

Date ratified at
Directors Full Board
30 Sep 2024



Review
Audit & Risk Committee

TRUST SAFEGUARDING POLICY

THE TRUST MISSION STATEMENT

*Inspired by the life of Christ we provide an exceptional education in our Catholic schools
which enables our children:*

- to fully embrace all possibilities
- to flourish
- to develop their faith

and therefore to choose a path that enables them to be a positive influence upon our world.

‘Prepare the Way’ Mark 1:3

St John the Baptist Catholic Multi Academy Trust
Company No: 7913261
Registered Office: Surrey Street, Norwich NR1 3PB



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1. Aims

The Trust aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- Staff are confident to respond to local and national safeguarding concerns as required

2. Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance (annually updated – the Trust always refers to the latest version) [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children \(again – the Trust always refers to the latest version\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners in each Local Authority, Police force and CCG (commonly referred to as the three local safeguarding partners).

This policy is also based on the following legislation:

- › Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- › [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- › [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- › [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils. For example, it

could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- › [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes.
- › The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- › This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- › The Trust expects all staff to also follow the guidance produced by the Safer Recruitment Consortium – [Guidance for safer working practice for those working with children and young people in education settings](#)

This policy also complies with our funding agreement and articles of association.

Each of our School Safeguarding policies refers to locally agreed multi-agency procedures that have been put in place by the relevant Local Authority, Police and Clinical Commissioning Group.

3. Definitions

Safeguarding: 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 the 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; and, taking action to enable all children to have the best outcomes

Child Protection: A part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). Abuse can take place wholly online or technology may be used to facilitate offline abuse.

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Physical Abuse: A form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Emotional Abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

Sexual Abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Designated Safeguarding Lead (DSL): A senior member of staff who has the lead responsibility for safeguarding and child protection, including online safety.

LADO stands for **Local Authority Designated Officer:** The LADO is responsible for managing and overseeing allegations against adults who work with children and young people, including those in education settings. Their role is crucial in ensuring that any concerns about the behaviour of adults working with children are handled appropriately and in accordance with statutory guidance.

Early Help: Providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Whistleblowing: The reporting of suspected wrongdoing or dangers in relation to safeguarding issues.

Children: includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- › *The local authority (LA)*
- › *Integrated Care Boards (previously known as clinical commissioning group)*
- › *The chief officer of police for a police area in the LA area*

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, Local Governors, Directors and Members across our Trust and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The Trust and each school play a crucial role in preventative education. This is in the context of a whole-Trust approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, transphobia, homophobia, biphobia and sexual violence/harassment. This will be underpinned by each school's:

- › *Safeguarding Policy*
- › *Behaviour policy*
- › *Pastoral support system*
- › Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - *Healthy and respectful relationships*
 - *Boundaries and consent*
 - *Stereotyping, prejudice and equality*
 - *Body confidence and self-esteem*
 - *How to recognise an abusive relationship (including coercive and controlling behaviour)*
 - *The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support*
 - *What constitutes sexual harassment and sexual violence and why they're always unacceptable*

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- Provide a confirmation or declaration (each school to ensure that this is recorded effectively) at the beginning of each academic year to say that they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

All staff will be aware of:

- Our Trust and their specific school systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy/deputies, the relevant school behaviour policy, the online safety and ICT acceptable use (includes filtering and monitoring) policy and the safeguarding response to children who are absent or go missing from education

- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to the relevant local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection

The designated safeguarding lead (DSL)

Every school in this Trust must have a DSL.

The DSL is a member of the senior leadership team. The name of the DSL at each school is available on the relevant school website. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputy or deputies will act as cover.

If the DSL and deputy/deputies are not available, the CEO will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour

The DSL will also:

- Keep the headteacher/head of school informed of any issues (if the DSL isn't the headteacher/head of school)
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and deputy/deputies are set out in their job description.

The Board of Directors

The Board will:

- › Facilitate a whole-Trust approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the CEO to account for its implementation
- › Ensure each LGB is aware of and compliant with Safeguarding policy and practice. Each LGB is responsible for evaluating and approving their school Safeguarding policy, ensuring it complies with the law, and hold the relevant Head to account for its implementation in that school
- › Be aware of the Trust obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and each school's local multi-agency safeguarding arrangements
- › Appoint a senior board level Director lead to monitor the effectiveness of this policy in conjunction with the full board of Directors. This is always a different person from the Trust DSL, a post held by the CEO.
- › Make sure:
 - The Trust DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-Trust approach to safeguarding and related policies
 - The Executive team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
 - The Trust has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- › Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on a Trust school roll):

- Seek assurance that the relevant LGB ensures that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school / LGB about safeguarding arrangements, where appropriate
- Make sure that the LGB ensures that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of the Board of Directors will act as the ‘case manager’ in the event that an allegation of abuse is made against the CEO where appropriate (see Allegations of Abuse against Staff Policy).

All Members and Directors will read Keeping Children Safe in Education.

The Board of Directors will ensure that any member of the Executive Team or Trust central employee will follow both this policy and the relevant local school policy when they have any safeguarding concern regarding a child in one of our schools. Where this may involve more than one school the centrally employed Trust staff member will ensure all schools are informed and procedures followed in each school appropriately.

Annually the Board of Directors will ask the CEO and Designated Director for Safeguarding to provide a *Statement of Assurance with regard to Safeguarding* – see Appendix 2

Local governing bodies

Governors on local governing bodies will review and approve their school-specific policy, ensuring it aligns with and does not conflict with the Trust level policy.

They will also hold the headteacher to account for the implementation of the school level policy. Each LGB will appoint a member of the local governing body to act as the governor responsible for safeguarding, to liaise with the school DSL on local safeguarding issues and report to the safeguarding Director as required.

The Chair of the local governing body will act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, where appropriate.

The Headteacher

The headteacher is responsible for the implementation of this and the relevant local School policy, including:

- › Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of the Trust and school systems which support safeguarding, including this policy and the School policy, as part of their induction
 - Understand and follow the procedures included in this and the school policy, particularly those concerning referrals of cases of suspected abuse and neglect
- › Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- › Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly

- › Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- › Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- › Informing the CEO regarding complex or serious safeguarding concerns, such as LADO referrals

6. Confidentiality

The Trust has a Data Protection Policy which applies to all schools.

- › Timely information sharing is essential to effective safeguarding
- › Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- › The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- › If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- › Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- › If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There’s no definitive answer, because even if a victim doesn’t consent to sharing information, staff may still lawfully share it if there’s another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim’s wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children’s social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- › Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system

- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- › The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- › If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

7. Complaints and concerns about school safeguarding policies

Any concerns or complaints regarding individual school safeguarding policies should be raised with the CEO, who may involve the Director responsible for safeguarding. The Trust Complaints policy and Procedure will be followed, and OFSTED or the Local Authority may also be contacted by the complainant.

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see the relevant Trust policy).

8. Record-keeping

We will hold records in line with our records retention schedule. All Trust School use CPOMS as our Safeguarding online record keeping system, in addition to legacy paper systems in some schools.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing via CPOMS and the local school procedures followed. Headteachers are responsible for the record keeping systems in each school.

Records will include:

- › A clear and comprehensive summary of the concern
- › Details of how the concern was followed up and resolved
- › A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- › **5 days** for an in-year transfer, or within
- › **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

CPOMS Recording

- In all Trust schools records of any safeguarding concerns, actions taken, and outcomes are kept electronically via the CPOMS system for any issues that are reported.
- Records of any safeguarding concerns that happened prior to the adoption of the CPOMS system, or that were reported whilst the pupil was at a previous school if they have not adopted CPOMS as their method of recording, are held in hard copy form
- CPOMS is a hosted service that allows staff to report issues and access information both in school and remotely when needed. Child Protection and Safeguarding records held on CPOMS are securely stored on offsite servers that have triple redundancy, offering the highest level of security for the information that they hold.
- Access to pupil safeguarding information on CPOMS is restricted to DSLs and Deputy DSLs via access level restrictions that are built into the system. These access levels are reviewed annually to ensure that only appropriately trained staff with a direct safeguarding responsibility have access to pupil records in their schools
- DSLs and Deputy DSLs are required to have two step authentications enabled on the CPOMS system to ensure that no unauthorised access to pupil information can be gained.
- Hard copy safeguarding files are retained securely in lockable filing cabinets. These files are kept separately from all other pupil records. Where possible the lockable filing cabinets are located in the DSLs office and access to the filing cabinets is restricted to those with direct responsibility for child protection in the school
- All Trust schools retain child protection and safeguarding records in accordance with the guidance from the Records Management Society. Where one of our schools is the last school/setting attended by a pupil when they reach the statutory school leaving age the child protection file will kept until the child's 25th birthday. Following this, the file should be shredded, and a record kept of this having been done that includes the date and the reason for this action.

9. Training and Monitoring

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- › *Be integrated, aligned and considered as part of the whole-trust safeguarding approach and wider staff training, and curriculum planning*

- › *Be in line with advice from the 3 safeguarding partners*
- › *Have regard to the Teachers' Standards to support the expectation that all teachers:*
 - *Manage behaviour effectively to ensure a good and safe environment*
 - *Have a clear understanding of the needs of all pupils*

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings). Volunteers will receive appropriate training, if applicable.

Trust centrally employed staff will undertake training at induction and regularly thereafter in the school in which they spend the majority of their working time, and will have access to that school's safeguarding systems. Trust centrally employed staff will follow the relevant school safeguarding policy if a concern is raised regarding a child in a Trust school.

The CEO as Trust DSL

The Trust DSL will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

The CEO will also undertake Prevent awareness training.

Directors and Local Governors

All Directors and Local Governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated at least annually. This is to make sure that they:

- › Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- › Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of Directors / LGBs may be required to act as the 'case manager' in the event that an allegation of abuse is made against the CEO/Headteacher, they will receive support from the Trust HR provider and training upon request in managing allegations.

Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures and the Trust Safer Recruitment Policy and Procedure.

Monitoring arrangements

DSLs, School and Trust leaders will regularly monitor and review compliance and the effectiveness of Safeguarding provision.

Schools should use the following (or equivalent) forms and templates:

[Safeguarding compliance checklists](#)

Local Authority self-evaluation reviews

Annual reports to governors

The CEO and Director responsible for Safeguarding will complete an Annual Safeguarding Statement of assurance, which will be submitted to the Board in the last meeting of the year.

This policy will be reviewed annually by the CEO. At every review, it will be approved by the full board of Directors

10. Links with other policies

This policy links to the following policies and procedures:

- › Safeguarding Policies for each Trust School
- › Behaviour Policies for each Trust School
- › Code of Conduct Policy (Trust and CES)
- › Complaints and Procedure for Complaints
- › Health and Safety Policy
- › Attendance
- › Online safety and ICT Acceptable Use
- › Equality Diversity Policy
- › PSED
- › Relationships and Sex Education Polices in each School
- › Whistleblowing Policy
- › Prevent Extremism and Radicalisation Policy
- › Safer Recruitment Selection Policy and Procedure
- › Social Media Policy and Procedure
- › Allegations of Abuse against Staff Policy
- › Data Protection Policy
- › Visitor and Parent Code of Conduct Policy

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- › *Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person*
- › *Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate*
- › *Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction*
- › *Seeing or hearing the ill-treatment of another*
- › *Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children*

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- › *Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing*
- › *Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)*

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- › *Provide adequate food, clothing and shelter (including exclusion from home or abandonment)*
- › *Protect a child from physical and emotional harm or danger*
- › *Ensure adequate supervision (including the use of inadequate care-givers)*
- › *Ensure access to appropriate medical care or treatment*

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: Annual Safeguarding Statement of Assurance Template

1. The St John the Baptist Catholic MAT Board of Directors understands the safeguarding responsibilities placed upon the Trust as outlined in the Keeping Children Safe in Education (DATE) and considers them of vital importance. This annual Statement will be completed by the CEO and Director responsible for Safeguarding and submitted to the Board in the last meeting of the year.
2. The Trust meets its statutory requirements in relation to the Disclosure and Barring Scheme. Trust policy ensures all employees and volunteers who work with children and young adults have had appropriate checks and that these are recorded – along with other relevant information – on the Single Central Record of each School and centrally in the Trust SCR.
3. Audits of the Single Central Records are undertaken once a year by the CEO. Each school receives an audit report with areas for action. (CHECK)
4. Safeguarding policies are up to date, and checked by the CEO (CHECK). Policies are reviewed regularly by Headteachers and the Trust executive team (at least annually) and updated in response to national guidance and model documents issued by Local Safeguarding Children Partnerships.
5. There is a Board Director who is the named lead for safeguarding (NAME). The Board receives reports on safeguarding across the Trust via the Executive Team Report (CHECK), which is underpinned by the challenge and support provided by the HOC and Local Governor Bodies and the more detailed reports received in each school produced by the Headteacher (CHECK).
6. The executive lead for safeguarding across the Trust is the Chief Executive Officer (CEO). Safeguarding is an area of focus in the HOC meetings between the CEO and all Headteachers, and case discussions take place routinely on a demands-led basis.
7. Each school has a named Designated Safeguarding Lead and Deputy (or Alternate) Designated Safeguarding Lead. Each Designated Safeguarding Lead (DSL) is offered appropriate training and support and the CEO undertakes an annual review of safeguarding in the school to ensure that this is effective and up to date (CHECK).
8. All staff have undertaken and are up to date with safeguarding training, both core and on specific subjects or themes (such as child sexual exploitation, female genital mutilation, online safety etc). This is delivered by the DSL in each school, and all DSLs attend training delivered by their Local Safeguarding Children Partnership. In some cases, external experts are brought in to schools to deliver specific workshops on specialist subject areas. This is monitored by the CEO in the annual safeguarding check (CHECK).
9. Safeguarding is a key part of each school improvement plan in place for each school, which provides clear expectations of training. This is delivered through face-to-face sessions on

school INSET and/or twilight sessions, with updates shared at regular whole-school meetings.
(CHECK)

10. Each school has a named link local governor for safeguarding. Local Governing Bodies review safeguarding across their school at least 6 times a year as a standing item on LGB agendas.
(CHECK)

11. Twice annually the Chair of Directors meets with the LGB Chairs to discuss relevant issues and safeguarding oversight is a standing item on those agendas. (CHECK)

12. On the basis of this work, St John the Baptist Catholic MAT confirms it has considered its position in regard to safeguarding children and has assurance that it is meeting requirements and is following good practice.

Name of Executive Lead:	Kim Payne - CEO
Designated Board member:	Mark Welsh - Named Director – Safeguarding
Date:	1 October 2024