



The Blessed Peter Snow
Catholic Academy Trust



Safeguarding & Child Protection Policy

2023/24

POLICY DOCUMENT	TRUST SAFEGUARDING & CHILD PROTECTION POLICY
Legislation/Category: Academy Schools	Legally required
Lead member of staff	Trust Director of Safeguarding
Approved by	Blessed Peter Snow Catholic Academy Trust Board
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The Blessed Peter Snow Catholic Academy Trust

The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

“Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator.” (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- Places of Discipleship
- Places where Communities are created
- Places of Learning
- Places where we treasure God’s World

In light of the above principles, the Trust aims to:

- Ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- Provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- Uphold the unshakable belief in the unique potential of each child, student and member of staff
- Provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

This Safeguarding and Child Protection policy should be read in conjunction with the relevant Trust school's Safeguarding and Child Protection policy, as required. This will be more detailed and include local partnership arrangements and procedures. Trust schools are accountable for the implementation of their own policy and the visibility of safeguarding in their own environment.

Our Schools:

- St John Fisher Dewsbury
- Sacred Heart Sowerby Bridge
- St Malachy's Halifax
- St Patrick's Elland
- St Mary's Halifax
- St Patrick's Huddersfield
- Our Lady of Lourdes Huddersfield
- St Joseph's Halifax
- St Joseph's Brighouse
- St Joseph's Huddersfield
- St Joseph's Dewsbury
- Holy Spirit Heckmondwike
- St Patrick's Birstall
- St Paulinus Dewsbury
- St Mary's Batley

1. Aims

Blessed Peter Snow Catholic Academy Trust (BPSCAT) is committed to the safeguarding of all the children in the care of our Trust schools. We aim to ensure that in our schools:

- 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
- The Governing Body and staff take as their first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within the school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in their care
- The responsibilities set out in this policy apply (as appropriate) to all members of the school community including students, staff, governors, visitors/contractors, volunteers and trainees. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within Personal, Social, Health, Citizenship and Economic (PSHCE) education and within the safety of the physical environment provided for the students.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education 2022 and Working Together to Safeguard Children \(WTTSC 2018\)](#). We comply with this guidance and the procedures set out by our Local Safeguarding Children Partnerships within Kirklees and Calderdale.

This policy is also based on the following:

- 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 students at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- General Data Protection Act (2019)
- Data Protection Act (2018)
- 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
- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)
- Kirklees and Calderdale Safeguarding Children Partnership Procedures
- West Yorkshire police consortium safeguarding procedures <https://westyorkscb.proceduresonline.com/contents.html>
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016) <https://www.gov.uk/government/publications/childrenmissing-education>
- Elective Home Education <https://www.gov.uk/government/publications/elective-home-education> [Guidance April 2019](#)

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- 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
- Taking action to enable all children to have the best outcomes
- **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm
- **Children** includes everyone under the age of 18

4. Equality statement

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

Our schools give special consideration to students who:

- Have special educational needs or disabilities
- 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 Female Genital Mutilation (FGM), sexual exploitation, criminal exploitation, forced marriage, or radicalisation
- Are asylum seekers, refugees or migrants
- Have a parent or close family member in prison

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, governors in our schools and Trust Board members and directors. Our policy and procedures also apply to extended school and off-site activities.

All school staff

- All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2022 \(KCSIE\)](#) and review this guidance at least annually.

All school staff will be aware of:

- Their systems which support safeguarding, including Guidance for Safer Recruitment, the role of the Designated Safeguarding Lead (DSL), the behaviour / anti-bullying policy, E-safety policy, staff code of conduct, whistleblowing and the safeguarding response to students who go missing from education
- The early support 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 children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play. Wherever possible, speak to the DSL, deputy DSL or Headteacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or Headteacher being available,

staff must not delay in directly contacting duty and advice team or the police if they believe a child is at immediate risk of significant harm

- Our schools work in partnership with other agencies in the best interests of the children. Requests for service to children's social care team should (wherever possible) be made by the DSL. Where a student already has a social worker, they will immediately contact the social worker involved or in their absence, the team manager of the social worker
- What to do if they identify a safeguarding issue or a student tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- In-school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems
- The signs of different types of abuse, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), female genital mutilation (FGM) and radicalisation.

The DSL (DSL) and deputy designated staff:

- The DSL takes lead responsibility for child protection and wider safeguarding
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Face to face is always the best form of communication, but emails are also quick and easy to flag up a concern initially and all of our schools use the CPOMS reporting and recording system.
- When the DSL is absent or unavailable, the deputies will take temporary lead.

The DSL will be given the time, 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 students
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where Female Genital Mutilation has been identified
- Ensure that all staff involved in direct case work of vulnerable students, where there are child protection concerns/issues, have access to regular safeguarding supervision

- Keep the Headteacher informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate
- Ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Team around the Family meetings (TAFs)
- Provide reports as required for meetings. If unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting
- Contribute to the preparation, implementation and review of any plan as appropriate where a student in school is subject to an inter-agency child protection plan or any multi-agency risk management plan

The full responsibilities of the DSL are set out in Annex C of Keeping Children Safe in Education (KCSIE) – Role of the DSL.

The Academy Council

- The Academy Council will approve the school Safeguarding and Child Protection policy at each review and hold the Headteacher to account for its implementation
- The Academy Council will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing body. The DSL cannot also be the lead governor with responsibility for child protection
- In the event that an allegation of abuse is made against the Headteacher, an appointed member of the Trust Board will act as the ‘case manager’.
- The Academy Council, along with the Senior Leadership Team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off-site providers and provisions that their safeguarding arrangements are secure and in keeping with Keeping Children Safe in Education 2022 (KCSIE).
- The Academy Council will ensure they have received the appropriate Safeguarding training including an annual refresher.

The full responsibilities of the Academy Council are set out in Part Two of KCSIE – ‘The management of safeguarding’.

The Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via their website

- Ensuring that the DSL has appropriate time, 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 update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

The Trust

The Trust has oversight of Safeguarding and Child Protection in Trust schools and will act as follows:

- Conduct an annual review of all Trust schools' policies and processes and draw up an action plan to improve anything required
- Support Headteachers / DSLs on any serious child protection issues they may have to deal with and implement any local authority / Trust procedures as required
- Offer general advice, networking and shared good practice amongst Trust schools
- Offer training linked to safeguarding either centrally or within schools

6. Other safeguarding and child protection matters

Individual Trust school policies should be consulted for information regarding the following:

- Confidentiality and GDPR
- The school role in the prevention of abuse
- The school role in supporting children:
 - a) Early Support
 - b) Children with additional needs
 - c) Children with specific circumstances
 - d) Female Genital Mutilation – mandatory reporting
 - e) Honour-based abuse
 - f) Preventing radicalisation
 - g) Child on child abuse (including harmful sexualised behaviours)
 - h) Mental health o Child sexual exploitation
 - i) Child criminal exploitation o Private fostering
 - j) Children looked after and previously looked after
 - k) Children potentially at greater risk of harm
 - l) Domestic abuse
 - m) Children missing education
 - Safer school culture
 - Managing allegations
 - Whistle-blowing
 - Managing school records