GREENWOOD ACADEMIES TRUST

Trust Safeguarding Policy

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GREENWOOD ACADEMIES TRUST SAFEGUARDING DIRECTORATE

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At Greenwood Academies Trust we are committed to safeguarding children and young people and we expect everyone employed by us to share this commitment.

All adults employed by the Trust are aware that safeguarding is everyone's responsibility and that they have a role to play in ensuring the safety and wellbeing of children. All adults working within the Trust take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them whilst recognising that children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful and/or find it difficult to speak about what they need. All adults are aware that no single practitioner can have a full picture of a child's needs and circumstances. All adults have a role to play in identifying concerns, sharing information and taking prompt action. In order to ensure that the welfare of the child is paramount, adults will always consider and act in the best interests of the child ensuring that their approach is child centred.

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff, volunteers and Trustees, have a full and active part to play in protecting our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff believe that our academies should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- Students and staff involved in child protection issues will receive appropriate support and supervision

1. Purpose of this policy

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

Each Academy within the Trust has a Site Specific Arrangements document which is published on their individual website. A list of Academies and their websites are included in Appendix 1 of this document.

This policy should be read alongside the following documents:

- DfE Keeping Children Safe in Education (current year title published in September)
- Working Together to Safeguard Children 2026
- Greenwood Academies Trust: Managing Allegations Against Adults Working within the Trust Policy
- Greenwood Academies Trust: Staff Code of Conduct

- Greenwood Academies Trust: Online Safety Policy
- Greenwood Academies Trust: Safer Recruitment Policy
- Greenwood Academies Trust: Safeguarding Training Curriculum (Internal)
- Individual Academy: Site Specific Arrangements for Safeguarding and Child Protection
- Individual Academy: Behaviour Policy
- Individual Academy: Attendance Policy
- Local LADO policy and guidance
- The Children Act 1989 and 2004
- The Children and Social Work Act 2017
- The Education Act 2002
- DfE RSHE Guidance

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 Trust Safeguarding Policy 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 underpin the work of safeguarding.

2.2 Government

The government guidance 'Working Together to Safeguard Children 2026'and 'Keeping Children Safe in Education' 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 one of 'Keeping Children Safe in Education'. 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.

2.3 Local Multi-agency safeguarding arrangements

Local multi-agency safeguarding arrangements are led by the three safeguarding partners and set out how agencies work together locally to safeguard and promote the welfare of children.

Each Academy should have a copy of, and show due regard to, local safeguarding arrangements, threshold documents, protocols for assessment and any local procedures that apply. It is also an expectation of the Trust that DSLs will attend update events and training as required.

2.4 Organisational

Each Academy has in place its own published safeguarding arrangements which mirror and complement all of the above.

This Site Specific Arrangements document must be published on individual Academy websites.

2.5 Definitions and Terminology

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 2026' defines safeguarding as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Child protection is defined as:

- part of safeguarding and promoting welfare; and
- the activity that is undertaken to protect specific children who are suspected to be suffering, or who are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care as well as online.

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 adults to be able to respond early when they have a concern rather than wait until something is more defined and certain.

Effective safeguarding is anti-discriminatory and anti-racist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability, which can impact children and families' lives.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a caring/parenting role, for example step-parents, foster carers and adoptive parents and LA corporate parents.

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. Anyone working with children should see and speak to the child, listen to what they say, observe their behaviour, take their views seriously and work with them and their families when deciding how to support their needs.

Below is a brief description of those core responsibilities.

3.1 All Staff

All staff will:

- ensure they have undertaken the appropriate training for their role;
- take responsibility to report any concerns, no matter what their role;
- ensure they have read part one of Keeping Children Safe in Education and other specified legislation / Trust Policies and that they understand these;
- ensure they are aware of local and academy specific safeguarding arrangements
- understand the role of the DSL/DDSL
- be aware that they are in a position to identify concerns early, provide help for children and prevent concerns from escalating;
- be aware of the processes for making referrals to the Local Authority Children's Services teams;
- provide a safe environment in which children can learn;
- be aware of what to do if a child tells them they are being abused or have concerns that a child may be being abused;
- be able to reassure children that they are being taken seriously and they will be supported and kept safe;
- be aware that all children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they may not recognise

their experiences as harmful and/or find it difficult to speak about what they need;

- 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;
- always be aware of the needs of young people and be vigilant for any possible signs and indicators of abuse
- be aware of appropriate safeguarding responses to children who are absent from education
- be prepared to identify children who may benefit from family help and understand their role in this process; and
- be aware that technology is a significant component in many safeguarding and wellbeing issues

3.2 The Designated Safeguarding Lead

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

The DSL should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and is the person to whom staff should pass their concerns and who will ensure a practical and efficient way of dealing with those concerns.

Availability

During term time the DSL (or a DDSL) should always be available for staff within the Academy to discuss any safeguarding concerns. Alternative arrangements and any out of hours cover should be robust and communicated as appropriate.

Whenever the DSL is unavailable, a clear, reliable and known arrangement should be in place so that concerns can be raised.

Managing referrals

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's services as required and support staff who make referrals to children's social care;
- to the Channel Programme where there is a radicalisation concern and support staff who make referrals to the programme;
- where a person is dismissed or has left due to risk or harm to a child to the Disclosure and Barring Service and;
- where a crime may have been committed to the police as required.

Working with others

The DSL is expected to:

- ensure academy procedures are followed and adhered to with regard to reporting concerns about a child;
- promote the process within the academy to be followed to report any concerns regarding a child;
- act as a source of support, advice and expertise for all staff;
- act as a point of contact with all safeguarding partners;
- liaise with the Principal to ensure they have an overview of safeguarding concerns – especially high profile and/or complex concerns;
- be aware of the requirement for children to have access to an Appropriate Adult ;
- assist the Principal (or case manager) in collating information regarding child protection concerns in cases which involve an allegation of concern regarding a staff member;
- liaise with all relevant staff on matters of safeguarding and welfare when assessing concerns to ensure children's needs are considered holistically;
- liaise with the mental health leads where safeguarding concerns are linked to mental health;
- recognise that attendance is a safeguarding issue and that being absent from education as well as missing education can indicate neglect, abuse, exploitation or wider welfare concerns.
- promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Principal and relevant strategic leads to promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced and identify the impact any welfare, safeguarding and child protection issues may have on attendance, engagement and achievement including ensuring staff are aware of children who have or have had a social worker. In addition to this the DSL should also understand the academic progress and attainment of any children with current or previous social care involvement and maintain a culture or high aspirations for this cohort of pupils.

Information sharing and managing child protection records

The DSL should understand that comprehensive safeguarding records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved and;

- a note of any action taken, decisions reached and the outcome.

The DSL should ensure:

- written records of concern on CPOMS are maintained and are comprehensive (as described above) and all staff are aware of how to accurately record concerns and actions;
- all CPOMS records are regularly reviewed and subject to quality assurance scrutiny and;
- CPOMS files and any additional safeguarding information is transferred within 5 days following any transition.
- Staff should not assume another practitioner will share information that may be critical to keeping a child safe. Information should be shared early, lawfully, proportionately and wherever safe to do so, transparently with families. Fears about data protection must not stand in the way of safeguarding and promoting the welfare of children.

Raising awareness

The DSL should:

- ensure all staff have access to and understand all safeguarding policies (including temporary and agency staff);
- ensure the correct version of the Trust Safeguarding Policy and Site Specific Safeguarding Arrangements are available on the Academy website and that parents know that referrals will be made about suspected abuse or neglect may be made and the role of the academy in this;
- share Local Safeguarding Partner information as appropriate with wider staff teams;
- help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff and leaders.

Training, knowledge and skills

The DSL and any DDSLs should:

- ensure they are appropriately trained to carry out their role and that this training is updated at least every two years;
- undertake Prevent training to understand the requirements of the Prevent Duty and complete an academy specific Prevent Risk Assessment;
- understand and support the academy with regards to the Prevent Duty and supporting staff protecting children from the risk of radicalisation;

- understand Local Authority Family Help and Child Protection referral and assessment processes
- have working knowledge of Child Protection Conferences and attend and contribute to all relevant meetings;
- provide information and support to children's social care staff as appropriate;
- understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing and what is needed in responding to this in promoting educational outcomes;
- be alert to the specific needs of children in need and those with SEND, health conditions and who are identified as young carers;
- understand the importance of information sharing within the academy and across multi-agency frameworks;
- Understand how Trust wide filtering and monitoring arrangements work and liaise with the Safeguarding Directorate and Trust IT provider as required to ensure arrangements remain effective and proportionate
- understand the unique risks associated with online safety and ensure they have the relevant knowledge and capability to help keep children safe online whilst they are at school;
- recognise the additional risks that children with SEND can face online and ensure they have the relevant knowledge and capability to support children with SEND to stay safe online whilst they are at school;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures put in place to protect them

Providing support to staff

The DSL should:

- ensure all staff receive the appropriate level of safeguarding training for their role within the academy;
- ensure staff are supported during any referral process;
- support staff to consider how safeguarding, welfare and educational outcomes are linked with academic and pastoral support and;
- ensure an open and efficient route for staff to report concerns to them and have their concerns taken seriously.

Understanding the views of children

The DSL will ensure that all children within the academy feel heard and will:

- encourage a culture of listening to children and taking account of their wishes and feelings across the academy and;
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships to facilitate communication.

Holding and sharing information

The DSL should:

- understand the importance of information sharing and relevant data protection legislation both within the academy, with other schools on transfer, including in-year and between primary and secondary education and with safeguarding partners other agencies, organisations and practitioners;
- understand relevant data protections laws;
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decision made including the rationale for those decisions including where it was decided that action was not taken and;
- gather, collate and analyse as appropriate all relevant information for the purposes of Quality Assurance and Academy improvement activity.

Deputy Designated Safeguarding Lead (DDSL)

It is for the Principal and Designated Safeguarding Lead to determine how many Deputy Designated Leads there are across the academy. Any deputies should be trained to the same level as the DSL and, in the absence of the DSL, would be expected to carry out those functions necessary to ensure the ongoing safety and protection of pupils.

3.3 The Academy Principal

The Principal in each Academy is responsible for ensuring the Designated Safeguarding Lead is given the additional time, funding, training, resources and support they need to be 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 to:

- ensure the Child Protection and Safeguarding procedures are implemented and followed by all staff;
- ensure that sufficient time, training, support, resources (including cover arrangements where necessary) is allocated to the DSL and Deputy DSL(s) to carry

out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;

- 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;
- 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 children and parents/carers to inform the Academy of any concerns;
- ensure systems are in place for children and young people to express their views and give feedback;
- ensure all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with Trust policy;
- ensure that children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- ensure liaison with the Local Authority Designated Officer (LADO) before taking any action and on an ongoing basis, where an allegation has been made against an adult working within the Trust;
- ensure all Managing Allegations procedures follow safeguarding best practice based on advice from the Safeguarding and People Directorates including recording and monitoring of Low Level concerns;
- ensure that students requiring safeguarding measures are monitored in relation to their situation and progress with their learning; and
- contribute as appropriate to quality assurance processes in line with the Trust Safeguarding Quality Assurance Framework

3.4 The Academy Senior Leadership Team

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

The Academy Senior Leadership Team will:

- promote the importance of safeguarding throughout the Academy;
- 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 Academy fulfils its statutory duty to co-operate with other agencies and that the chain of accountability is clear from front line to senior level.

3.5 The Trust

The Trust Safeguarding Directorate will provide strategic leadership within Greenwood Academies Trust for all aspects of safeguarding children and young people.

The Trust Safeguarding Directorate will:

- ensure that all policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes disseminated to all Academies;
- ensure that there are systems in place to support the effective management of safeguarding, especially the role of DSLs, training for all staff and support as appropriate;
- ensure that appropriate safeguarding training is available to all Trustees, the Executive Team and other Trust wide staff as necessary in line with Keeping Children Safe in Education requirements;
- ensure that there is someone available to Academy Principals 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.

3.6 The Executive Team

The Deputy Chief Executive, through line management, will provide appropriate challenge and support to the Trust Safeguarding Directorate to ensure the Trust and Academies are taking all opportunities to safeguard and protect the children and young people that access their services.

4. Governance of Safeguarding

The Greenwood Academies Trust has appointed a Trustee to take responsibility for monitoring the Greenwood Academies Trust's safeguarding governance and management arrangements implemented by the Executive on behalf of the Trust Board.

The day-to-day leadership of safeguarding is delegated to the Trust Safeguarding Directorate, under the leadership of the Director of Safeguarding, who will work with Principals and DSLs to ensure that all statutory duties are fulfilled including ensuring appropriate filtering and monitoring systems are in place and reviewed at least annually so that arrangements remain effective and proportionate.

The Trust Safeguarding Directorate provides regular reports to the Trustee with responsibility for safeguarding along with other members of the Trust Board.

The role of the Safeguarding Trustee, with the support of the Trust Board, is to provide appropriate challenge and support to the Executive Team and Trust Safeguarding Directorate to ensure that they are satisfied that the Trust is fulfilling its safeguarding duties identified in the statutory guidance Keeping Children Safe in Education.

5. Quality Assurance

Robust safeguarding practices and procedures are key to supporting and safeguarding the children and young people across the Greenwood Academies Trust. Effective quality assurance measures are essential in ensuring the practices and procedures are fit for purpose.

The Principal, Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) have specific roles within the Trust Safeguarding Quality Assurance process. These roles and responsibilities are stated in full in the Trust Safeguarding Quality Assurance Framework document.

Academies are part of an annual Quality Assurance Programme overseen by the Safeguarding Directorate. All outcomes of this activity are reported to the Principal, the Designated Safeguarding Lead, the respective Education Director, Executive Leadership Team and Trust Board.

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 Principal;
- 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 as appropriate.

If there are concerns about the work of an external agency, please refer to the Local Authority escalation policy.

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 or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

7. Managing Allegations against Adults Working within the Trust

The Trust takes allegations against any adult working within the Trust very seriously 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 the welfare of a child or may result in a potential safeguarding issue.

Concerns about colleagues may arise in a number of ways:

Low-Level Concerns

The term 'low-level' concern does not mean that it is insignificant. 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/or
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Concerns about colleagues in the context of the welfare and safeguarding of children may also arise through:

- poor attitude or practice that potentially impacts on the general wellbeing of children that needs addressing;
- aspects of poor practice witnessed by others;
- speaking against the ethos of the Academy; and/or
- non-compliance with Trust's policies and procedures relating to safeguarding including the staff Code of Conduct.

More specifically, allegations may be made against an adult working within the Trust by a child or colleague in relation to abuse. All of the above will be seen as reportable matters and discussions must take place without delay with the Principal. These may be categorised as a Low-Level Concern. This does not mean that it is insignificant, but it may not meet the threshold for further investigation by the Local Authority Designated Officer (LADO).

All Low-Level concerns must be reported to the Principal and recorded appropriately. It is best practice to discuss *any* concern with the LADO to ensure appropriate action is taken in a timely manner.

Referrals to the Local Authority Designated Officer (LADO)

Concerns which must be reported immediately by the Principal to the Local Authority Designated Officer (LADO - who is the statutory lead for dealing with and advising about such issues), are those specifically where a member of staff 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 he or she would 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

Internal decisions in such cases must not be finalised without the advice of the LADO *(please refer to the full Managing Allegations Against Adults Working Within the Trust Policy for full reporting requirements).*

As part of the Managing Allegations process, 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 adults 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 very 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 adult's development and competency. However, if such concerns are persistent and any plan has not affected change, advice should be sought and appropriate people included in the decision-making process. All concerns must be reported to the Principal who must liaise with the Trust Safeguarding Directorate and the LADO.

Please refer to the Managing Allegations Against Adults Working Within the Trust for full details of policy and procedure.

Appendix 1 – List of Academies

Academy Site	Web Address
Beacon Primary Academy	www.beaconprimaryacademy.org
Bishop Creighton Academy	www.bishopcreightonacademy.org
Bramble Academy	www.brambleacademy.org
Brunts Academy	www.bruntsacademy.org
City of Peterborough Academy	www.cityofpeterboroughacademy.org
Corby Primary Academy	www.corbyprimaryacademy.org
Danesholme Infant Academy	www.danesholmeinfantacademy.org
Danesholme Junior Academy	www.danesholmejuniorschool.co.uk
Dogsthorpe Academy	www.dogsthorpeacademy.org
Green Oaks Primary Academy	www.greenoaksprimaryacademy.org
Hazel Leys Academy	www.hazelleysacademy.org
Ingoldmells Academy	www.ingoldmellsacademy.org
Kingswood Primary Academy	www.kingswoodprimaryacademy.org
Kingswood Secondary Academy	www.kingswoodsecondaryacademy.org
Mablethorpe Primary Academy	www.mablethorpeprimaryacademy.org
Mansfield Primary Academy	www.mansfieldprimaryacademy.org
Medeshamstede Academy	www.medeshamstedeacademy.org
Nethergate Academy	www.nethergateacademy.org
Newark Hill Academy	www.newarkhillacademy.org
Nottingham Academy – Primary Campus	www.nottinghamacademy.org
Nottingham Academy – Greenwood Road	www.nottinghamacademy.org
Nottingham Girls' Academy	www.nottinghamgirlsacademy.org
Purple Oaks Academy	www.purpleoaksacademy.org
Queensmead Primary Academy	www.queensmeadacademy.org
Rushden Primary Academy	www.rushdenprimaryacademy.org
Seathorne Primary Academy	www.seathorneprimaryacademy.org
Skegby Junior Academy	www.skegbyjunioracademy.org
Skegness Infant Academy	www.skegnessinfantacademy.org
Skegness Junior Academy	www.skegnessjunioracademy.org

Skegness Academy	www.skegnessacademy.org
Stanground Academy	www.stangroundacademy.org
Studfall Infant Academy	www.studfallinfantacademy.org
Studfall Junior Academy	www.studfalljunioracademy.org
Sunnyside Primary Academy	www.sunnysideprimaryacademy.org
The Wells Academy	www.thewellsacademy.org
Tiffield Academy	www.tiffieldacademy.org
Welland Academy	www.wellandacademy.org
Weston Favell Academy	www.westonfavellacademy.org
Woodvale Primary Academy	www.woodvaleprimaryacademy.org

Appendix 2 – 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 co-operation 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 regards 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:

- remove the child to suitable accommodation; or
- 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.