures (setting and phase specific), staff safeguarding training, updating and record-keeping.
3.	Develop and implement standardised operating forms/ pro-formas (e.g., <i>Low Level Concerns about staff Form, Student Disclosure Form</i>) in consultation with the Trust DSL group.

Trust-wide Communication	
Actions	
1.	Establish a Trust-wide DSL Supervision Network (once a half term meetings) to: share practical advice and experiences, learn from each other, and provide opportunities to talk, listen and reflect. The Lead DSL will also focus time on exploring Serious Case Reviews and thematic topics. <i>The finish line for us as a Trust is after we have had time to carry out reflective practice.</i>
2.	Make explicit the Trust Safeguarding escalation and Safeguarding Leadership structures. Communicate the trigger points that require a school to escalate Safeguarding/CP cases to Trust Lead DSL (Gary Crompton) and Safeguarding Allegations made against staff to the CEO (Jenn Plews).
3.	NSAT Lead DSL to conduct an evaluation of current safeguarding systems, process, and arrangements to ensure we: <ul style="list-style-type: none"> ○ Consistently and accurately report



	<ul style="list-style-type: none"> ○ Maximise our safeguarding software platform ○ Effectively use data to manage our responses ○ Support effective and robust multi-agency partnerships
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Continuous Development	
Key Questions:	
<ul style="list-style-type: none"> ● How consistent is our whole Trust approach to staff training and updating? ● How do NSAT schools evidence staff understanding of child protection and safeguarding? ● How well do we have reflective learning across the Trust Partnership? 	
Actions	
1.	Gap analysis audit – across the Trust Partnership where do we have a strength of knowledge and where do we have gaps in knowledge and understanding?
2.	We will make sure we have the right training in place for the right people: <ul style="list-style-type: none"> ○ Deliver Andrew Hall specialist training to NSAT DSLs, Headteachers, Executive School Improvement (Autumn 2021) – from this, develop wider programme of Safeguarding CPD, as part of the NSAT Career Entitlement Programme. ○ Enable DSLs to benefit from NSPCC Supervision Training.
3.	Develop Trustee and Governor Board knowledge through the Safeguarding/SEND Governor Trust Network (once a term meeting) – delivering statutory and bespoke training and development. Identify gaps in knowledge to inform future professional development.

Governance and Accountability	
<p><i>‘The Board of Trustees are responsible for facilitating a whole trust approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy’</i> DfE Governance Handbook 2020.</p>	
Actions	
The NSAT Safeguarding Strategy will be fully supported by the Trust Governance accountability and assurance framework.	
1.	The appointed NSAT Safeguarding Trustee will meet with the CEO and Trust Lead DSL on a half termly basis. Following this, a termly report to Trustees Board is presented for scrutiny.
2.	The Education and Standards Trustee Committee will have oversight of the NSAT Safeguarding Strategy and review, support and challenge the priorities of the Executive Safeguarding team.



3.	The Audit and Finance Committee of the Board of Trustees will help to ensure Board level oversight and necessary knowledge and involvement. The Committee meets once a term and receives risk mitigation progress reports and updates, including safeguarding Health and Safety risks and compliance.
4.	Link Safeguarding Governors will conduct a school visit at least once a half term and will formally produce a written assurance report to the full LGB once a term. The Trust Lead DSL will support school DSLs with this visit.

Communication: Trigger points

The following trigger points relating to child protection and pupil safeguarding require DSLs/ Headteachers to notify the NSAT DSL Lead (Gary Crompton). This allows Gary to offer support and supervision, be a listening ear, offer further advice and guidance, confirm, and support a decision. The Lead DSL role is not to take over or do the job of the school DSL.

This process is a critical element of our Trust Partnership assurance process and supports the organisation in developing consistency, continuous development, and communication.

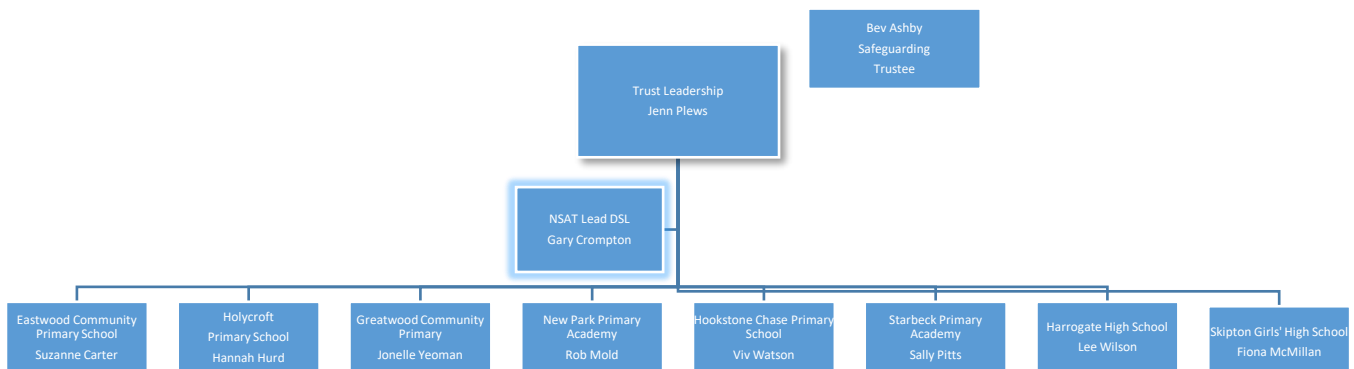
*We ask that DSL's both email and phone Gary when escalating a case Email: Cromptong@nsat.org.uk Tel:	
Child Protection Cases (Live)	Peer on Peer Abuse
Child Sexual Exploitation	Sexual Harassment
Child Criminal Exploitation (inc County Lines)	Female Genital Mutilation
Police involvement	School Escalation to the LA Safeguarding Board
Historic cases (requests made from multi-agency)	Attempted suicide
Parent/ Carers complaints of a safeguarding nature	LA contact with school about a Safeguarding Complaint to Ofsted



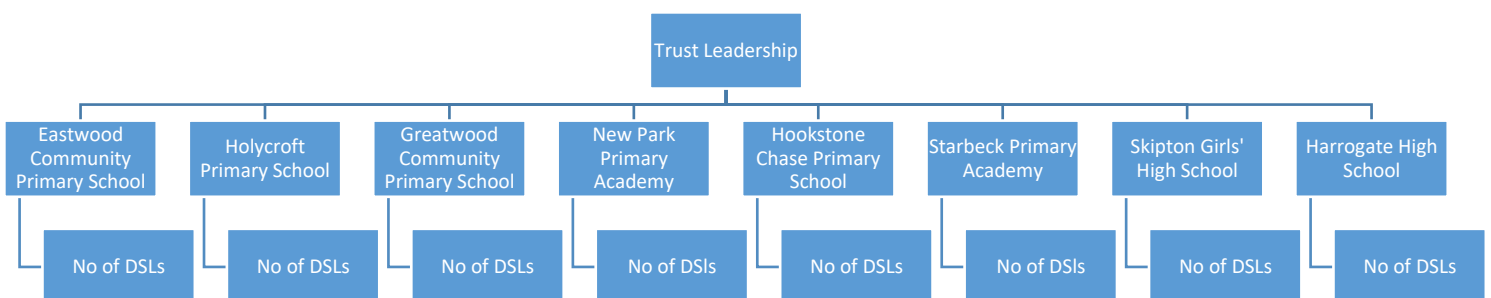
Appendix: Safeguarding Operational Structure

The Trust will provide robust leadership and accountability for Safeguarding at every level, within and across the organisation.

NSAT Strategic Safeguarding Leadership Structure (Vertical Leadership)



NSAT Strategic Safeguarding Leadership Structure (Horizontal Leadership between Trust DSL)



Appendix: Safeguarding Trustee Role Description

Safeguarding Trustee Role Description

The purpose of the Safeguarding Trustee role is to enable Trustees to:

- ensure compliance with statutory safeguarding requirements
- obtain assurances that a Trust-wide approach to safeguarding is being implemented effectively
- effectively hold the Trust Executive team to account for safeguarding in NSAT's schools

As with all aspects of governance, the role of Trustees is a strategic one. Link Trustees do not get involved in the day-to-day operations of the Trust or its schools.

The appointed Trustee should take the lead on safeguarding. However, the Board of Trustees retains collective responsibility for safeguarding procedures across the Trust. All Trustees should undertake safeguarding training so that everyone has the knowledge and information needed to perform their functions and understand their responsibilities.

Safeguarding Trustee duties

Work with Designated Safeguarding Lead (DSL)

The DSL is a senior member of the NSAT Executive who takes responsibility for safeguarding and child protection. The safeguarding Trustee is the board's main point of contact with the DSL and so they should:

- ✓ build an effective relationship with the DSL that allows for appropriate support and challenge
- ✓ arrange monitoring visits with the DSL to learn about the Trust's context and how this influences the approach to safeguarding
- ✓ through discussion with the DSL (and other stakeholders within the Trust community), understand the Trust's safeguarding strengths and areas for development
- ✓ meet with the DSL half-termly to discuss (without specific pupil details) any safeguarding incidents; conversation should be around the suitability of policies and whether any amendments are necessary



- ✓ use meetings and visits with the DSL to monitor progress on any strategic safeguarding priorities
- ✓ ensure the DSL has received the training they need and is well supported to carry out their role
- ✓ talk to the DSL about staff safeguarding training, seeking assurance that staff are up to date with policy and practice and know what steps to take if they have concerns about a pupil

Understand how safeguarding works in practice

The safeguarding Trustee should be aware of the legal duties that the Trust and its schools must comply with to keep pupils safe. It's also important to build an understanding of how safeguarding procedures work in practice. This should focus on:

- ✓ reading and understanding [Keeping Children Safe in Education](#) (KCSiE)
- ✓ building a knowledge and understanding of the Trust's safeguarding policies and procedures, ensuring these are effective, regularly reviewed and updated
- ✓ observing (through arranged visits via the Trust Leader/DSL) how the culture of safeguarding is working within the Trust
- ✓ understanding how safeguarding is built into the curriculum and how pupils are taught about staying safe (including online safety)
- ✓ using any safeguarding assessments or audits (sometimes conducted by local authorities) to help ascertain the robustness of safeguarding procedures and systems
- ✓ using data (often supplied within DSL/CEO safeguarding reports) to spot trends

Report back to the board and keep them up to date

As the board's specialist on safeguarding and child protection, the safeguarding Trustee should:

- ✓ stay up to date on relevant guidance and policy (including local guidance), ensuring the board are made aware of any changes to their safeguarding responsibilities
- ✓ report to the Board following monitoring meetings
- ✓ ensure safeguarding is given suitable coverage and prominence within the Board's strategic discussions
- ✓ feed safeguarding into Board discussions, ensuring that decision-making is based on a sound understanding of both the legal requirements and Trust procedures and culture



- ✓ ensure that the results of safeguarding audits are shared with the Board, and any concerns addressed support the Board’s oversight of the Trust’s single central record (via DSL reports/meetings – not through directly administering the record).

Title of Report:	Report of Safeguarding Trustee
Prepared by:	
Date	Autumn/Spring/Summer term

Purpose of the Report and Action(s) Required
<p>The purpose of this report is to update the Board on the work of the Safeguarding Trustee through the last term.</p> <p>The Board is recommended to NOTE and COMMENT ON the contents of this report.</p> <p>NB: data regarding exclusions and safeguarding incidents will be reported via the CEO Report to Trustees</p>

✓

✓

Number and focus of meetings with Trust Leader/Executive/Central staff since last Board meeting
Summary of activities undertaken during term
Key points identified– e.g., lessons learned, areas to scrutinise in further detail, patterns emerging in incidents



Challenges, questions, or training/information for Trustees to follow-up	
Actions identified for Executive Team or Trustees (with proposed timings for actions/ how actions will be monitored)	
Outline plans for next term (e.g., dates/focus of meetings)	

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