



Safeguarding and Child Protection Policy

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Appendix 1: School Safeguarding & Child Protection Procedures (Template) **Error! Bookmark not defined.**

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1. Audience

Any person having contact with a pupil that is on roll at a Nicholas Postgate Catholic Academy Trust school must have regard to this policy.

2. Purpose

This policy provides the overarching ethos for safeguarding and child protection within all schools of Nicholas Postgate Catholic Academy Trust. It provides the standard that must be adhered to by all staff. It has regard to the requirements of *Keeping Children Safe in Education* that provides statutory guidance for schools and colleges.

3. Policy Statement

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone that comes into contact with children and their families has a role to play. In order to fulfil this statutory responsibility effectively, everyone's approach to safeguarding children must be child centred.

Effective safeguarding requires all NPCAT schools to have or ensure:

- An ethos of safeguarding where there is a culture of vigilance that promotes and supports professional curiosity and professional challenge and an attitude of 'it could happen here'. All schools should demonstrate a shared responsibility towards safeguarding practice. This ethos must be evident throughout the school, clearly visible to pupils, staff, parents and visitors.
- Safeguarding and Child Protection Procedures where each school must set out its statutory duties and procedures for staff to raise concerns, including peer on peer abuse.
- The building of safeguarding capacity through continuous professional development.
- Safer recruitment practice, whereby all employees, volunteers, contractors, third parties and visitors have been suitably vetted to work with children.
- A safe perimeter around schools, that prevents unauthorised access to the school property and grounds and allows the child to learn in a safe and secure environment.
- An understanding of the risks to children from their school community and the wider local community.

- The prevention of harm and protecting children from beyond the community, in the online world, considering the breadth of issues that could expose a child to harm in relation to the content, contact, conduct and commercial aspects of their use of technology.
- Assessing and managing risk considering local, national and international prevailing circumstances that looks at internal and external matters and determines the most frequent and serious risks to children in the school.
- A curriculum, both structured and unstructured, which goes hand-in-hand with risk and helps pupils to recognise, understand, cope and develop resilience to the risks around them. This must include a PSHE curriculum that provides resources for identifying and supporting children in need of extra mental health support and teacher training modules on RSHE topics and non-statutory implementation guidance.
- As a relevant agency, work together with the local safeguarding partnership to develop strong and effective multi-agency arrangements. For local arrangements to be effective, schools should engage organisations and agencies that can work in a collaborative way to provide targeted support to children and families, and a child's extra-familial relationships.
- Effective transition planning so that children do not 'fall through the net',
- Monitoring and evaluation systems to ensure the effectiveness of processes.

4. Scope

All staff working with our children and young people, whether or not employed by the Trust, are expected to comply with the Trust ethos to safeguarding and protecting children and to have regard to the safeguarding and child protection procedures within each school. This includes all directors, governors, employees, including casual and agency staff, self-employed or contractual workers and volunteers.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and Trust employees should recognise that additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in managing or reporting these challenges.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies, employees and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to, including the education of children with health needs that cannot attend school.

5. Values and Principles

Principles	What this means for NPCAT schools
Nurturing	Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
Perseverance	Promote children’s welfare and prevent concerns from escalating.
Courage	Provide help for children. Challenging decisions, practice or actions which may not effectively ensure the safety or well-being of a child
Ambition	Identify concerns early.
Tolerance & Respect	Always to act in the best interest of the child.

6. Requirements

All NPCAT policies and procedures in respect of safeguarding children will be up to date and in line with DFE Statutory Guidance, *Keeping Children Safe in Education*. The policy must be accessible to all staff through the schools’ websites and the staff areas of the Trust’s intranet.

The School Safeguarding and Child Protection Procedures must follow the Trust template and reflect the school’s reporting structure where there is a safeguarding concern. The procedures will be reviewed regularly to ensure compliance with statutory requirements

and good practice. The School Safeguarding and Child Protection Procedures must be made available via the schools own website.

Where there is a safeguarding concern, governing bodies and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The Trust, under the responsibility of each Headteacher, will ensure that the arrangements for safeguarding are secure and robust and that any shortfall is rectified.

In addition governing bodies and the Head of Safeguarding are responsible for ensuring that legislation and guidance is adhered to by the Headteacher and senior leaders within a school and that all of the necessary safeguarding procedures are in place within the setting. Failure to comply with Trust overarching policy in respect of safeguarding may result in disciplinary action.

The Head of Safeguarding also has responsibility for ensuring that Headteachers and senior leaders are held to account for all aspects of safeguarding and most importantly that all legislation, guidance and procedures work effectively in practice by the whole workforce.

Each Headteacher will be responsible for reporting to their own Local Governing Body and for providing the Trust's Head of Safeguarding with information to allow a summary of all activity to be reported to the Trust's Board, via the Catholic Life & Standards Committee.

The Trust has appointed a Lead Director for Safeguarding who, through the Head of Safeguarding, will oversee that local governors responsible for safeguarding are working effectively with each of our schools' Designated Safeguarding Leads, to ensure all our children and young people are safeguarded from harm and abuse, and that where concerns arise these are dealt with swiftly and professionally.

7. Definitions

Directors	The members of the Trust Board of Directors of the Nicholas Postgate Catholic Academy Trust company. There is a separate code of conduct document for the directors of the Trust.
Local Governing Body	Local Governing Body (LGB) ,or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
Governors	Governors of the local governing body, or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
Trust Central Services Team	Employees of the Trust with responsibilities for central services.
Child-centered	At all times, to consider what is in the best interests of the child.
PSHE	Personal, Social, Health and Economic Education
RSHE	Relationship & Sexual Health Education

8. Legislation

The overarching responsibilities to safeguarding are set out in legislation, as follows:

- The Children Act 1989, provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm.
- The Local Government Act 2000, establishes effective joint working across local authority sectors.
- The Education Act 2002 (section 175 (maintained schools), the Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools) and the Education Non-Maintained Special Schools (England) Regulation 2011, sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet.
- The Children Act 2004, established under section 11 a duty for partner agencies to participate with the local authority in a range of safeguarding and child protection provisions.
- Children and Social Work Act 2017, set up local safeguarding partnerships and further provision about the regulation of social workers.

9. Related Policies

- NPCAT Complaints Policy.
- NPCAT Health & Safety Policy.
- NPCAT Risk Management Policy.
- NPCAT Remote Education (Online Learning) Policy.
- NPCAT ICT Systems Acceptable Use Policy (Pupils).
- NPCAT ICT Systems Acceptable Use Policy (Employees, Governors & Visitors).
- NPCAT Recruitment Policy.
- NPCAT Confidential Reporting (Whistleblowing Policy).
- Managing Allegations of Abuse Against Staff and Volunteers, (including supply staff).
- NPCAT Disciplinary Policy.
- NPCAT Performance Capability Policy for Headteachers.
- NPCAT Induction of New Staff Policy.
- NPCAT Social Networking Policy

10. Related Procedures

- Complaints Procedures.
- Remote Education (Online Learning) Secondary Protocol.
- Remote Education (Online Learning) Primary Protocol.
- Code of Conduct for Staff.
- Code of Conduct for Governors of a Local Governing Body.

11. Standards and Guidelines

- Curriculum.

12. Supporting Information/Websites

Add links to any additional documents or websites that provide further information on how to implement policies.

13. Contacts

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