



Safeguarding and Child Protection Policy For Academy Staff

For all staff within the Bosco Catholic Education Trust

This Safeguarding and Child Protection Policy has been approved and adopted by the Bosco Catholic Education Trust

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1. Bosco Catholic Education Trust Mission Statement

The Bosco Catholic Education Trust is a Christ-centred family of Catholic academies, within the Diocese of Arundel and Brighton, working together as one body to provide an outstanding education for all. As Catholic schools, we endeavour to develop confident, compassionate and faithful young people. Through partnership, collaboration and mutual support, we seek to enable all those entrusted to our care to become the person God called them to be.

“Serve the Lord joyfully”

2. Overarching principles and Implementation

We recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002), is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying this policy to ensure effective levels of safeguarding and care are afforded to all of our pupils. It is essential that all actions are taken first and foremost in the best interest of our pupils.

This policy sets out guidance and procedures that our academy staff will take to ensure appropriate action is taken in a timely manner. Its contents are intended to be in accordance with all relevant Government guidelines and legislation, as well as the inter-agency procedures provided by the West and East Sussex safeguarding partners.

IMPLEMENTATION

This policy applies to all adults involved with our academy, including paid staff, volunteers, including visitors. It will be publicly available on our academy website and will be available in paper form upon request.

All academy staff and volunteers will be issued with a copy of this policy, along with a copy of the Code of Conduct, whistleblowing policy, behaviour policy, anti-bullying policy, online safety, acceptable use (including social media) policy, attendance policy and any additional information about responding to children missing in education (CME), together with Part 1 and Annex B of Keeping Children Safe in Education (2021) They will be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents. Any new staff and volunteers who join our academy staff will receive a specific safeguarding induction to include these policies and will also be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents.

The implementation of this policy will be reviewed on a regular basis by the academy Senior Leadership Team and also the named academy Safeguarding Trustee, to assess the effectiveness and impact of the academy’s processes and procedures in safeguarding pupils and promoting their welfare.

Additionally, the safeguarding team will support the safeguarding strategy, including scrutiny of safeguarding pupil files, of actions taken by the Designated Safeguarding Lead or their Deputy in response to safeguarding concerns, and of the quality and impact of staff safeguarding training. All members of the safeguarding team will have received Designated Safeguarding Lead training, and have been assessed to have the knowledge, skills and experience required to undertake this role.

Failure by any staff member or volunteer to implement this policy will be considered an act of misconduct and will be dealt with in line with relevant academy policies.

3. Intended Impact

- To enable all pupils to feel safe and cared for whilst at our academy, and to ensure that they have a safe place and safe people to whom they can turn.
- To enable all adults involved with our academy to be fully equipped to fulfil their responsibilities in effectively promoting the safeguarding and welfare of all of our pupils.

4. Roles & Responsibilities

- Academy central staff will: know, understand and follow the safeguarding procedures; undertake relevant regular training and updates to ensure their skills and knowledge support them to meet their safeguarding responsibility.
- Bosco Trust safeguarding team members will: advise and challenge each school and their staff to support them in deploying best practice to meet their statutory safeguarding responsibilities.

How this relates to national guidance & requirements:

Statutory safeguarding and child protection practice for schools and academies is outlined in the following legislation and documents, with which this policy intends to be in accordance:

- Legal: Section 175, Education Act (2002); Section 26, Counter Terrorism and Security Act (2015)
- Government: Working Together to Safeguard Children (2018); What to do if you're worried a child is being abused (2015); Keeping children safe in education (2022); Children missing in education (2016); The designated teacher for looked after and previously looked after children (2018);

Information Sharing, Advice for practitioners providing safeguarding services (2018); Teaching online safety in schools (2019); Relationships education, relationships and sex education, and health education (2019)

- Ofsted: Inspecting safeguarding in early years, education and skills settings (2022)

5. Key definitions

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (2022) as: '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, and taking action to enable all children to have the best outcomes.'

6. Policy Principles in Detail

The role and responsibilities of the Designated Safeguarding Lead

- A senior member of staff from our academy's leadership team will be appointed to act as our Designated Safeguarding Lead (DSL). This person will coordinate all safeguarding and child protection procedures at our academy, including those related to online safety, and will take lead responsibility for this area, which will be specified in their job description.
- A Deputy Designated Safeguarding Lead will also be appointed, who will be trained to the same level as the Lead, will have their Deputy DSL role included in their job description, and to whom activities may be delegated.
- During school hours, the Designated Safeguarding Lead or their Deputy will be available to discuss any safeguarding concerns, either in person or, in exceptional circumstances, via phone or other modes of communication.
- The Designated Safeguarding Lead and their Deputy will undergo suitable training, including Prevent training, to equip them with the skills and knowledge required to undertake their role, which will be updated at a minimum every two years; in addition, their skills and knowledge will be refreshed at regular intervals, annually at a minimum.
- The Designated Safeguarding Lead and their Deputy will ensure that all staff know and understand the safeguarding and child protection procedures at our academy, as well as knowing, and working effectively with, the local inter-agency procedures for assessment of early help needs and for referrals of suspected cases of abuse.
- The Designated Safeguarding Lead will encourage amongst staff a culture of listening to children and taking into account their wishes and feelings to help protect them.
- The Designated Safeguarding Lead and their Deputy are expected to oversee and manage all referrals of suspected abuse that are made to Social Care, Police, Channel, and other agencies, and will also support and liaise with any academy staff who have either been involved in making such referrals or who have concerns about a pupil which may subsequently require a referral. All referrals will be followed up within one working day of them being submitted, if the school have not received feedback from the agency to whom the referral was made.
- The Designated Safeguarding Lead and their Deputy will maintain detailed and secure records on our electronic system of any concerns and referrals, and all subsequent follow up actions and communications.

Records will be actioned and updated within one working day of the event taking place.

7. Induction & Training

- We will train all academy staff, volunteers and the Chair of Governors and Safeguarding Governor (as a minimum) in line with local safeguarding partnership procedures to equip

them with the necessary skills and knowledge to support them to fulfil their safeguarding responsibilities, including those related to online safety. This will take place upon induction, no later than 1 month after employment commences, and will be refreshed regularly, no less than annually, throughout the course of their work with our academy.

- Training and refresher sessions will reinforce understanding of the types of abuse, including specific safeguarding issues; the adult's role in recognising and responding to abuse; and the academy's processes for recording and following up on any concerns. Policies, policy updates, and statutory information will also be shared during induction and refresher sessions.

8. Types of abuse and safeguarding issues

- We recognise that adults working in our academy are in a unique position to recognise and respond to signs of abuse, and that these can take place and manifest in a variety of ways, including abuse that takes place online, and abuse that takes place between peers.

- Induction training and regular refresher sessions will equip staff and volunteers to understand the different types of abuse, including specific safeguarding issues such as Female Genital Mutilation and radicalisation, and support them to know how to respond to any concerns.

9. Contextual safeguarding

- Children are subject to possible risk at home, in the academy and in their local community and environment, and we recognise that in order to effectively safeguard our pupils and promote their welfare that we need to understand any specific issues arising in the local area that can affect the risk posed to them.

- We will work with local partners, including Social Care and Police, to ensure that we stay alert to any emerging contextual risks, and to ensure that assessment of risk for any of our pupils includes appropriate reference to their local community and environment.

- Further information to support staff in understanding contextual safeguarding can be found via the Contextual Safeguarding Network: <https://www.contextualsafeguarding.org.uk/>

10. Process, procedures, and inter-agency liaison

- Our academy has a clear procedure for recording any possible signs of abuse, using a standardised safeguarding concerns form. This will be explained to all staff and volunteers at induction. Training and refresher sessions will reinforce effective techniques for recording concerns and will highlight the importance of accurate written records.

- All new safeguarding concerns records, and any other documentation of a safeguarding nature, are held in our online system, separately from any other pupil information, and are stored securely with access limited only to those who have received DSL training; namely, the Designated Safeguarding Lead, their Deputy, and the Headteacher. N.B. historic files, and those received from previous settings, may still exist in paper form.

- Upon receiving a concern which indicates a suspicion of abuse, the Designated Safeguarding Lead or their Deputy will follow local inter-agency procedures, local information sharing

protocols and statutory/legal expectations in deciding if a referral to an external agency is warranted. It is important to note that whilst a referral would typically be made by the Designated Safeguarding Lead or their Deputy, any member of staff can make a referral, and appropriate information will be signposted to all staff to support them to do so.

- In the case of a referral being made due to risk of significant harm, the referrer will make a detailed written record of their actions, including dates and times of any conversations; the name and role of any professionals that were spoken to; the outcome of the referral; any actions that the referrer and the agency receiving the referral have agreed to.
- Any disagreements between the referrer and a professional or agency will be appropriately voiced and discussed, with the referrer following appropriate escalation procedures if they remain dissatisfied and if the circumstances warrant. Any disagreements or escalation will be recorded in writing by the referrer.
- The Designated Safeguarding Lead or their Deputy will be a proactive contributor to any strategy meeting, Child Protection conference/review, and core group, and will attend professionals' meetings where requested, providing appropriate written and/or verbal education and welfare reports related to the pupil and their family as requested by agencies and in line with statutory information sharing guidance.
- Records of all safeguarding work will be made on the pupil's safeguarding record. Any actions arising from a concern will be followed up and documented, and records of any communication with academy staff, external agencies and parents related to safeguarding will be documented on the pupil's record within 24 hours.
- Minutes and action plans of meetings will be retained on a pupil's safeguarding record, with relevant actions being fed back to the appropriate members of the team, and any progress towards meeting required actions and outcomes also recorded.

11. Early Help

- We recognise that early intervention when a child or family is starting to show signs of concern can be critical to ensure that the right help and support is sourced, preventing any further escalation of issues or a decline in the child's safety and wellbeing.
- We recognise that partnerships with parents and carers is crucial in identifying the need for early help and for effective collaboration to improve the life chances for pupils. We work proactively with parents and carers to develop effective relationships between home and the academy, and to promote the benefits of early help and intervention to support their child.
- Any child can benefit from early help, but we are particularly alert to the needs of: SEND pupils, including those with physical and/or mental health needs; young carers; pupils vulnerable to anti-social behaviour, gangs, abuse, exploitation and radicalisation; pupils currently in or recently returned from care or those being privately fostered; pupils misusing drugs or alcohol or living in households where drugs or alcohol are being misused; pupils living in households with domestic violence or parental mental health concerns; pupils who are persistently absent.

- In a case where a concern about a pupil does not suggest a risk of significant harm but they remain in need of additional support, the Designated Safeguarding Lead or their Deputy will liaise with parents and, with their permission, follow local Early Help Assessment guidelines in order to source the most appropriate support.
- The Designated Safeguarding Lead or their Deputy will be a proactive instigator and/or contributor to any Early Help Assessment and subsequent Team Around the Family meeting and, as above, will lead or attend professionals' meetings where requested, providing appropriate written and/or verbal education and welfare reports related to the pupil and their family as requested by agencies.

12. Mental Health

- We recognise that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect and, equally, that having experienced abuse or neglect can significantly impact on a child's mental health.
- In their role of seeing pupils' day to day, our staff are well placed to observe their behaviours and to identify any concerns relating to a pupil's mental health.
- Where a staff member has a concern about a pupil's mental health that also reflects a safeguarding concern, this will be reported and responded to in line with the guidelines above.
- The Designated Safeguarding Lead or their Deputy, or a suitable alternative staff member, i.e., SENDCO, will be a proactive instigator and/or contributor to any assessment of a pupil's mental health, and will work in collaboration with other agencies, as required, to best meet the pupil's needs.

13. Safer recruitment and the Single Central Record

- We recognise that it is critical to ensure that our pupils are taught and supported by adults who are safe to do so, and that we are responsible for promoting a culture of safety within our academy environment by preventing unsafe adults from having access to it.
- In line with expected practice for safer recruitment, a minimum of one member of academy staff will undertake 'Safer Recruitment' training and will be present on any interview panel.
- A Single Central Record will be maintained, detailing the required and relevant recruitment and vetting checks undertaken on all academy employees, volunteers, agency workers and third-party staff.
- The CEO will oversee the SCR and be accountable for its accuracy, checking it regularly and termly as a minimum, making a record of the check and any subsequent actions that arise. The designated trustee will check the SCR making a record of the check and any subsequent actions that arise.
- The Single Central Record will be supported by files containing appropriate supporting evidence for recruitment and vetting checks, held in line with Data Protection legislation.

- Please see our Recruitment policy for further detail regarding our adherence to safer recruitment principles for adults in our academy.

14. Policy Review

The content of this policy will be reviewed by Trustees annually as per statutory requirements, or sooner if required, i.e. in the case of a mid-year update to statutory guidance in Keeping Children Safe in Education.