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Northern Star Academies Trust

Safeguarding and Child Protection Policy

Table of Contents

1. Statement of Intent	3
2. The Law and National Framework.....	3
2.1 Legal	3
2.2 Local	4
2.3 Organisational.....	4
2.4 Definitions	4
3. Roles and Responsibilities	4
3.1 All Staff.....	4
3.2 The Designated Safeguarding Lead.....	5
3.3 Deputy Designated Safeguarding Lead(s)	6
3.4 The Head of Academy/Headteacher	6
3.5 The School Senior Leadership Team.....	6
3.6 The Trust.....	6
3.7 The Chief Executive Officer	7
4. Governance of Safeguarding.....	7
5. Quality Assurance	8
6. Escalation	8
7. Low Level Concerns/Managing Allegations against Adults Working with Children.....	9
7.1 Low Level Concerns.....	9
7.2 What is a low-level concern?	9
7.3 Reporting low-level concerns	9
7.4 Reporting Staff Welfare Concerns.....	10

7.5 Allegations that may meet the harms threshold	10
Appendix A – List of Academies and Key Contacts	14
Appendix B – Legal Powers and Duties.....	15
Children Act 2004.....	15
The Children and Social Work Act 2017	15
Education Act 2002	15
Children Act 1989.....	15
Appendix C - Document Control Sheet.....	17
Appendix D	18
Trust Designated Senior Leader (DSL): Job Description.....	18
Appendix E – Induction Training	20

1. Statement of Intent

The purpose of this document is to provide an umbrella summary of the aspects of safeguarding and child protection that are common across the Trust.

Each Academy (school) within the Trust has a **School-Specific Arrangements** document which is published on their individual website. A list of Academies and their websites are included in Appendix A of this document.

This policy should be read alongside the following documents:

- Individual Academy: School-Specific Arrangements for Safeguarding and Child Protection
- Northern Star Academies Trust: Managing Allegations Against Adults Working within the Trust Policy
- DfE Keeping Children Safe in Education – September 2023
- Working Together to Safeguard Children – July 2018
- The Children Act 1989 and 2004
- The Children and Social Work Act 2017
- The Education Act 2002
- Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty

2. The Law and National Framework

The requirements of the Trust and each Academy to safeguard and promote the welfare of all children and young people are embedded in legislation, government, and Local Authority guidance. The Policy, therefore, of the Trust must be, and is, in line with this wider framework.

2.1 Legal

Appendix 2 outlines the key legal framework and the important difference between prevention and protection which now underpin the work of Safeguarding.

The government guidance 'Working Together to Safeguard Children – July 2018' and 'Keeping Children Safe in Education 2023' are the essential national safeguarding documents and give practical guidance on implementing legal requirements.

Each Academy should have at least one copy of each which should be accessible to staff. All adults working within the Trust must be issued with their own copy of Part 1 & 5 and Annex A/B of 'Keeping Children Safe in Education 2023'. Time must be given for staff to read the document and they must confirm by return that they have both read and understood the document.

Senior Leaders working in each Academy are to be issued with 'Keeping Children Safe in Education 2023' in its entirety. Time must be given for Leaders to read the document and they must confirm by return that they have both read and understood the document.

Every member of staff across Northern Star Academies Trust is expected to sign to verify they have read and understood the appropriate parts of KSCIE 2023 in the 'Every System', Compliance section.

2.2 Local

Local Safeguarding Children Partnerships (LSPs) are made up of senior managers from each main organisation to oversee at a local level the working together arrangements for Safeguarding. Each partnership arrangement will have a unique offer that relates to the community they serve. This body produces local procedures which must be in line with 'Working Together to Safeguard Children – July 2018' and which influence each organisation's own procedures. Each Academy should have a copy of, and show due regard to, their local partnership arrangements. It is also an expectation of the Trust that DSLs will attend update events and training as required by their local partnership arrangements.

2.3 Organisational

Each Academy has in place its own published safeguarding arrangements which mirror and complement the Trust Policy. The School-Specific Arrangements document must be ratified by each Academy's Local Governing Body and published on individual Academy websites.

2.4 Definitions

It is important to see Safeguarding as the "umbrella" term for everything that is done to support children and young people, to keep them safe and promote their welfare. 'Working Together to Safeguard Children – July 2018' defines Safeguarding as:

- protecting children from maltreatment;
- preventing impairment of a child's mental and physical health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

Child protection however is defined as:

- part of safeguarding and promoting welfare; and
- the activity to protect specific children who are suffering, or who are likely to suffer, significant harm.

It can be seen therefore that protection is only one part of Safeguarding and indeed the spirit of the legislation is about promotion of children's needs and the prevention of harm.

This supports the need for all staff to be able to respond early when they have a concern rather than wait until something is more defined and certain.

The most critical message from the legislation is that "the child's welfare is paramount".

3. Roles and Responsibilities

Everyone has a role to play in ensuring the well-being and safety of children, young people, their families, and each other. Northern Star Academies Trust has produced a Safeguarding Practice Handbook to fully explain the role we all have in achieving this. Below is a brief description of those core responsibilities.

3.1 All Staff

All staff will:

- make sure they have undertaken the appropriate training for their role;

- take responsibility to report any concerns, no matter what their role including Low Level Concern;
- ensure they have a copy of part 1 & part 5 and Annex A/B of Keeping Children Safe in Education 2023 and that they have read and understand it;
- be aware of the need to minimise their own vulnerability in not being alone with children or in situations that could render them vulnerable to poor practice and/or allegations against them; and
- always be aware of the needs of young people and be vigilant for any possible signs of abuse.
- should never promise confidentiality
- need to be aware of the local early help process and how to make referrals to the local authority

All staff must be aware of systems in school to support safeguarding:

- NSAT child protection policy, NSAT School Specific Child protection School Specific Arrangements
- behaviour policy which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- staff code of conduct, managing allegations against staff, reporting low level concerns & whistleblowing
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring).

3.2 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a member of the Academy's Senior Leadership Team who is responsible for the strategic leadership of Safeguarding.

The DSL is the person to whom staff should pass their concerns and who will ensure a practical and efficient way of dealing with those concerns.

The DSL will:

- The Designated Safeguarding Lead will adhere to the job description in the NSAT School Specific Child Protection and Safeguarding Policy.
- ensure an open and efficient route for staff to bring concerns to them of any sort and to have their concerns taken seriously;
- ensure they are appropriately trained to carry out the role;
- support staff in ensuring they receive appropriate training;
- promote the procedural pathway within the Academy so staff are aware of the way to report concerns;
- ensure the Academy procedures are followed and adhered to with regard to referring a child if there are concerns about possible abuse;
- offer clear advice and support to staff bringing concerns or needing help;
- consider whether concerns referred to him/her need to be referred to Children's Services Social Care;
- offer appropriate feedback as necessary as to the progress of the concern;
- maintain written records of concerns about a child/ young person even if there is no need to make an immediate referral using the CPOMs System (CPOMs is the standardised system used across all NSAT schools);
- discuss with the Headteacher and/or Trust DSL any complex concerns;
- ensure that all such records are kept confidentially and securely and are separate from pupil records;
- ensure that an indication of further record-keeping is marked on the pupil record;
- ensure those particularly complex cases are referred without delay, and especially where it involves a child or young person subject to a child protection plan;
- follows the LSP's escalation policy where cases are not progressing in an acceptable manner; and

- gather, collate, and analyse as appropriate all relevant information for purposes of quality assurance.
- The designated safeguarding lead should take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems in place

3.3 Deputy Designated Safeguarding Lead(s)

- Each Academy within the Trust will appoint at least one Deputy Designated Safeguarding Lead who will formally provide cover and additional capacity for the DSL.
- Each Deputy DSL will be trained to the same level as the DSL. In the event of the long-term absence of the DSL, the Headteacher will identify a Deputy DSL to undertake the duties of the DSL listed above.

3.4 The Head of Academy/Headteacher

The Headteacher in each Academy is responsible for ensuring the Designated Safeguarding Lead is effective in their role of providing and accessing high quality services to safeguard and promote the welfare of children and young people accessing provision from their Academy including:

- offer day to day support and guidance to the DSL as necessary;
- oversee the promotion of safeguarding throughout the Academy, ensuring all staff are appropriately trained and aware of their responsibilities;
- ensure cover is provided where necessary in the absence of the DSL;
- offer supervision to the DSL in relation to their role and decisions made;
- ensure that a senior member of staff is designated as the person in charge of Looked After Children and receives appropriate training;
- encourage pupils and parents to inform the School of any concerns;
- work with the representative of the Local Governing Body (LGB) to put mechanisms in place to ensure that pupils requiring safeguarding measures are monitored in relation to their situation and progress with their learning;
- ensure all recruitment procedures follow safeguarding best practice based on advice from the NSAT HR Manager;
- contribute as appropriate to quality assurance processes; and
- ensure sufficient allocation of time given to DSLs to undertake the role.

3.5 The School Senior Leadership Team

The School Senior Leadership Team will support the Headteacher to discharge the duties to safeguard children and young people.

The School Senior Leadership Team will:

- promote the importance of safeguarding throughout the School;
- oversee the effectiveness of safeguarding systems, especially procedures, and review and report any changes that are required;
- support the work of the DSL to ensure an effective process for dealing with concerns; and
- ensure that the School fulfils its statutory duty to co-operate with other agencies and that the chain of accountability is clear from front line to senior level.

3.6 The Trust

The Trust Executive Team will provide strategic leadership within Northern Star Academies Trust for all aspects of safeguarding children and young people.

The Trust Executive Team will:

- ensure that all policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes disseminated to all schools;
- ensure that there are systems in place to support the effective management of Safeguarding, especially the role of DSLs, and training for all staff and supervision as appropriate;
- ensure that there is available to Headteachers someone who can offer appropriate external advice and support with safeguarding concerns especially when they are complex and/or relate to allegations against staff;
- ensure Quality Assurance processes are in place and oversee the information they produce to measure the progress and effectiveness of existing safeguarding frameworks; and
- produce information to the Trust Board in relation to Safeguarding in order to ensure that the Board can demonstrate that it is discharging its safeguarding obligations appropriately.
- Ensure that all Academies, DSLs and DDSL's are offered ongoing supervision by NSPCC-trained supervisors. This framework ensures a safe child-centred approach to support colleagues. Formal supervision will be on a termly basis, additional 'ad-hoc' supervision sessions can be raised by DSLs to the trained supervisors.

3.7 The Chief Executive Officer

The Chief Executive Officer, as Accounting Officer, through line management, will provide appropriate challenge and support to the Trust Executive Team to ensure the Trust and the Academies it is accountable for are taking all opportunities to safeguard and protect the children and young people that access their services.

4. Governance of Safeguarding

Northern Star Academies Trust has appointed a Safeguarding Named Governor on every Local Governing Body (LGB) whose role it is to:

- Keep the LGB up to date with statutory safeguarding and child protection guidance, including anything issued locally by your school's safeguarding partners
- Inform the LGB of whether it needs to make any changes (e.g. in light of new regulations)
- Provide support and challenge to the school's Safeguarding Team
- To provide strategic leadership of safeguarding

Northern Star Academies Trust has appointed a Trustee to take leadership responsibility for the whole Trust's safeguarding arrangements. However, the full Board of Trustees remains responsible and accountable for safeguarding arrangements across the Trust. Thus, the Board should facilitate a whole Trust approach to Safeguarding, whereby safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy. Governing bodies and proprietors should ensure all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)

The governing body will regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified.

Trustees and Governors have a specified responsibility for the strategic oversight of Online Safety.

The day-to-day leadership of Safeguarding is delegated to the Trust Executive Team, under the leadership of the CEO who will work with Headteachers and DSLs to ensure that all statutory duties are fulfilled.

The CEO provides regular reports to the Trustee with responsibility for safeguarding, along with other members of the Education and Standards Committee of the Trust Board. Safeguarding also remains a standing item on all agendas of the full Board.

The role of the Safeguarding Trustee, with the support of the Education and Standards Committee of the Trust Board, is to provide appropriate challenge and support to the Executive and Trust Executive Team to ensure that they are satisfied that the Trust is fulfilling its safeguarding duties identified in the statutory guidance Keeping Children Safe in Education 2023. The Safeguarding Trustee will provide a written assurance report to the full Board on a termly basis. This must include safeguarding assurances regarding the letting of school premises to any organisation or individual within the school lettings agreement (KCSIE 167,377).

5. Quality Assurance

Robust safeguarding practices and procedures are key to supporting and safeguarding the children and young people that access services from Northern Star Academies Trust. The NSAT Quality Assurance Safeguarding Framework has more detail on how the Trust Partnership achieves this [Northern Star Academies Trust - Safeguarding \(nsat.org.uk\)](https://www.nsat.org.uk/safeguarding)

Effective quality assurance measures are essential in ensuring the practices and procedures are fit for purpose.

Three assurance categories are in place to monitor Safeguarding within the Trust (Red, Amber and Green) and Academies are placed in the category based on the current rating of their practices. It is important to note that the current grading of each Academy is reviewed constantly and may be subject to change.

6. Escalation

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL;
- staff not being satisfied about the decision of the DSL or Headteacher;
- staff aware that a colleague has not passed on a concern;
- external agencies not accepting a referral from an Academy when it is felt one is needed;
- staff not aware of what has happened to their concern because of a lack of feedback.

It is important that staff do not close down a concern because they feel “stuck” or “they can’t do anymore”. It is important to escalate concerns to DSLs, Headteachers, other senior staff or if necessary, to the Trust Executive Team.

If there are concerns about the work of an external agency, please refer to the escalation policy published by the Local Safeguarding Partnership. The important principle is not to allow a concern to be “closed down” without it having received the necessary attention, assessment, and resolution.

If the options above have been explored fully and the concern still isn’t being handled effectively and therefore placing the child or young person at risk, it is important that you continue to escalate your concerns by contacting the Safeguarding Trustee via Dr Lizzie Oliver: NSAT Director of Governance (oliverl@nsat.org.uk) or LA Safeguarding Escalation Team or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

7. Low Level Concerns/Managing Allegations against Adults Working with Children

The Trust takes very seriously allegations against members of staff and acknowledges that if concerns are not addressed as early as possible, they can create unsafe working environments and leave staff and children increasingly vulnerable.

The Trust has a '*Managing Allegations against Adults Working within the Trust*' Policy which should be followed in all cases where concerns are identified in relation to an adult working within the Trust's conduct which affects/could affect pupil(s) welfare or may result in a potential safeguarding issue.

7.1 Low Level Concerns

KCSIE 425

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- enable schools and colleges to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

7.2 What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in KCSIE. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that: is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Concerns about colleagues in the context of pupil welfare and Safeguarding may arise in several ways, example of behaviour that could require reporting a low-level concern could include, but are not limited to:

- poor attitude or practice that potentially impacts on the general well-being of children that need addressing
- aspects of poor practice witnessed by others
- staff speaking or behaving against the ethos of the Trust
- non-compliance with Trust's policies and procedures relating to Safeguarding
- being repeatedly over friendly with children
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door

More specifically, allegations may be made against an adult working within the Trust by a child or colleague in relation to abuse. All the above will be seen as reportable matters and discussions must take place without delay with the Headteacher.

7.3 Reporting low-level concerns

Where a low-level concern has been identified, this must be reported as soon as possible to the Headteacher/Trust DSL. However, it is never too late to share a low-level concern if this has not already happened. The reporting and logging mechanism for this is using [CPOMS StaffSafe/NSAT Reporting Concerns form](#).

Where the Headteacher/Trust DSL is not available, the information will be reported to the designated safeguarding lead (or deputy), i.e., the most senior member of SLT acting in this role.

Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the Headteacher of the details as soon as possible and ask the 'reporter' to complete a **CPOMS StaffSafe** LLC report.

Low level concerns are not limited to NSAT employees but also includes supply staff, volunteers, contractors and any other adult who has direct or indirect contact with children. In this circumstance the normal reporting procedure applies of filling in the NSAT Concern form and reporting to the DSL/Headteacher.

7.4 Reporting Staff Welfare Concerns

It is important to safeguard staff welfare and wellbeing. All staff have a duty to support each other. Where a staff member has a concern about a colleague's wellbeing or welfare, they must report this as soon as possible to the Headteacher/Wellbeing Lead. Reporting and logging mechanism for sharing concerns is using [CPOMS StaffSafe/NSAT Reporting Concerns form](#).

Staff members will be issued with **StaffSafe** login details for direct reporting of any concern to the Headteacher. However, **StaffSafe** is just one avenue of sharing a concern. Speaking directly with the Headteacher, Line manager or Trust Central colleagues is always the best option.

Where a staff member wants to report any concern to the Headteacher and remain anonymous then their anonymity needs to be respected.

7.5 Allegations that may meet the harms threshold

However, certain allegations in relation to staff must be immediately reported by the Headteacher to the Trust Designated Officer (CEO) who is the statutory lead for dealing with and advising about such issues, specifically where a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Internal decisions in such cases should not be finalised without the advice of the Trust Designated Officer. The reasons why staff may not wish to report their colleagues have to be understood. It would not be unusual for people to know and believe that practice is not acceptable but feel unable to respond because of the fear:

- they might have the concerns wrong;
- for their own job and prospects if they report another colleague;
- of isolation by other staff;
- about what might happen to the member of staff in the long term.

It is particularly difficult if staff members are also close friends and/or partners in a relationship. It must be recognised that the child's welfare remains paramount at all times, and it can be extremely easy to lose sight of the impact on others of being on the receiving end of unacceptable and sometimes illegal behaviour.

Issues about attitude and poor practice may be dealt with internally and as part of the member of staff's development and competency. However, if such concerns are persistent and any plan with that member of staff has not affected change, advice should be sought, and appropriate people included in the decision-making process.

Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Low-Level Concern

Any concern – no matter how small, even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- is not consistent with an organisation's Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation's Code of Conduct, and the law.

Recording low-level concerns

All low-level concerns should be recorded in writing using CPOMS StaffSafe to record and upload those concern forms. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely, and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) (see paragraph 109 for more information).

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.

Information and records will be in line with Northern Star Academies Data Retention Policy

Process to follow when a Low-Level Concern is raised:

For more detailed information, refer to Keeping Children Safe in Education 2) Part Four

Concern or allegation received by Headteacher

Is the concern or allegation about a current teacher, supply teacher, other staff, volunteer or a contractor?

No
Non-recent allegations from adults should go to the police.
Non-recent allegations by a child should go to the LADO

Yes
Contact the Local Authority's Designated Officer 'without delay'. See also flowchart for managing allegations.

Yes
Has the person behaved in a way that has harmed a child or may have harmed a child?

No
Has the person possibly committed a criminal offence?

No
Has the person behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children?

No
Has the person behaved or may have behaved in a way that indicates they may not be suitable to work with children?

Yes
Steps should be taken to address unprofessional behaviour and support the individual to correct it at an early stage.

Yes
Is the person's conduct inconsistent with the staff code of conduct, including inappropriate conduct outside of work; or is it otherwise not considered serious enough to consider a referral to the LADO.

Low-level concerns should be recorded in writing, including:
• name* of individual sharing their concerns
• details of the concern
• context in which the concern arose
• action taken
(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra CPD may be needed.

What is a low level concern?
The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in KCSIE. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:
• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
• does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.



Appendix A – List of Academies and Key Contacts

As of 1st September 2023

	DSL	Contact Number
NSAT Safeguarding Trustee	Mrs Helen Flynn	01756 707600
NSAT CEO	Mrs J Plews	01756 707600
NSAT Trust DSL	Mr G Crompton	07498 226698
Eastwood Community Primary School	Mrs S Carter	01535 610212
Holycroft Primary School	Mrs H Hurd	01535 604183
Greatwood Community Primary School	Mrs J Yeoman	01756 793609
Starbeck Primary Academy	Mr Garry De Castro-Morland	01423 884780
New Park Primary Academy	Mrs Sasha Bune	01423 503011
Hookstone Chase Primary School	Mr Joe Cooper	01423 886026
Willow Tree Community Primary School	Mr Rob Mold	01423 883551
Skipton Girls' High School	Mrs F McMillan	01756 707600
Harrogate High School	Mrs L Greenwood	01423 548800

Appendix B – Legal Powers and Duties

The Children Act 1989 and 2004 outline the powers and duties to safeguard and promote the welfare of children. The key sections are described below.

Children Act 2004

Section 10 requires each Local Authority to make arrangements to promote cooperation between the authority, each of the authority's relevant partners and such other persons or bodies working with children in the Local Authority's area as the authority considers appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area, which includes protection from harm or neglect alongside other outcomes.

Section 11 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged with regard to the need to safeguard and promote the welfare of children.

This is a particularly important section for the Trust and all the Academies in understanding its need to co-operate with Children's Services Social Care in fulfilling this duty to safeguard and protect.

The Children and Social Work Act 2017

The Children Act 2004, as amended by the Children and Social Work Act 2017, strengthens this already important relationship by placing new duties on key agencies in a local area. Specifically, the police, clinical commissioning groups and the local authority are under a duty to make arrangements to work together, and with other partners locally, to safeguard and promote the welfare of all children in their area.

Education Act 2002

Section 175 places a duty on Local Authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view to Safeguarding and promoting the welfare of children who are either pupils at a school or who are pupils under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies/free schools) by virtue of regulations made under section 157 of this Act.

Children Act 1989

The Children Act 1989 places a duty on Local Authorities to promote and safeguard the welfare of children in need in their area.

Section 17(1) of the Children Act 1989 states that it shall be the general duty of every Local Authority:

- a) to safeguard and promote the welfare of children within their area who are in need; and
- b) so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.

Section 17(10) states that a child shall be taken to be in need if:

- a) the child is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a Local Authority under Part III of the Children Act 1989;

- b) the child's health or development is likely to be significantly impaired, or further impaired, without the provision of such services; or
- c) the child is disabled.

Under section 17, Local Authorities have responsibility for determining what services should be provided to a child in need. This does not necessarily require Local Authorities themselves to be the provider of such services.

Section 47(1) of the Children Act 1989 states that:

Where a Local Authority:

- a) are informed that a child who lives, or is found, in their area
 - (i) is the subject of an emergency protection order, or
 - (ii) is in police protection; and
- b) have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm: the Authority shall make, or cause to be made, such enquires as they consider necessary to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

Section 53 of the Children Act 2004 amends both section 17 and section 47 of the Children Act 1989, to require in each case that before determining what services to provide or what action to take, the Local Authority shall, so far as is reasonably practicable and consistent with the child's welfare:

- a) ascertain the child's wishes and feelings regarding the provision of those services or the action to be taken; and
- b) give due consideration (with regard to the child's age and understanding) to such wishes and feelings of the child as they have been able to ascertain.

Police Protection Powers Under section 46 of the Children Act 1989, where a police officer has reasonable cause to believe that a child could otherwise be likely to suffer significant harm, the officer may:

- a) remove the child to suitable accommodation; or
- b) take reasonable steps to ensure that the child's removal from any hospital, or other place in which the child is then being accommodated is prevented.

No child may be kept in police protection for more than 72 hours.

Appendix C - Document Control Sheet

Dissemination	This Policy will be disseminated to key stakeholders Trustees, Governors, Headteachers, DSLs and Senior Leadership Teams. It will feature on the website of each NSAT School. It will be circulated to all NSAT Staff, for information and referenced in all Safeguarding training.
Implementation	Effective 1st September 2023
Training	KCSIE Training is required by all NSAT staff.
Monitoring & Audit	Adherence, Monitoring, and compliance will be undertaken by the NSAT Executive Team and built into School Improvement QA programme.
Statutory Requirement	Is the policy a.... (please tick).
Website Publication	

Revisions

Version	Description of Change	Date
2023-24		

Appendix D

Trust Designated Senior Leader (DSL): Job Description

Location: Across NSAT Partnership schools

Salary: Remunerated on the Leadership scale

Hours: Full Time (currently alongside the role of Trust Director of Inclusion & Wellbeing)

Reporting to: Chief Executive Officer (CEO)

Reporting lines: Headteachers, Trustees and LGBs

Responsible for: Strategic Safeguarding & Child Protection across the Trust Partnership

Context

Northern Star Academies Trust is an ambitious and growing partnership of schools based in

Harrogate, Skipton, and Bradford. With a workforce of almost 600 people, schools in the Trust Partnership provide high quality education to over 3,900 children and young people aged from 2 to 19.

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**

The Trust Designated Senior Leader will work closely with the CEO/ Trust Executive to oversee all strategic safeguarding and child protection, ensuring that the Trust Partnership's mission, vision, and values are reflected in every aspect of Safeguarding policy and practice.

The Trust DSL will:

- **Shape and implement a forward-looking, purpose-driven Safeguarding & Child Protection strategy** which ensures that all NSAT schools are fully meeting their statutory duties and building sustainable approaches to safeguarding.
- **Work closely with School Headteachers and DSL's** providing advice and support on child welfare and child protection matters and liaise with relevant agencies such as local authorities and the police.
- **Work closely with the Executive Team and Trustees** to build a highly effective Safeguarding culture that is underpinned by operational consistency, continuous improvement, and robust communication.

Specific Areas of Responsibility

Manage case escalations:

- Support Headteachers and DSLs with pupil case escalations (as specified in the NSAT Safeguarding and Child Protection Policy)
- Support Headteachers with referral cases to:
 - the Channel programme where there is a radicalisation concern;
 - Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child;
 - where a crime may have been committed to the police;
- Keep detailed, accurate and secure written records of concerns and referrals.

Quality Assurance

- Ensure the Trust schools have appropriate policies and procedures governing all aspects of its safeguarding practice
- Develop and oversee the Trust's annual programme of quality assurance activity pertaining to safeguarding (i.e., pupil voice, safeguarding governor visits, SEND/inclusion audits etc.)

- Support the work of both the People Director and Data Director to manage the input and reporting of safeguarding data (Power Bi/ Balanced scorecard) and provide appropriate metrics for understanding our safeguarding performance
- Oversee the strategic use of CPOMs Spotlight and CPOMs Safe.

Continued professional development and training:

- Ensure that the Trust Partnership has effective approaches to continuing professional development across all schools which enable staff to develop and build upon their safeguarding knowledge and practice.
- Support the work of the Trust to build a workforce that recognises and understands the signs of 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.

Raise Awareness

- Ensure the Trust's Safeguarding policies are known, understood, and applied appropriately.
- Work with the CEO/ Trustees to ensure the Trust safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available and easily accessible to everyone in the Trust community;
- Link with the local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Act as the Trust advocate and be alert to the specific needs of children in need, those with special educational needs and young carers;
- Encourage a culture of listening to children among all Trust staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

Leading on equality, diversity, and inclusion

- Lead development of the Trust strategy for equality, diversity, and inclusion in relation to pupil wellbeing

Other areas of responsibility

- Manage and support relations with parents/ carers, when appropriate
- Monitor the Trust and schools single central record and ensure that it complies with all relevant legislation
- Provide safeguarding reports to Trustees and Governors, when and where appropriate
- Model best practice and uphold the principles of confidentiality and data protection at all times.

Appendix E – Induction Training

All Child Facing Staff	Non-Child Facing	SLT/Trust Central	Governors/Trustees
KCSIE Parts 1 & 5	KCSIE Parts 1 & 5	KCSIE Full Document	KCSIE Full Document
SSS Learning: KCSIE 2023 Update Course for Staff	SSS Learning: KCSIE 2023 Update Course for Staff	SSS Learning: KCSIE 2023 Update Course for Governance SLT & Managers	SSS Learning: KCSIE 2023 Update Course for Governance SLT & Managers
SSS Learning: Child Protection Training.	SSS Learning: Child Protection Training for Ancillary Staff or Admin Staff	SSS Learning: Child Protection Training.	SSS Learning: Safeguarding for Governors Safeguarding for Named Governors
SSS Learning: PREVENT	SSS Learning: PREVENT	SSS Learning: PREVENT	SSS Learning: PREVENT
Cyber security training for school staff - NCSC.GOV.UK	Cyber security training for school staff - NCSC.GOV.UK	Cyber security training for school staff - NCSC.GOV.UK	Cyber security training for school staff - NCSC.GOV.UK
SSS Learning: Child on Child Sexual Violence, Abuse, harassment		SSS Learning: Child on Child Sexual Violence, Abuse, harassment	
Other role dependant courses. Safer Recruitment CSE CCE FGM Domestic Abuse County Lines Forced Marriage Honour based abuse Serious Violence & Knife Crime	Other role dependant courses. Safer Recruitment	Other role dependant courses. Safer Recruitment	Other role dependant courses. Safer Recruitment