



St Teresa of Calcutta Multi Academy Company

SAFEGUARDING POLICY

Safeguarding and Promoting the Welfare of Children

Academic Year: 2026–2027

Policy Status	MAC Policy
Approved by	Board of Directors
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Policy Owner	St Teresa of Calcutta Multi Academy Company
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Summary of Changes Version 2	Updated to reflect KCSIE 2026 and Working Together to Safeguard Children 2026, strengthened the MAC-wide safeguarding framework and accountability arrangements, incorporated the MAC Vulnerability Framework and safeguarding infrastructure, strengthened arrangements for professional development, supervision, assurance and professional challenge, and updated safeguarding contacts and supporting MAC policies.

Are You Concerned About a Child?

If you are concerned about the safety or wellbeing of a child attending one of our schools, **please take action promptly**. You do not need to be certain that abuse or neglect has occurred, and you do not need to investigate the concern yourself.

You can:

Contact the school

Speak to the school's Designated Safeguarding Lead (DSL), Deputy DSL or Headteacher. Contact details for each of our schools are provided in Appendix 1.

Contact Birmingham Children's Advice and Support Service (CASS)

CASS can provide advice and receive safeguarding concerns about children and young people in Birmingham.

Telephone: 0121 303 1888

Opening hours: Monday to Thursday, 8:45am–5:15pm; Friday, 8:45am–4:15pm

Emergency out-of-hours: 0121 675 4806

Contact the police

If a child is in **immediate danger**, call **999**.

The police should also be contacted where there is a concern that a crime has been committed or where police involvement is otherwise appropriate.

When making a report, provide as much relevant information as possible, including the child's name, age, location and the nature of your concern.

You do not need to prove that abuse or neglect has occurred before raising a concern. If something does not feel right, speaking up could help protect a child.

1. Our Catholic Mission and Safeguarding

At St Teresa of Calcutta Multi Academy Company (MAC) safeguarding is rooted in our Catholic understanding of the dignity and worth of every human person.

Every child is created in the image and likeness of God and is deserving of love, respect, dignity and protection. Our Catholic mission calls us to have a particular concern for those who are vulnerable, marginalised or experiencing difficulty.

The example of St Teresa of Calcutta, whose life was characterised by seeing and serving people who were poor, vulnerable and overlooked, inspires our commitment to ensure that no child becomes invisible within our communities.

For us, safeguarding is therefore more than a statutory responsibility. It is an expression of our mission.

Our Catholic identity does not lessen our professional safeguarding responsibilities; it strengthens the reason why we take them so seriously. We seek to build schools in which children are known, relationships matter, adults listen and concerns are acted upon.

2. Purpose and Scope

The purpose of this policy is to establish the overarching safeguarding principles, expectations, responsibilities and arrangements that apply across St Teresa of Calcutta Multi Academy Company.

The policy applies to all schools within the MAC and to all adults working on behalf of the MAC, including staff, governors, volunteers, agency workers and contractors where relevant.

This policy should be read alongside the MAC's supporting safeguarding policies, frameworks and procedures and the individual school's child protection arrangements.

The policy does not seek to reproduce detailed operational procedures which are set out in school-level safeguarding and child protection procedures or other MAC policies. Instead, it establishes the common expectations and culture within which those arrangements operate.

Safeguarding is everyone's responsibility.

3. Seeing the Child

At St Teresa of Calcutta MAC, we believe that safeguarding begins with seeing the child.

It is possible, particularly in a large organisation, for children to become statistics, categories, cases or entries on a system. Effective safeguarding requires us to look beyond these labels and understand the individual child.

Behind every attendance figure is a child. Behind every safeguarding concern is a child. Behind every vulnerability category is a child. Behind every referral is a child and a family.

Behind every statistic is a child, a family and a story.

Our professional judgement should therefore consider not only:

What is the concern?

but also:

What is happening for this child?

This requires professional curiosity, effective relationships and a willingness to notice changes or patterns that may otherwise be overlooked.

No child should become invisible within our schools.

4. The Communities We Serve

St Teresa of Calcutta MAC is proud to be rooted in Birmingham.

Our twelve schools serve a diverse range of communities, each with its own character, strengths, challenges and history. Some of our schools serve communities experiencing very high levels of poverty and economic disadvantage.

Poverty is not a safeguarding label, and we will never assume that a child is unsafe because of where they live, their family circumstances or their economic situation.

Equally, we will not allow disadvantage to become invisible to us.

Social and economic circumstances can affect children's experiences, opportunities, relationships and access to support. Our responsibility is to understand those circumstances without making assumptions about children or families and to recognise when additional support or protection may be required.

5. Our Safeguarding Principles

Our approach to safeguarding can be expressed through five commitments:

1. See

We will notice children, know our pupils and families and remain alert to changes in behaviour, presentation, attendance, relationships or circumstances.

2. Listen

We will listen carefully to what children tell us and to what their behaviour, relationships and experiences may be communicating.

3. Act

We will act when we are concerned. We do not need to have all the answers or wait for certainty before seeking advice or taking appropriate action.

4. Walk With

We recognise that safeguarding is often a journey rather than a single intervention. We will work appropriately with children and families, recognising that meaningful change can take time.

We seek to support without rescuing, challenge without blaming, listen without making assumptions and act without unnecessary delay.

5. Protect

Where children are at risk of harm, we will act to protect them and work appropriately with social care, police, health services and other safeguarding partners.

These principles apply to every adult and at every level of the MAC.

6. One MAC, Twelve Schools, One Commitment

Our twelve schools are different. They serve different communities, have different histories and have their own individual strengths.

We want to preserve that individuality. At the same time, there are some things that must unite us.

Safeguarding is one of them.

A child should receive strong safeguarding practice because they attend a St Teresa of Calcutta MAC school, regardless of which school they attend.

We therefore seek consistency in safeguarding expectations without losing the individuality of our schools.

The MAC Central Team does not seek to replace the knowledge held within schools. Those who work with children every day know their pupils, families and communities best.

The MAC provides strategic leadership, support, professional development, appropriate challenge and assurance so that schools can fulfil their safeguarding responsibilities effectively.

When a child needs us, we respond as one MAC.

7. Safeguarding at MAC and School Level

This is an overarching MAC safeguarding policy.

Individual schools are responsible for implementing effective day-to-day safeguarding and child protection arrangements within the MAC framework and in accordance with statutory requirements.

School arrangements include:

- identifying and responding to concerns about children;
- making appropriate referrals and seeking advice;
- supporting children and families;
- maintaining accurate safeguarding records;
- responding to allegations and concerns about adults;
- ensuring staff understand their safeguarding responsibilities;
- maintaining appropriate DSL and Deputy DSL arrangements; and
- working effectively with safeguarding partners and other agencies.

The MAC provides the strategic framework within which this work takes place.

The relationship between the MAC and its schools is based on shared responsibility, clear accountability, professional support and appropriate challenge.

The Board retains overall accountability for safeguarding across St Teresa of Calcutta MAC.

8. Governance and Accountability

The Board of Directors provides strategic oversight of safeguarding across the MAC and is responsible for ensuring that effective arrangements are in place to safeguard and promote the welfare of children.

The Board will receive appropriate safeguarding assurance and will ensure that safeguarding remains a strategic priority.

The Board may delegate specified functions in accordance with the MAC's governance arrangements and Scheme of Delegation. Such delegation does not remove the Board's overall accountability and oversight.

Safeguarding will be considered through appropriate governance structures, including consideration of:

- safeguarding performance and emerging risks;
- information relating to vulnerable children;
- the effectiveness of safeguarding systems and practice;
- external safeguarding audit findings;
- significant safeguarding themes and learning; and
- actions arising from monitoring, review and challenge.

Good safeguarding governance is not simply about confirming that policies exist. It requires an understanding of whether safeguarding arrangements are effective in practice.

The fundamental questions for governance are:

Are children safe?

and:

How do we know?

9. Safeguarding Responsibilities

Safeguarding is everyone's responsibility, but different people hold different responsibilities within the MAC.

9.1 Board of Directors

The Board retains overall accountability for safeguarding across St Teresa of Calcutta MAC.

The Board provides strategic oversight and assurance and must be satisfied that effective safeguarding arrangements are in place across the MAC.

9.2 MAC Central Team

The MAC Central Team provides strategic safeguarding leadership, support, challenge and assurance.

This includes:

- coordinating MAC-wide safeguarding arrangements;
- supporting professional development;
- analysing safeguarding information;
- identifying emerging risks;
- facilitating professional networks;
- promoting consistency and sharing effective practice;

- supporting schools with resources and guidance;
- providing appropriate professional challenge; and
- ensuring that safeguarding learning is shared across the MAC.

9.3 Headteachers and Designated Safeguarding Leads

Headteachers and Designated Safeguarding Leads provide safeguarding leadership within their schools and are responsible for ensuring that effective day-to-day safeguarding and child protection arrangements are implemented.

They know their children and communities best and are central to understanding the context behind safeguarding concerns.

They are supported by the MAC through professional development, supervision, resources, networks, data, assurance and challenge.

9.4 All Staff, Governors and Volunteers

Safeguarding is everyone's responsibility.

All adults working within our schools are expected to understand how safeguarding operates within their school, recognise concerns, listen to children, report concerns promptly and seek advice when they are unsure.

All staff must read **Part One of Keeping Children Safe in Education 2026** in full and follow their school's safeguarding and child protection arrangements.

No member of staff is expected to solve every safeguarding concern themselves. They are expected to see, listen, report, seek advice and act.

10. MAC Safeguarding Infrastructure

The MAC has established a range of arrangements to support effective safeguarding practice, professional development, challenge and assurance across our schools.

These arrangements include:

MAC DSL Professional Network

The MAC DSL Professional Network meets termly and provides a professional community for DSLs across the MAC.

The Network enables DSLs to:

- share emerging safeguarding risks and local intelligence;
- consider complex cases and themes;
- understand statutory and national developments;
- share effective practice and resources;
- develop greater consistency across schools;
- discuss difficult safeguarding questions;
- test professional thinking; and
- provide support and challenge.

The Network is an important part of how we build safeguarding capacity across the MAC.

MAC Safeguarding Training

The MAC provides annual face-to-face safeguarding training for DSLs.

Training is deliberately context-focused and considers statutory expectations alongside the safeguarding realities facing our children and communities, emerging risks, local intelligence, learning from practice and professional curiosity.

External DSL Supervision

DSLs receive half-termly external safeguarding supervision, providing protected professional space for reflection, discussion, challenge and support.

Safeguarding Link Governor Development

Safeguarding Link Governors receive termly MAC safeguarding briefings, updates and appropriate training.

Safer Recruitment

The MAC provides annual safer recruitment training to support consistent and effective recruitment practice.

External Safeguarding Audits

Every school participates in an independent external safeguarding audit on a three-year cycle, providing external scrutiny and challenge.

MAC Monitoring and Focused Visits

Safeguarding forms part of the MAC's wider monitoring, professional dialogue and focused visit arrangements.

Together, these arrangements form the MAC's safeguarding infrastructure and support a culture of continuous improvement.

11. Knowing Our Children and Understanding Vulnerability

Children do not fit neatly into categories and vulnerability can change.

The MAC therefore uses a shared approach to understanding vulnerability, supported by the MAC Vulnerability Framework and Vulnerability Register.

This may include children experiencing:

- child protection or child in need involvement;
- care or previous care;
- Early Help;
- attendance difficulties;
- SEND;
- behavioural concerns;
- contextual safeguarding risks;
- medical needs;
- family difficulties; or
- other circumstances that may increase vulnerability.

These categories are not intended to define children.

The purpose is to help us identify children who may need additional attention, support or protection.

The Vulnerability Register is a strategic MAC tool. It does not replace professional judgement, school-level case management or the need to know individual children well.

Our central question remains:

What is happening in this child's life, and what might they need from us?

12. Safeguarding Data and Professional Curiosity

The MAC collects safeguarding information termly and uses this information to identify patterns, emerging concerns, strengths and areas requiring further enquiry.

Safeguarding information may be considered alongside attendance, behaviour, SEND, vulnerability and other relevant information.

However:

A number cannot tell us whether a child is safe.

A percentage cannot tell us what is happening in a family.

A category cannot tell us everything about a child.

Data does not tell us whether a child is safe. It helps us know where we need to look more closely.

When information raises a question, the response is professional enquiry rather than assumption.

We seek to understand the story behind the number rather than allowing the number to become the story.

13. Attendance and Safeguarding

Attendance is both an educational and safeguarding issue.

A pattern of absence may indicate that something is happening in a child's life that requires further understanding. This may include family circumstances, neglect, anxiety, bullying, exploitation, health needs, caring responsibilities or other difficulties.

Our approach therefore asks:

Why is this child not in school?

and:

What might their absence be telling us?

Attendance information should be considered alongside wider safeguarding information and professional knowledge.

Effective attendance systems help schools understand children, not simply record absence.

14. Contextual Safeguarding and Protect & Empower

Safeguarding does not begin and end at the school gate or within the family home.

Children can experience risk through peer groups, communities, public spaces, relationships and online environments.

The MAC's approach to contextual safeguarding seeks to understand the environments in which children live, learn and socialise and the factors that may increase risk.

We will not place the responsibility for managing these risks solely upon children. We will seek to understand the context, work with appropriate partners and take action to make environments safer.

Protect & Empower

Protect & Empower is the MAC's contextual safeguarding curriculum approach.

It forms part of our preventative safeguarding work and supports children to develop an understanding of risk, healthy relationships, personal safety and help-seeking.

Protect & Empower complements, rather than replaces, our wider safeguarding arrangements.

15. Early Help and Working with Families

Safeguarding is not only about responding when harm has occurred. It is also about recognising when a child or family may need additional help and acting early.

Across our MAC, we seek to work alongside families with honesty, respect and compassion. We will listen carefully, seek to understand circumstances and work with families and partner agencies to identify and provide appropriate support at the right time.

Effective partnership does not mean avoiding difficult conversations. Where a child may be at risk of harm, the safety and welfare of the child must remain paramount.

Our approach is to:

- support without rescuing;
- challenge without blaming;
- listen without making assumptions; and
- act without unnecessary delay.

16. A Culture Where People Speak Up

Good safeguarding depends upon adults feeling able to speak when something does not feel right.

We want every member of staff, governor and volunteer to feel able to raise a concern, ask a question or challenge practice without fear of being dismissed or criticised.

Raising a safeguarding concern is an act of care, not criticism.

The MAC Staff Code of Conduct and MAC Low-Level Concerns Policy provide arrangements for raising and responding to concerns about adults.

Low-level concerns are recorded through the MyConcern staffing section and considered carefully and proportionately.

Where a concern relates to a Headteacher, it is escalated through the MAC arrangements, including reporting to the MAC CEO where required.

A concern is not dismissed simply because it does not initially meet a formal threshold. The context, patterns and potential impact on children are considered.

17. Allegations and Concerns About Adults

Children must be safe from harm caused by adults as well as from other sources of risk.

Where an allegation or concern is raised about an adult working in or on behalf of a MAC school, the immediate priority is the safety and welfare of children.

Concerns will be responded to promptly, fairly and proportionately, in accordance with statutory guidance and MAC procedures.

The MAC will ensure that concerns are considered at the appropriate level, including consultation with the Local Authority Designated Officer (LADO) where the relevant threshold is met.

Concerns that do not meet the LADO threshold will not simply be disregarded. They will be considered within the MAC's safeguarding and staff conduct arrangements.

The MAC will balance the need to protect children with fairness to adults, maintaining appropriate confidentiality and avoiding unnecessary delay.

18. Child-on-Child Abuse

Children can cause harm to other children.

This may include bullying, sexual harassment, sexual violence, harmful sexual behaviour, exploitation, physical abuse, coercion and online abuse.

The MAC will not dismiss harmful behaviour as “just banter”, “children being children” or simply “part of growing up”.

Concerns will be taken seriously, children will be listened to and appropriate action will be taken to protect those who have experienced harm.

We also recognise that a child who has caused harm may themselves have vulnerabilities or safeguarding needs. Understanding this does not lessen our responsibility to protect other children.

19. Online Safety and Emerging Technology

Children's lives do not stop at the school gate.

Digital technology provides significant opportunities for learning, communication and connection, but it can also expose children to harm.

Online safety is therefore an integral part of safeguarding.

The MAC will continue to develop its understanding of emerging online risks and technologies, including artificial intelligence, and ensure that staff, children and families are supported to understand and respond to these risks.

Our approach will develop as technology and children's online experiences change.

20. Prevent and Radicalisation

The MAC recognises that safeguarding includes protecting children from the risk of radicalisation and extremist influence.

Prevent responsibilities are approached as part of our wider safeguarding culture.

We seek to create schools where children experience belonging, respect and inclusion, develop critical thinking and understand how to recognise and respond to harmful influence.

Staff will remain alert to concerns relating to radicalisation and extremism and follow established safeguarding and Prevent procedures where concerns arise.

Our approach is preventative as well as responsive.

Belonging, dignity, relationships and education are important protective factors.

21. Information Sharing, Recording and Professional Judgement

Effective safeguarding depends upon the right information being available to the right people at the right time.

Safeguarding records will be accurate, objective, timely and sufficiently detailed to enable those responsible for a child's welfare to understand:

- what is known;
- what has been seen or heard;
- what the child has said;
- what action has been taken;
- what decisions have been made; and
- the rationale for those decisions.

Data protection legislation does not prevent information being shared where this is necessary to safeguard a child. Information is shared lawfully, proportionately and in accordance with statutory guidance and MAC arrangements.

Professional judgement remains essential. Records and systems support safeguarding practice; they do not replace professional responsibility.

22. Safeguarding Assurance Across the MAC

The Board retains overall accountability for safeguarding across St Teresa of Calcutta MAC.

Effective assurance requires more than checking whether policies and procedures are in place. We need to understand whether safeguarding is working in practice for children.

The MAC therefore draws assurance from a range of sources, including:

- termly safeguarding data and analysis;
- the MAC Vulnerability Register and wider vulnerability information;
- professional dialogue with Headteachers and DSLs;
- the termly MAC DSL Professional Network;
- half-termly external safeguarding supervision;
- safeguarding Link Governor briefings;
- MAC safeguarding monitoring and focused visits; and
- independent external safeguarding audits, with every school participating in a three-year audit cycle.

These sources are used to identify strengths, emerging risks, inconsistency and areas requiring further support or challenge.

Where a concern or pattern is identified, the MAC will seek to understand the circumstances, discuss the issue with those closest to the children, provide appropriate support and, where necessary, challenge practice and require further action.

Our approach is one of professional curiosity, support, challenge and follow-through.

23. Supporting, Challenging and Escalating

The relationship between the MAC Central Team and our schools is based upon trust, professional respect and shared responsibility.

The MAC will support schools by sharing expertise, developing resources, providing professional development, analysing information and helping schools respond to emerging safeguarding challenges.

At the same time, the MAC will provide appropriate challenge where practice, systems or outcomes give cause for concern.

We will seek to understand context before reaching conclusions, but we will never allow context to become an excuse for unsafe practice.

Professional challenge is part of healthy safeguarding.

Where concerns require escalation, they will be escalated through the appropriate school and MAC arrangements.

No uncertainty about who is responsible should delay action to protect a child.

24. Learning and Continuous Improvement

One of the strengths of being a MAC is that we do not have to learn alone.

We learn from safeguarding incidents, audits, reviews, supervision, data, children and families, safeguarding partners and the experience and expertise within our own schools.

Where learning is relevant across the MAC, we will share it.

We do not want a safeguarding lesson learned in one school to remain in that school if it could make another child safer elsewhere.

The MAC therefore seeks to create a culture where schools learn from one another and where the MAC learns from its schools as well as supporting them.

Continuous improvement is part of our safeguarding responsibility.

25. Wider MAC Safeguarding Framework

Safeguarding does not sit within this policy alone.

This policy provides the overarching principles, responsibilities and MAC-wide arrangements for safeguarding. Other MAC policies, frameworks and programmes provide more detailed expectations and procedures.

These include, as appropriate:

- MAC Safer Recruitment Policy;
- MAC Staff Code of Conduct;
- MAC Low-Level Concerns Policy;
- MAC Attendance Policy;
- MAC Online Safety Policy;
- MAC Restrictive Intervention Policy;
- MAC RSE Policy;
- MAC Whistleblowing Policy;
- MAC Complaints Policy;
- MAC Vulnerability Framework;
- MAC Vulnerability Register arrangements;
- Protect & Empower contextual safeguarding curriculum;
- MAC safeguarding training and supervision arrangements; and
- relevant school-level safeguarding policies and procedures.

Together, these form part of our wider MAC safeguarding framework.

Safeguarding is not the responsibility of one policy, one person or one team. It is part of everything we do to keep children safe.

26. Our Commitment

Ultimately, safeguarding is about children.

It is about the child who is thriving and the child who is struggling.

The child whose concern is obvious and the child whose distress is much harder to see.

The child who confidently asks for help and the child who does not yet have the words.

Our Catholic mission calls us to see the dignity of every child and to stand alongside those who are vulnerable.

We will continue to build schools where children are known, relationships matter, adults listen and concerns are acted upon.

We will continue to learn together, challenge ourselves and improve.

APPENDIX 1 – KEY SAFEGUARDING CONTACTS

Safeguarding concerns should be raised without delay through the safeguarding arrangements within the relevant school. Each school maintains current contact details for its Designated Safeguarding Lead (DSL) and Deputy DSLs.

This appendix provides a MAC-wide reference point so that staff, governors and other relevant adults know who to contact when safeguarding advice or support is required.

School Designated Safeguarding Leads

School	Designated Safeguarding Lead	Deputy DSL(s)	Safeguarding Contact
Archbishop Ilsley Catholic School	Dan Corrigan	Ms S Smithen Mr Hearnden Mr Foley Mrs Grant Ms Begum Mrs Copage Mr Ellis Mr Hanlon Mrs Jones Ms Kilroy Mrs Lloyd Ms Portman Mrs Salas Ms Whelan	0121 706 4200/ d.corrigan@ilsley.bham.sch.uk
Holy Trinity Catholic School	Cath Henvey	Rebecca Burnett Celine Finn Dr Donnie Gorman Aurora Backhouse Shezad Mahmood Sarah Smith Rav Sian	0121 772 0184 / c.henvey@holyltrc.bham.sch.uk
The Rosary Catholic Primary School	Anne Norris	Sarah Banks Vicky Sharp Rosie Percival Sarah Robinson Joe Perkins	0121 161 4519 a.norris@rosaryrc.bham.sch.uk
Holy Souls Catholic Primary School	Lisa Kielstra	Laura Trodden Rachel Girling Darren Henvey Judith McTiernan	0121 272 1776 L.Kielstra@holysoul.bham.sch.uk
St Ambrose Barlow Catholic Primary School	Jon Clinton	Charlotte Bresnan Lizzy Traynor Kirsty Reynolds Kelly Brown	0121 464 2791 c.bresnen@sab.bham.sch.uk
St Francis Catholic Primary School	Stacey Beckford	Margaret Brumant Sally Stone Sarah Constantinou Michelle Murray Cassandra Douglas	0121 464 5072 s.beckford@stfranrc.bham.sch.uk

St Vincent's Catholic Primary School	Tarah O'Brien	Fatou Bah Colum Davis Maria Tabone Juliette Bell	0121 675 2359 t.obrien@stvincnt.bham.sch.uk
St Teresa's Catholic Primary School	Declan Corkery	Marie Shirley	0121 554 9581 d.corkery@stteresa.bham.sch.uk
St Augustine's Catholic Primary School	Rachel Warren	Mary Stanley Mary Hyland Ly Tran Samantha Delahaye Chris Pritchard Steven Berry	0121 554 5069 r.warren@staugust.bham.sch.uk
St Clare's Catholic Primary School	Aaron Hepburn	Ciaran Murphy Anita Kavanagh Nancy Fahmi Sharon Rogers Victoria Rivett	0121 554 3289 a.hepburn@stclare.bham.sch.uk
St Chad's Catholic Primary School	Maria Ryan	Martina Parker Kathryn Wheatley Thyssen Lewis Jane Ashford	0121 464 6554 M.Ryan@st-chads.bham.sch.uk
St Joseph's Catholic Primary School	Lorraine Gowen	Michelle Ashley Chris Caffrey Megan Boxwell Laura West	0121 464 8140 l.gowen@stjosb7.bham.sch.uk

MAC Safeguarding Contacts

Role	Contact	Contact Details
MAC Chief Executive Officer	Prof. Paul Ryan	p.ryan@stocmac.org.uk / 0121 289 2420
MAC Strategic Safeguarding Lead	[Name]	[Email / telephone]
MAC Central Team	St Teresa of Calcutta MAC	info@stocmac.org.uk / 0121 289 2420
Board Safeguarding Link Director	Mary Mills	m.mills@stocmac.org.uk / 0121 289 2420

Concerns About a Headteacher

Where a safeguarding concern relates to a Headteacher, the concern must not be reported to the Headteacher concerned.

The concern should be escalated through the MAC arrangements and reported to the **MAC CEO** where required.

Where the concern relates to the MAC CEO, the concern should be reported in accordance with the MAC's governance and safeguarding arrangements.

Allegations and Concerns About Adults

Where an allegation or concern about an adult may meet the relevant statutory threshold, the appropriate Local Authority Designated Officer (LADO) arrangements must be followed.

LADO service/contact:

Norah Malik - LADO Principal Officer

07858370060 / 0121 675 1669

norah.malik@birminghamchildrenstrust.co.uk

Immediate Danger

If a child or young person is in immediate danger, the appropriate emergency services should be contacted without delay.

School and MAC safeguarding procedures should then be followed and the DSL or appropriate safeguarding lead informed.

APPENDIX 2 – MAC SAFEGUARDING INFRASTRUCTURE

Area	MAC Arrangement
Professional collaboration	Termly MAC DSL Professional Network
DSL development	Annual face-to-face MAC safeguarding training
Professional support	Half-termly external DSL safeguarding supervision
Governor development	Termly safeguarding Link Governor briefings
Safer recruitment	Annual safer recruitment training
Vulnerability	MAC-wide Vulnerability Framework and shared categories
Vulnerability oversight	MAC Vulnerability Register
Data	Termly safeguarding data collection, analysis and school discussion
DSL leadership	MAC DSL role descriptions and guidance
Practical support	MAC safeguarding monitoring and analysis templates
Assurance	MAC safeguarding monitoring and focused visits
External challenge	Three-year cycle of independent external safeguarding audits
Curriculum	Protect & Empower contextual safeguarding curriculum
Policy	MAC-wide safeguarding policy and supporting safeguarding frameworks
Learning	Sharing safeguarding practice and learning across schools
Governance	Regular safeguarding assurance to the Board

APPENDIX 3 – STATUTORY AND REGULATORY FRAMEWORK

This policy is informed by current statutory guidance, legislation and relevant safeguarding arrangements, including:

- **Keeping Children Safe in Education 2026;**
- **Working Together to Safeguard Children 2026;**
- relevant Department for Education safeguarding guidance;
- relevant safeguarding and child protection legislation;
- local safeguarding partnership arrangements;
- the MAC governance framework and Scheme of Delegation; and
- other statutory requirements relevant to the protection and welfare of children.

This policy should be read alongside current statutory guidance and any subsequent updates.

The MAC will review this policy when statutory guidance, legislation, local safeguarding arrangements or significant safeguarding learning changes.

The policy will be formally reviewed at least annually and sooner where significant changes require this.