| C.A.T. A FRAMEWORK FOR ACADEMY Child Protection and Safeguarding Policies | |
|---|---|
| | |
| Approved in consultation with the Curriculum and Standards Committee on behalf of the Trust Board | 10th October 2023 |
| To be reviewed: | Every two years of as appropriate |
| Date of next review: | September 2025 |
| Responsible Officer: | Primary Executive Leader - Chris Jukes |
| Category 2 | V.2 |

**The purpose of this framework.**

In its core principles the Cam Academy Trust is committed to providing education of the very highest standards to all pupils. This can only happen if the safety and well-being of every pupil is a foremost priority.

The aim of this framework is to help support a culture of safeguarding in each academy. Every academy needs to ensure that training is regular and comprehensive, staff are vigilant, systems are coherent and understood, responses are timely, communication is smooth, record keeping is meticulous, and every member of staff understands that no concern is too small to pass on.

Every academy needs its own Child Protection and Safeguarding policy which is tailored to its own individual context. These policies must be consistent with the guidance within this framework (as set out for a Category 2 policy in the Trust's Scheme of Delegation). They will also be consistent with the most recent iterations of *Keeping Children Safe in Education* and *Working Together to Safeguard Children*. The definitions of any key terms used in academy policies must be consistent with those in these statutory documents. These documents also outline the wider legislation and statutory guidance context which must shape every school's child protection and safeguarding policy and practice.

Each academy's Child Protection and Safeguarding policy will sit alongside a range of other policies to support this culture of safeguarding.

Some of these policies are Category 1 policies which means that they are common across the Trust. These include policies on e-safety, equality and diversity, pupil and staff acceptable IT use, whistleblowing, safer employment, volunteers and allegations against members of staff.

Academies will have a range of their own policies which will also contribute to this culture of safeguarding. These will include policies concerning behaviour, anti-bullying, health and safety, sex education, special educational needs, supporting pupils with medical conditions and, where relevant, the early years and foundation stage (EYFS).

The ultimate responsibility for ensuring effective safeguarding in CAT academies lies with the Trust board. The Trust will identify a named trustee (or trustees) who will report to the board about the effectiveness of child protection and safeguarding in the academies of the trust.

The Trust's executive officers will support the Board in discharging its responsibilities. The HR manager will work with academies to ensure that their recruitment practices and single central

record (SCR) are compliant. **The Director of Education and Primary Executive Lead will work with relevant academies to evaluate the effectiveness of safeguarding practice.**

**Roles and Responsibilities**

Each academy policy must clearly outline the roles and responsibilities of key personnel. This will include

- the name and contact details of the designated safeguarding lead (DSL)
- the names and contact details of any deputy safeguarding leads
- the names and contact details of the mental health leader
- the name and contact details of the safeguarding governor on the local governing body (LGB).

Each academy policy must clearly outline the systems which are in place for any member of staff to communicate with the identified safeguarding team in all relevant scenarios.

The policy must make it clear that it is the responsibility of **all staff** to know the key personnel and systems described above.

**Identification**

Each academy policy must provide clear and useful guidance about recognising different types of abuse (physical, emotional and sexual abuse or neglect) and the action that staff should take in response to any signs of abuse. Each academy policy will include sufficient information to support a member of staff in his/her decision making, with links to further, more detailed information.

Policies will make specific reference to particular contexts in which abuse can occur, including

- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- female genital mutilation (FGM)
- forced marriage
- radicalisation
- children missing from education (CME),
- child on child abuse
- 'sexting' (youth produced sexual imagery).
- breast ironing
- domestic abuse
- mental health
- serious violence

It must explain how members of staff must respond to any evidence of these particular safeguarding concerns.

Academy policies will explain how the academy safeguards the welfare of pupils who may be particularly vulnerable, such as those with special educational needs or who are looked after.

The policy must make it clear that it is the responsibility of **all staff** to

- understand the indicators of abuse and neglect

- understand which groups of pupils are most at risk and which might benefit most from early help
- understand specific safeguarding issues, including CSE, FGM, radicalisation, CME and child-on-child abuse, sexting, online safety and the academy's processes that are in place to respond to these, including the statutory responsibility of teaching staff to report FGM to the police.

**Systems and processes**

The policy must make it clear what any member of staff must do

- if a child is in immediate danger or at risk of harm
- if they have concerns about a child's welfare but the child is not in immediate danger
- if a child tells them he/she is being abused or neglected
- if they have a concern and a member of the safeguarding team is not available
- if they have concerns about another staff member who may pose a risk of harm to children
- if they have concerns about safeguarding practices within the academy.

Academy Child Protection and Safeguarding policies will explain the role of staff in local early help processes and the processes for making referrals to children's social care and for statutory assessments.

They will explain principles and procedures for contacting parents, the local authority and other external agencies when necessary.

They will outline approaches to record keeping, including the maintenance of effective child protection files – **use of MyConcern** (electronic record keeping) and hybrid of paper and electronic record keeping. They will cover issues of confidentiality and the passing on of information at points of transition. They will outline how the quality of these records and files is monitored.

**The Designated Safeguarding Lead**

It is the responsibility of the Principal or Headteacher to appoint an appropriate Designated Safeguarding Lead (DSL) within the senior leadership team. Deputy safeguarding leads may also be appointed, and each academy policy will make these distinct roles clear and explain how they work together. The Principal or Headteacher will provide the DSL and deputies with sufficient time and resources to undertake their responsibilities effectively, and to ensure their role is explained in their job description. Each academy policy will explain

- the available pathways open to the DSL as an appropriate response to any concern raised with them, for example, whether to manage any support for the child internally via the school's or college's own pastoral support processes, undertake an early help assessment or make a referral for statutory services

- the role of the DSL in liaising with the local authority in cases of a child in need, or a child suffering, or likely to suffer, significant harm

- the role of the DSL in instigating, supporting, monitoring and escalating cases where a referral has been made to the local authority.

- the role of the DSL who will have the lead for overseeing the filtering and monitoring systems provided by the trust.

**Governance**

Each LGB will appoint a governor with a particular oversight of safeguarding and mental health and wellbeing. They will need to receive appropriate training. The policy will name this governor and outline how they will liaise with the DSL to understand the effectiveness of safeguarding within their academy and also with the designated Trust lead/s to report on this effectiveness. These responsibilities will be outlined in the policy.

Each academy Child Protection and Safeguarding policy will explain how the LGB will review and approve the policy at least annually and hold the Principal/Headteacher to account for its implementation.

**Recruitment checks**

Academy Child Protection and Safeguarding policies will make reference to safer recruitment and the maintenance of the school's single central record (SCR). This is formally and comprehensively covered within the trust's Safer Employment policy (which is a Category 1 policy), so any reference must be consistent with this policy.

Each academy safeguarding policy should, however, explain clearly how the academy monitors and evaluates the effectiveness of its SCR and associated record keeping.

**Training**

Each academy Child Protection and Safeguarding policy will outline the academy's approach to training and how all staff, and those in particular positions of responsibility, receive the training and continually updated information they require to undertake their roles. It will confirm how the academy will provide, and evaluate the impact of,

a) training for all new staff on induction

b) regular safeguarding training for all staff (at least every three years but preferably every year)

c) appropriate safeguarding refresher training for the DSL and deputies (at least every two years)

d) updates on developments in safeguarding practice for all staff (at least annually)

e) training (and refresher) is made available for mental health leaders

It will also explain how it will ensure that all staff and governors have read and understood Part 1 of the latest iteration of Keeping Children Safe in Education.

**Teaching and learning**

Each academy Child Protection and Safeguarding policy will outline how pupils will be taught crucial information about how to keep themselves safe through the school curriculum.

They will explain the academy's approach to ensuring that mobile phones, cameras and other electronic devices are used safely in school, both within and outside lessons. They will make reference to the academy's approach to IT and online-safety, although this will be formally and comprehensively covered within the trust's it and online safety policy (which is a Category 1 policy), so any reference must be consistent with this policy.

**Visitors**

Academy policies will explain how the academy ensures that those who visit the academy site do so safely. This will include reference to the agreed Trust-wide protocol on coloured lanyards (*blue for staff (including central staff), purple for sixth-form students, red for visitors without DBS checks, yellow for visitors (including staff from other trust schools not known by the school) with DBS clearance and black for Governors or/Trustees.*)

**EYFS**

Trust academies which have an early years and foundation stage will ensure that their policy also meets requirements relating to safeguarding and welfare in the relevant statutory framework. If these requirements are covered in a separate policy then this should be cross-referenced within the academy Child Protection and Safeguarding policy.