

HADRIAN LEARNING TRUST

Governance of safeguarding and student wellbeing

Membership

The group shall consist of at least one non-staff trustee (the designated trustee with responsibility for safeguarding) and the Executive Headteacher. Other individuals, such as the Designated Safeguarding Leads, may attend meetings by invitation.

Quorum

N/a

Clerk

To be appointed by the group.

Frequency of Meetings

One per term covering each school.

Terms of reference

1. Advise the Trust Board on pertinent issues arising from the committees' monitoring of safeguarding and student wellbeing.
2. Ensure that the Trust and its schools adheres to the statutory guidance, Keeping Children Safe in Education, covering:
 - Safeguarding information for all staff
 - The management of safeguarding
 - Safer Recruitment
 - Allegations of abuse made against teachers and other staffand ensure that the schools have regard to the guidance set out in Working Together to Safeguard Children and the Prevent Duty.
3. Ensure that the Trust and its schools have effective safeguarding policies and procedures in place that take into account local risks, any statutory guidance issued by the Secretary of State, any local authority guidance and locally agreed inter-agency procedures, and that these policies and procedures are adhered to. These policies and procedures must include the following:
 - Child protection (to be annually reviewed and approved by Trust Board)
 - Dealing with allegations of abuse against staff
 - Supporting students in school with medical conditions (to be approved by the Trust Board).
 - Health and safety
 - Accessibility (to be reviewed by the Executive Headteacher every 3 years)
 - Sex Education

And should also include

- Safe recruitment

- Online safety
 - Anti-bullying
 - Educational visits
 - Drugs and substance abuse
4. Ensure that the schools meet their responsibilities with regards to the following:
 - School Food Standards
 - first aid
 - school security
 - fire safety
 - playground supervision
 5. Monitor provision and impact of each school's PSHE curriculum.
 6. Monitor bullying, including online and prejudice-based bullying and the effectiveness of staff and students in dealing with instances of bullying behaviour and/or the use of derogatory or aggressive language
 7. Monitor the extent to which students: are safe and feel safe; understand how to keep themselves and others safe in different situations and settings, and trust leaders to take rapid and appropriate action to resolve any concerns they have
 8. Monitor the extent to which students: can explain accurately and confidently how to keep themselves healthy; make informed choices about healthy eating, fitness and their emotional and mental well-being; have an age-appropriate understanding of healthy relationships, and are confident in staying safe from abuse and exploitation.
 9. Monitor students' understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
 10. Monitor the promotion of equality of opportunity and diversity for students so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory or prejudiced behaviour.