



Safeguarding and Child Protection Policy Statement

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Post holder responsible	Chief Executive Officer

Signed by Chair of St Teresa of Calcutta MAC: *Andrew Cullinane*

Signed by CEO of St Teresa of Calcutta MAC:

A handwritten signature in blue ink, appearing to be 'S. M.', written over a horizontal line.



Are You Worried About a Child?

If you are concerned about the safety or wellbeing of a child in one of our schools, please take action promptly. You can:

- Contact the school and speak to the Designated Safeguarding Lead (DSL) or Headteacher.
- Contact the Children's Advice and Support Service (CASS) for advice or to report a concern.

Opening hours:

Monday to Thursday: 8:45am to 5:15pm

Friday: 8:45am to 4:15pm

Telephone: 0121 303 1888

Emergency out-of-hours:

Telephone: 0121 675 4806

- Call the police only if a child is in immediate danger.

Provide as much information as possible, including the child's name, age, and the nature of your concern.

All concerns are taken seriously and treated confidentially. You do not need to prove anything—raising a concern could help protect a child.

1. Purpose

The purpose of this policy is to set out the safeguarding and child protection arrangements across St Teresa of Calcutta Multi Academy Company (MAC). Our shared commitment is to ensure that every child entrusted to our care is safe, protected from harm, and supported to thrive within a culture of vigilance, care, and respect.

Safeguarding lies at the heart of our mission as Catholic schools. Rooted in the belief that every child is made in the image and likeness of God, we are called to uphold their dignity, protect their innocence, and nurture their potential. Inspired by St Teresa of Calcutta, we place the most vulnerable at the centre of our concern and foster a culture where safeguarding is the responsibility of all.

2. Scope

This policy applies to:

- All Directors, Local Governing Body (LGB) members, Headteachers, and senior leaders.
- All employees, volunteers, visitors, and contractors within MAC schools.



- All pupils attending schools in the MAC.

It should be read alongside:

- *Keeping Children Safe in Education (KCSIE, 2025)*
- *Working Together to Safeguard Children (2023)*
- Local safeguarding partnership procedures
- The Staff Code of Conduct
- Each school's contextual safeguarding policy

3. Legal and Statutory Framework

The MAC and its schools are bound by a range of legislation, including but not limited to:

- *The Children Act 1989 and 2004*
- *Education Act 2002, Section 175/157*
- *Counter Terrorism and Security Act 2015 (Prevent Duty)*
- *Equality Act 2010*
- *Data Protection Act 2018 and UK GDPR*
- *Human Rights Act 1998*

Our safeguarding practice is guided by the principle of working in partnership with children, families, parishes, and agencies to protect every child and promote their welfare.

4. Strategic and Operational Responsibilities

4.1 Board of Directors

- Provide strategic oversight for safeguarding across the MAC.
- Appoint a Lead Safeguarding Director.
- Ensure compliance with statutory guidance and legislation.
- Receive and scrutinise termly safeguarding reports from each school.
- Commission safeguarding audits across all schools and within the MAC Central Team.
- Ensure safeguarding is embedded within the MAC's School Improvement Strategy.

4.2 Local Governing Bodies (LGBs)

- Hold delegated responsibility for safeguarding compliance at school level.
- Appoint a Link Safeguarding Governor.
- Monitor the effectiveness of safeguarding through visits, reports, and policy review.



- Ensure safeguarding is a standing item at all meetings.
- Escalate concerns to the Board where risks are identified.

4.3 Headteachers

- Provide overall leadership of safeguarding in their school.
- Ensure safeguarding policies are fully implemented and embedded in culture.
- Oversee referrals to statutory agencies, including Children's Social Care.
- Ensure staff induction, training, and regular safeguarding updates.
- Manage allegations against staff in consultation with the LADO and HR support.

4.4 Designated Safeguarding Leads (DSLs)

- Lead on all safeguarding and child protection matters.
- Maintain clear, accurate, and timely safeguarding records.
- Liaise with Children's Social Care, police, health, and Early Help services.
- Coordinate provision for vulnerable children, including those with a social worker, looked after, or previously looked after.
- Deliver safeguarding updates to staff and governors.
- Oversee filtering and monitoring of digital systems.

4.5 Staff, Volunteers, and Visitors

- Maintain an attitude of *"it could happen here"*.
- Recognise and respond promptly to signs of abuse, neglect, exploitation, or radicalisation.
- Report concerns immediately and record them accurately.
- Never promise confidentiality; always act in the child's best interests.
- Complete all safeguarding training relevant to their role.

5. Policy Aims

Through this policy we seek to:

1. Protect every child from maltreatment, abuse, neglect, exploitation, and radicalisation.
2. Promote the welfare and wellbeing of all children, including their mental and physical health.
3. Work effectively with safeguarding partners and Early Help services to secure timely intervention.
4. Pay particular attention to children with SEND, those with a social worker, children who are looked after, and those facing disadvantage.



5. Equip children with the knowledge and skills to keep themselves safe, both online and offline.
6. Ensure staff understand their responsibilities and feel confident in identifying and reporting concerns.
7. Drive continuous improvement in safeguarding through training, audit, and review.

6. Contextual Safeguarding Across St Teresa of Calcutta Catholic MAC

Safeguarding is not confined to the school gates. Our approach recognises the wider social, economic, and environmental influences that shape children's lives.

Our schools are located in Birmingham, England's second-largest city—a place of rich cultural diversity but also marked inequalities. Many families face challenges including:

- Poverty, unemployment, and housing insecurity, including temporary or overcrowded accommodation.
- Domestic abuse, family separation, and substance misuse.
- Community influences such as youth violence, county lines, criminal exploitation, and anti-social behaviour.
- Barriers to accessing services, including healthcare, mental health provision, and social support—particularly affecting asylum-seeking, refugee, or newly arrived families.
- Online risks, including grooming, harmful content, cyberbullying, and unsupervised device use.

While these challenges are common across the city, each school also faces distinct contextual safeguarding priorities, for example:

- Pupils travelling from areas with high deprivation and exploitation risks.
- Vulnerabilities linked to immigration status, cultural isolation, or English as an additional language.
- The safeguarding implications of domestic instability, neglect, and mental health needs.
- The growing importance of digital resilience and online safety across both primary and secondary phases.

In response, our safeguarding practice is:

- Grounded in Gospel values of dignity, compassion, and justice.
- Tailored to local contexts, with each school publishing its own contextual safeguarding statement.
- Strengthened through partnership, working closely with families, parishes, and safeguarding agencies.
- Woven into the curriculum and pastoral life, equipping children to recognise risks, form safe relationships, and develop resilience.



7. Safeguarding Culture and Ethos

We are committed to cultivating a safeguarding culture that permeates every aspect of school life. Within our MAC schools:

- Children feel safe, listened to, and respected.
- Staff act promptly and decisively on concerns.
- Safeguarding themes are woven through the curriculum, including Relationships and Sex Education (RSE) and online safety.
- Partnerships with parents, carers, parishes, and external agencies strengthen protection.
- The dignity and rights of every child are consistently upheld.

8. Training and Induction

To sustain a culture of vigilance, all staff, governors, and Directors receive high-quality safeguarding training and induction:

- Induction covers this policy, the Staff Code of Conduct, and *Keeping Children Safe in Education (KCSIE)*.
- DSLs and deputies complete specialist training, refreshed at least every two years.
- All staff receive regular safeguarding updates (at least annually) and training in Prevent, online safety, and responding to disclosures.
- Training records are carefully maintained and monitored, with compliance reported to the MAC.

9. Safer Recruitment and Allegations Management

We follow safer recruitment procedures across all MAC schools to ensure that only those suitable to work with children are employed.

- All recruitment panels include at least one member trained in safer recruitment.
- Pre-employment checks, references, and enhanced DBS clearance are mandatory.
- Allegations against staff are reported to the Headteacher, who consults with the LADO and HR specialists.
- Allegations against a Headteacher are referred directly to the Chair of Governors and the MAC's CEO.
- Low-level concerns about staff conduct are recorded, monitored, and addressed in line with *KCSIE Part 4* and the MAC's Low Level Concern Policy.



10. Prevent Duty

In line with the Counter Terrorism and Security Act 2015, the MAC and its schools fulfil their Prevent duty by:

- Assessing the risk of pupils being drawn into terrorism or extremist ideology.
- Ensuring staff are trained to recognise indicators of radicalisation and know how to respond.
- Building resilience in pupils through curriculum opportunities that foster critical thinking, respect for others, and British values.
- Engaging proactively with local Channel panels and safeguarding partners.

11. Inclusion and Vulnerability

Our safeguarding practice is rooted in a commitment to equity and inclusion. We pay particular attention to children who face additional barriers, including those who:

- Have special educational needs or disabilities (SEND).
- Experience mental health difficulties.
- Are looked after, previously looked after, or have a social worker.
- Live in households affected by poverty, instability, or abuse.
- Belong to minority or marginalised groups, including asylum seekers, refugees, and those for whom English is an additional language.

We work closely with families and external partners to remove barriers and ensure that every child has the opportunity to flourish.

12. Quality Assurance

Safeguarding across the MAC is continually evaluated and strengthened through:

- Safeguarding audits in every school, overseen by the MAC School Improvement team.
- Termly MAC Safeguarding Reports presented to the Board of Directors.
- Safeguarding reviews, DSL networks, and Team Around the School meetings.
- Regular supervision and professional development of Designated Safeguarding Leads (DSLs).
- Monitoring key performance indicators (KPIs), including training compliance, audit outcomes, and the timeliness of referrals.

This structured and systematic approach ensures accountability, supports continuous improvement, and strengthens safeguarding practice across all schools within the MAC



13. Monitoring and Review

- This policy will be reviewed annually by the Board of Directors.
- Each school's safeguarding and child protection policy will also be reviewed annually by its Local Governing Body (LGB).
- Updates will be made in response to statutory changes, local safeguarding priorities, serious case reviews, or emerging risks.