



## **Safeguarding Strategy**

## Introduction

Soke Education Trust is committed to ensuring safe and secure provision for children. Underpinning our strategy are our vision and values.

**HOW DO WE LIVE OUR VALUES?**

- Collaborative**  
Together, we find the best way to be more efficient, support our objectives and reduce workload. Our Partnership Contribution and Pooled Reserves support equity across our schools, regardless of size or context.
- Inspiring**  
We are creative and look for opportunities such as new initiatives and projects, professional development, internal promotion for our people and aspirational opportunities for children and employees.
- Professional**  
We set high standards and our values are shared and modelled throughout SET. We avoid negative competition and celebrate each school's strengths.
- Nurturing**  
Our shared curriculum approach ensures children develop important skills, knowledge and understanding of different concepts. Our curriculum vision helps children to Strive for high achievement, Explore the world they live in and empower them to Transform their life opportunities. We nurture our people by providing high quality, enjoyable and relevant professional development and consider wellbeing and workload.
- Honest**  
We are committed to open, regular and honest communication so that everyone can feel part of our organisation. Our approach to monitoring is transparent and supportive and focused on helping individuals to improve and grow.

Our Safeguarding Strategy is designed to create a culture of vigilance where children's welfare is promoted and where timely and appropriate safeguarding action is taken for those who need extra help or who may be suffering or likely to suffer significant harm. It should be read in conjunction with the following statutory guidance for school and colleges from The Department for Education's (DfE) and our own policies including:

- 'Keeping children safe in education' July 2015, which sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children.
- 'Working together to safeguard children' March 2015 which applies to organisations and professionals who provide services to children.
- 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, Revised July 2015.
- Disqualification under the Childcare Act 2006. Statutory guidance for local authorities, maintained schools, independent schools, academies and free schools', DfE, Feb 2015
- Recruitment and Selection Policy
- Safeguarding & Child Protection Policy

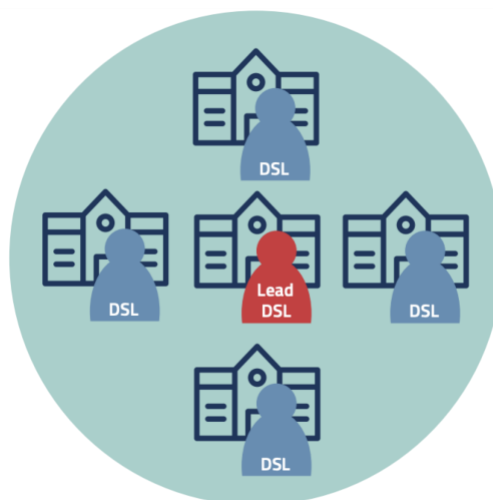
In the course of our work, we highlight that everyone who comes into contact with children and their families has a role to play in safeguarding children.

### Strategic Aims

- Develop and continuously refine rigorous quality assurance, accountability and effective reporting procedures
- Develop expert safeguarding practitioners
- Strengthen the culture of safeguarding through a child-centre approach

### Safeguarding Systems

At Soke Education Trust we have adopted a Dual-Role Safeguarding model. In this model safeguarding is a focus at both Trust and school level. Safeguarding procedures are strategically enhanced by nominating a lead DSL for the Trust, with schools retaining their own local DSL/DDSL. The Trust nominates a link Trustee alongside a link Local Governor for every school. This model allows us to have a consistent approach for implementing safeguarding procedures, recording, tracking and analysing of data and trends. The Trust can also provide support to those who carry out this important role through the Safeguarding Network.



The Dual-Role Safeguarding model ensures that leaders are challenged and supported to continually improve and refine practice, and that they can be confident and assured of the safeguarding systems across all our schools. It ensures that practice in all settings is of an equal and consistently high standard and that processes are regularly and systematically audited to enable timely identification of areas requiring development.

In our model, school DSL/DDSLs form a key part of the wider safeguarding system for children. The School Designated Safeguarding Lead will usually decide whether to make a referral to children's social care based on local knowledge, but it is important to note that any staff member can refer their concerns to children's social care directly and the School DSL may contact the Trust DSL for additional support.

To ensure success and a holistic approach to safeguarding arrangements, the Trust will implement a consistent approach to safeguarding by :-

- Implementing the same system for recording concerns - My Concern
- Implementing a Trust level SCR - Sentry - and ensuring it complies with relevant legislation
- Ensuring all children and learners feel safe through a child survey
- Share new guidance/legislation across the organisation
- Represent the Trust at Strategy/Conferences if required.
- Audit safeguarding arrangements in all schools on a regular basis
- Sign post training opportunities across the Trust
- Update policies in line with new legislation and annually
- Form a Safeguarding DSL Network across the Trust
- Track and monitor the number of vulnerable children across the trust and the number of referrals.
- Track and monitor the number of Looked After Children across the trust, review funding/provisions and Early Help Assessments
- Monitor training and ensure all Designated Safeguarding Leads are up to date with training requirements
- Check the Single Central Record (SCR) and Personal files on a frequent basis to ensure preemployment checks are rigorous, in line with legislation and that the Single Central Record (SCR) is compliant.
- Nominate a Trust DSL who will act as the system leader for Safeguarding and be available for support and advice for a particular case or for staffing concerns.
- Ensure clear, effective arrangements for staff development and training is in place with respect to the protection and care of children and learners.
- Analyse data and share this with Trustees, taking appropriate action with schools according to trends.

At school level our approach will:

- Ensure that a Designated Safeguarding Lead (DSL) and a Deputy (DDSL) is in place. The lead will be a member of Senior Leadership Team. The role will be explicit in their job description.
- Ensure cover for the Designated Safeguarding Lead in their absence.
- Ensure the DSL and DDSL complete training & refreshers as required.
- Deliver Safeguarding training every year for all staff, making sure staff sign to say they have attended. Any staff absent must have a 'catch up' session.
- Ensure a rigorous Induction Programme in place
- Ensure the DSL and Deputy have attended PREVENT training
- Ensure the DSL/Deputy have delivered the PREVENT training to all staff
- Have a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism through a detailed curriculum and PSHE programme.
- Ensure at least one member of staff has completed the 'Safer Recruitment' training and sits on the interview panel.
- Ensure there is a thorough Safeguarding CPD programme in place for all staff
- Ensure a referral system is in place to record all concerns for vulnerable pupils.
- Create a vulnerable pupil data base that is communicated to staff and ensure this is updated
- Ensure the school has a multi-agency approach to safeguard pupils and that staff are aware of Early help.
- Ensure all children feel safe and have trusted adults with whom they can share any concerns. This should be evidenced through the regular pupil questionnaires and through the pupil voice.

- Written records are made in a timely way and held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
- Leaders and staff make clear risk assessments when required and ensure they are reviewed regularly, including for alternative provision
- Ensure staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements.
- Create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level
- Ensure the application and effectiveness of safeguarding policies and safer recruitment
- Health provisions and First Aid protocols are in place.
- The setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, homophobic and racist language
- Children are able to understand, respond to and calculate risk effectively
- Staff understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe
- Oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviour
- Appropriate arrangements are made with regards to health and safety to protect staff and learners from harm
- Adhere to all policies and procedures
- The setting’s premises provide a safe learning environment with secure access.
- A DSL/DDSL attends the Trust’s safeguarding Network.

