



ST TERESA
of **CALCUTTA**
Catholic Academy Trust

Central Child Protection Policy

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Our Mission and Values

Our Mission

Our Trust Mission is simple, it is to make Christ known, making lives better for our communities, our children, and our young people.

Commitment to Equality

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation.

We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

Our Values



Hope

Inspired by St Teresa of Calcutta, we are people of hope. We have a complete belief in the future we will build together. By offering our children, staff and schools' opportunities to grow and flourish, we make aspiration and ambition a reality. Our people, just like St Teresa are relentless and fiercely ambitious. We will always reach for that which seems to be just out of our grasp.



Courage

As modelled for us by St Teresa of Calcutta, we will have the courage to do what is right. As a community, we will not shy away from making decisions that ensure our communities thrive. We will be brave in our actions. As a truly Catholic organisation this courage will be most apparent in how we collectively support the most vulnerable.



Innovation

St Teresa of Calcutta changed the world. Together, we will always be pursuing new ideas and best practice in all areas of our work. We will prepare our children and young people for the world that awaits them. A world which they will shape and change.

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St Teresa of Calcutta Catholic Academy Trust Central Safeguarding and Child Protection Policy

This St Teresa of Calcutta Catholic Academy Trust Central Safeguarding and Child Protection Statement sets out:

- **The Leadership structure, roles and communication across the central trust and the expectations for academies.**
- **The Safeguarding delivery offer centrally across the Trust and across academies.**
- **The development of our strategy for the next three to five years including the onboarding of new schools.**

It is applicable for all staff who work within the organisation including those who may be contracted in or enrolled as an apprentice. It outlines the expectations for central staff and the expectations for all schools, staff, professionals and volunteers within the schools.

This document provides a framework for ensuring consistency, accountability, support and knowledge transfer and identifies the key controls across the Catholic Academy Trust. This document will be read in conjunction with other key policies held centrally and those policies held at individual academy level.

As a value driven organisation, whose mission is to Make Christ Known and ensure we are making lives better for our communities, our children and young people and all of our stakeholders, the importance of Safeguarding is paramount to us. It is an area that underpins all that we do.

1.0 Purpose of the document:

- 1.1 To ensure that all staff know and understand the importance of Safeguarding within St Teresa of Calcutta Catholic Academy Trust and that promoting the welfare of children in our care is everyone's responsibility.
- 1.2 To ensure that all staff within St Teresa of Calcutta Catholic Academy Trust understands their roles as part of a wider safeguarding system for children.
- 1.3 To ensure that all staff know that no single practitioner can have a full picture of a child's needs and circumstances and that effective monitoring and review of how we take prompt action, share information and promote safeguarding supports our accountability to children.
- 1.4 To ensure that all staff understand the 'duty of care' placed on them and their role in safeguarding and promoting the welfare of children.
- 1.5 To ensure that all staff know that safeguarding is effective when there is an ethos in each school where children feel secure, are encouraged to talk, are listened to and know that there are adults in the school who they can approach if they are worried. To ensure that all staff know their role in this.

- 1.6 To ensure that all staff know that leaders within St Teresa of Calcutta Catholic Academy Trust will take action when Child Protection and Safeguarding policy and procedure is not followed or as outlined within Guidance for Safe Working Practice (Code of Conduct).

2.0 Introduction and Safeguarding Statement of Intent:

In line with Keeping Children Safe in Education 2024, Safeguarding is:

- 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.
- Providing help and support to meet the needs of children as soon as problems emerge; and
- Protecting children from maltreatment, inside and outside the home, including online.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm or exploitation.

Safeguarding and promoting the welfare of children is everyone's responsibility. No single practitioner can have a full picture of a child's needs and circumstances. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

St Teresa of Calcutta Catholic Academy Trust is committed to safeguarding children and young people, and we expect everyone who works in our schools and Central Trust to share this commitment. We want all our children to feel safe and cared for in our schools and to know that this is a safe place and there are trusted adults to whom they can turn. We want all the adults who work for us to be fully equipped to fulfil their duty of care towards promoting the safeguarding and welfare of all our children.

As public servants, our responsibility for all staff to safeguard children and promote their welfare is enshrined in law; as practitioners within the Catholic Education Service there is an additional duty on us to care for the poor and educate those who are socially, academically, physically or emotionally disadvantaged. This incorporates safeguarding children so that they are protected from maltreatment; that we take action that prevents impairment of their mental and physical health and development; that we ensure that children grow up in circumstances consistent with the provision of safe and effective care; and that we take action to enable all children to have the best outcomes.

Children at our schools are taught about how they can keep themselves and others safe, including online. We provide a central Digital Safeguarding Policy that provides guidance on how we filter and monitor our online activity centrally to keep children safe and our expectations for schools. We expect our schools to teach children how to keep safe in an age-appropriate way and monitor this through our School Improvement offer and professional networks. We expect our staff to be sensitive to the specific needs and vulnerabilities of individual children who are victims of abuse, or exploitation, children with special educational needs or disabilities and children who need a social worker. We expect our DSLs and leadership teams to adapt practice to support children in relation to safeguarding.

Our practice across schools includes an expectation to being alert to those children who have unexplainable and/or persistent absences from education and who have sporadic attendance and may miss part of the school day so that we fulfil our duty early to help prevent the risk of a child missing education in the future. We will provide guidance and support.

We recognise the impact of wider environmental factors in a child's life that may be a threat to their welfare and/or safety (extra-familial harms¹) and aim to be outward facing so that we can effectively assess the risks and issues in the wider community when considering the well-being and safety of our pupils. To do this our Head of Safeguarding will engage with Safeguarding partnership boards and keep up to date with national agendas.

Adults across our schools and in the Central Trust take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. To help young people achieve this, school leaders should foster an open, honest and transparent culture whereby children and staff feel listened to and that their concerns are acted upon.

All adults across our schools know that Safeguarding is a non-negotiable with Trust leaders and school leaders and we are vigilant to Safeguarding risks.

All adults will always act in the best interests of the child.

¹ KCSIE 2023 Paragraph 23 states: All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation

3.0 Context of this document

This document should be viewed in conjunction with key national documents:

- DfE Keeping Children Safe in Education September 2024
- Working Together to Safeguard Children 2023
- Working Together to Safeguard Children Statutory Framework 2023
- Ofsted school inspection handbook updated September 2024
- Early years inspection handbook Updated September 2024
- What to do if you're worried a child is being abused: advice for practitioners, March 2015

With key local documents that can be accessed at the following places:

- Bury Integrated Safeguarding Partnership
<https://burysafeguardingpartnership.bury.gov.uk/>
- Bolton Safeguarding Children Partnership
<https://www.boltonsafeguardingchildren.org.uk/>
- Rochdale Borough Safeguarding children Partnership
<https://rochdalesafeguarding.com/>
- Salford Safeguarding Children Partnership <https://safeguardingchildren.salford.gov.uk/>
- Greater Manchester Violence Reduction Unit <https://www.greatermanchester-ca.gov.uk/what-we-do/police-and-fire/violence-reduction-unit/>
- Greater Manchester Gender Based Violence Strategy <https://www.greatermanchester-ca.gov.uk/what-we-do/police-and-fire/gender-based-violence-strategy/>
- Greater Manchester Combined Authority <https://www.greatermanchester-ca.gov.uk/>

It should be viewed in conjunction with other Central Trust Policies. In particular:

- Digital Safeguarding (Pupils and Staff)
- Guidance for Safe Working Practice (Code of Conduct)
- Allegation Policy
- Low-level concerns Policy
- Whistleblowing Policy
- Data Protection Guidance (GDPR)
- Relationships and Health Education (Primary); Relationships and Sex Education (Secondary)
- Safer Recruitment
- Educational Visits
- Health and Safety
- Suspension and Exclusion Policy
- Positive Handling Policy
- Safeguarding Child Protection Policy and Procedures

It relates to policies and procedures within each school. In particular:

- Anti-bullying
- Behaviour
- Curriculum

4.0 Leadership structure, role and responsibilities:

4.1 The Board of Directors

4.1.1 The Board of Directors hold ultimate accountability for safeguarding across all academies within St Teresa Catholic Academy Trust.

4.1.2 The Chair of the Trust ensures that Safeguarding is on the agenda of every Trust Board Meeting with the named Director reporting on this item.

4.1.3 At least one member of the Trust Board is Safer Recruitment Trained.

4.1.4 There is a named Head of Safeguarding who reports to and acts on behalf of the Board and sources training for the Board in conjunction with the Director for Safeguarding. This training should provide them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding procedures in place with the Central Executive Team are thorough and support the delivery of robust whole school approaches to safeguarding.

4.1.5 The named Director meets with the Head of Safeguarding termly to understand trends across phases, localities and national trends and to monitor the Safeguarding Delivery Offer and Strategy. For the purposes of this document in 2024/25 our Directors for Safeguarding across schools are our Primary and Secondary Education Leads.

The named Director is aware of the focus from local Safeguarding Partnerships and national issues.

4.1.7 The named Director is aware of any focus from Ofsted in relation to Safeguarding and is assured that the Head of Safeguarding is informed and taking appropriate action.

4.1.8 The named Director is aware of any Safeguarding risks within St Teresa of Calcutta Catholic Academy Trust and seeks assurances that leadership teams across the Trust, including the Central Executive Team, are taking appropriate action to minimise future risks.

4.1.9 The Board of Directors will ensure that all conditions for individual schools and local governing bodies as outlined in Keeping Children Safe in Education 2024 are met. This includes that at St Teresa of Calcutta Catholic Academy Trust:

- There are procedures and recording mechanisms in place for all staff to have read and understood Part One and Annex B of Keeping Children Safe in Education 2024 and that in this trust this applies to those who do not work directly with children.
- All governing bodies and The Board of Directors have read and understood Part One and Annex B of Keeping Children Safe in Education.

4.1.10 The Board of Directors will ensure that at St Teresa of Calcutta Academy Trust that:

- All staff have read and understood Guidance for Safe Working Practice (code of conduct) and that there are procedures and recording mechanisms in place to evidence this.
- All staff have read and understood each the Trust central Safeguarding and Child Protection Policy.

- That all schools are using the Trust central templates in relation to Safeguarding and Child Protection Policies and the monitoring of incidents.
- That all schools have access to the same recording of incidents platforms – in this case CPOMS.
- That when schools are onboarded, they are aware of and become compliant with the procedures.

4.1.11 The Board of Directors will ensure, through the functions of The Board of Directors of Education, that Personal Development in each school provides opportunities for pupils to keep safe and to equip them with the skills they need to recognise and be safe from abuse.

4.1.12 The Board of Directors will ensure, through the Director of Digital Learning and IT that effective filtering and monitoring procedures are in place in each academy in line with Keeping Children Safe in Education 2024.

4.1.13 The Board of Directors will ensure that this central trust policy is coherent with other central trust policies including Digital Safeguarding Acceptable User Policies for Staff and Pupils (including the use of mobile phones and Bring Your Own Devices); Relationships and Sex Education; Equality and Community Cohesion; Guidance for Safe Working Practice (Code of Conduct); Allegations against staff policy; Low-level concerns policy.

4.2 Central Executive Team:

4.2.1 The Central Executive Team hold designated responsibility for the strategic Safeguarding responsibilities across St Teresa of Calcutta Catholic Academy Trust. The following conditions will be met:

- That they provide central trust policy and procedure on Child Protection and Safeguarding and low-level concerns.
- Procurement of training materials that ensure compliance across all adults within the Trust.
- Procurement of training that addresses new and emerging risks.
- Appointing a Director of Safeguarding from the Central Executive Team and a Deputy Director of Safeguarding.
- That these Directors keep abreast of the trends across phases, localities and national trends, including knowledge of the focus from Local Safeguarding Boards.
- That the Head of Safeguarding provides opportunities for knowledge sharing and group supervision, including reviews of cases for DSLs and that this knowledge and data intelligence feeds back into the Safeguarding Delivery Strategy.
- That they are kept informed of any immediate critical incidents within each of the schools and address with individual Headteachers.
- That they take the learning from Local Children's and Adults Safeguarding Boards, the national agenda and incidents within schools and plan for training across the Trust in response to these.
- That they confirm that school's policies and procedures are following the central templates as provided by the Trust.

4.2.2 The Central Executive Team will monitor and review Safeguarding procedures in schools bi-annually and more often if there are Safeguarding concerns. This includes anonymised bi-annual reviews of low-level concerns.

- 4.2.3 If any Safeguarding Practice Review involves a child from any of the academies within STOC Catholic Academy Trust, the Central Executive Team will undertake an internal review.
- 4.2.4 The Central Executive Team will provide central trust policy and procedure on Safer Recruitment and ensure that at least one of the Central Executive Team are Safer Recruitment trained.
- 4.2.5 The Central Executive Team will provide central trust policy and procedure on Digital Safeguarding including providing Acceptable User Policies and templates for pupils and staff including demonstration.
- 4.2.6 The Central Executive Team will work with Headteachers to ensure that effective out of hours contact for DSLs is met and acted upon across all schools across the Trust.
- 4.2.7 That the key function area of Operations hold responsibility for risk management, health and safety, Educational Visits and other related policies, providing relevant training so these policy areas can be met, and taking appropriate action where such breaches of policy and procedure are found and ensuring remedial action is taken so it does not occur again.
- 4.2.8 That the key function area of Operations is responsible for making sure that any hirers who are using school premises for out of hours settings or providing provision on site have a DSL who has undertaken safeguarding and child protection training, are aware of the specific safeguarding issues that can put children at risk of harm and undertake appropriate training, regularly review the performance and suitability of staff and volunteers after appointment. The key function area of Operations will be familiar with the DfE document Keeping Children safe in out of school settings 2020 (updated April 2022).

4.3 Headteachers:

- 4.3.1 Headteachers have responsibility for ensuring their Safeguarding and Child Protection policies and Digital Safeguarding match the Central Trust Policy and include information related to their setting.
- 4.3.2 Headteachers, with the Senior Leadership Team within their school, have responsibility for ensuring a safe learning environment and developing a culture whereby children have a trusted adult to work with.
- 4.3.3 Headteachers, with the Senior Leadership Team, have a responsibility to train and support all adults within their academy to appropriately identify and respond to any pupil at risk of harm, to fulfil their duty in response of effectively safeguarding pupils and to ensure the curriculum equips pupils with the knowledge and skills to keep themselves safe. They should pay particular attention and amend where necessary for children with SEND knowing that children with SEND and Physical Disabilities are often more vulnerable and face additional barriers in relation to Safeguarding.
- 4.3.4 Headteachers should ensure that their designated safeguarding lead is from the Senior Leadership Team and that they have responsibility for online safety and understanding the

filtering and monitoring processes in place. The DSL should have additional time, funding, training, resources and support needed to carry out the role effectively.

- 4.3.5 Headteachers, in this trust, should ensure that there is a Deputy DSL in place and that both the DSL and Deputy DSL is named in the Safeguarding and Child Protection Policy. They should ensure that the Deputy DSL is trained to the same standard as the DSL.
- 4.3.6 Headteachers, with the relevant staff, have a responsibility to work collaboratively with parents and professionals to safeguard pupils in line with Working Together to Safeguard Children 2023. If the DSL is separate to the Senior Lead for Cared for Children, it is important that the Headteacher provides opportunities for them to liaise so that there is clear strategic oversight. Headteachers have a responsibility to ensure that staff are trained and have the time to do this effectively. As in 4.3.3, Headteachers should make sure appropriate training is available for those staff in relation to information sharing.
- 4.3.7 Headteachers should know the reporting mechanisms within their Local Authority and the escalation procedures.
- 4.3.8 Headteachers should be familiar with the expectations of Working Together to Safeguard Children 2023 so that they can provide challenge and support to their DSLs.
- 4.3.9 Headteachers should aim to source supervision for the DSL/Deputy DSL and enable these staff to attend central Safeguarding knowledge sharing sessions.
- 4.3.10 Headteachers should ensure that they are Safer Recruitment Trained and that at least one other person who is responsible for interviewing has completed Safer Recruitment Training. As a minimum, all other staff who are responsible for recruitment should read Part Three of KCSIE.
- 4.3.11 Headteachers should ensure that the Trust Single Central Record is up to date and is available for checking at any time.
- 4.3.12 Headteachers should ensure that in the case of any critical incident in relation to Safeguarding, outlined in Appendix A, that they notify the Head of Safeguarding and/or Director of Digital Learning and IT.
- 4.3.13 Headteachers are the member of staff to deal with allegations against staff. They are the case manager for any allegation whereby it is alleged that anyone in the school, including supply teachers, volunteers and contractors may meet the harm threshold. If in doubt they should seek advice from the Head of Safeguarding and/or local authority designated officer (LADO). This should be on a no-name basis. If it is clear that the harm threshold² may have been met, then they should discuss with the LADO before undertaking any further fact finding. All schools within the Trust are required to comply with the expectations outlined by the LADO.

² This includes: behaving in a way that has harmed a child, or may have harmed a child and/or; possibly committed a criminal offence against or related to a child, and/or; behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or; behaved or may have behaved in a way that indicates they may not be suitable to work with children.

4.3.14 Headteachers should always be informed about low-level concerns and should be the ultimate decision maker in respect of all low-level concerns. However, it may be appropriate to delegate fact finding to a DSL, Deputy Headteacher or relevant Senior Member of Staff. As per the low-level concerns policy, the Headteacher should ensure that all low-level concerns are recorded, monitored and be prepared to discuss patterns with the Head of Safeguarding.

4.3.15 Headteachers should maintain an atmosphere of openness with the Central Team and seek to inform and/or ask if there are any concerns in relation to Safeguarding that they are unsure about.

4.4 Designated Safeguarding Lead:

4.4.1 The Designated Safeguarding Lead should be an appropriate senior member of staff and will take lead responsibility for Safeguarding and Child Protection (including online safety and understanding the filtering and monitoring systems and processes in place.

4.4.2 This role carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. DSLs should have their training updated at least every two years and, also undertake Prevent awareness training.

4.4.3 If the DSL is not the Senior Member of Staff for Cared for Children, they should liaise closely with them if there are any concerns about Cared for Children.

4.4.4 If the child has Special Educational Needs, the DSL should ensure that they are confident and comfortable with advice from the SENCO as to how to approach any meeting with the child.

4.4.5 The DSL should be confident and comfortable with the reporting procedures within their authority and know the importance of information sharing as per Working Together to Safeguard Children 2023. Each Local Authority will have their own methods of reporting. The DSL should be aware of and prepared to use the escalation process within their authority.

4.4.6 The DSL should provide a termly report to governors as part of the Local Governing Body meetings which contains information outlined in 4.7.7.

4.4.7 The DSL should provide an annual report for governors as outlined in 4.7.8.

4.4.8 The DSL should provide termly updates for the Head of Safeguarding as required, including top 3 concerns recorded and any concerns in relation to information sharing and the responsibilities of other stakeholders i.e. non-attendance at core group and strategy meetings.

4.4.9 The DSL should notify the Head of Safeguarding if there are any concerns and be prepared to develop an open and honest relationship.

4.4.10 DSLs should attend Trust knowledge sharing sessions as part of our Safeguarding delivery strategy.

4.5 Deputy Designated Safeguarding Lead:

- 4.5.1 The Deputy Designated Safeguarding Lead (if appropriate) should be trained to the same level as the Designated Safeguarding Lead.
- 4.5.2 The Deputy Designated Safeguarding Lead (if appropriate) should be able to step up in the absence of the DSL.

4.6 All Staff:

- 4.6.1 All staff need to make sure they have read, understood and signed for:
 - Part One and Annex B of Keeping Children Safe in Education 2024
 - The Trust central Safeguarding and Child Protection Policy
 - Guidance for Safe Working Practice (Code of conduct)
 - Digital Safeguarding Policy
 - Low-Level Concerns Policy
 - Dignity at work Policy
 - Each individual school's Behaviour Policy
 - Each individual school's Positive Handling Policy
 - Each individual school's Lone working Policy
- 4.6.2 All staff need to participate in any training provided by the Trust or school as required.
- 4.6.3 All staff need to know their duty in relation to Female Genital Mutilation.
- 4.6.4 All staff need to know how to make a referral to Children's Social Care and when they should do this.
- 4.6.5 All staff need to know how to contact the Local Authority Designated Officer (LADO).
- 4.6.6 All staff need to know their Duty of Care to children and young people.
- 4.6.7 All staff need to recognise that Safeguarding is everyone's responsibility and that they have a responsibility to contribute to a safe, calm environment.

4.7 Governing Bodies:

- 4.7.1 Governing bodies have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under the legislation and their obligations under the Human Rights Act 1988, Equality Act 2010 (including the Public Sector Equality Duty 2011) and their local multi-agency safeguarding arrangements.
- 4.7.2 Governing Bodies should make sure that they have read and understood Part One and Annex B of Keeping Children Safe in Education 2024.
- 4.7.3 Governing Bodies should make sure that there are systems in their schools to ensure that all staff have read and understood and signed for the information outlined in 4.6.1.
- 4.7.4 That at least one governor is Safer Recruitment trained and that when recruitment takes place, they are assured that a member of the panel is Safer Recruitment trained.

- 4.7.5 Governing Bodies should appoint a Safeguarding governor from their team alongside a governor for Looked After children and SEND. This governor will take leadership responsibility for their school's Safeguarding arrangements.
- 4.7.6 The lead governor as identified in 4.7.5 should ensure their school is using the Trust central templates in relation to Safeguarding and Child Protection Policies and the monitoring of incidents.
- 4.7.7 The Chair should ensure that Safeguarding is an agenda item on each governing body meeting and that they are informed termly of:
- No. of Cared for Children
 - No. of children on Child Protection Plans
 - No. of children at Child in Need
 - No. of children open to Early Help
 - No. of children referred via Prevent programme
 - No. of children the school has referred to Children's Social Care
 - No. of escalations taken place within Children's Social Care and the outcome
 - Any near risks
 - No. of staff referred to LADO and (if appropriate) final outcome
 - Top 3 safeguarding concerns for the school and what the school is doing to address this.
- 4.7.8 The Chair should ensure that there is an annual Safeguarding report which includes training undertaken at the school and any lessons learnt.
- 4.7.9 Governing Bodies should ensure that they are adequately trained, including Prevent training and that this training should provide them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding procedures in place across the school are thorough and robust.

4.8 Allegations that meet the harm threshold:

- 4.8.1 This is defined in KCSIE 2024 as where an adult may have:
- Behaved in a way that has harmed a child or may have harmed a child and/or;
 - Possibly committed a criminal offence against, or related to a child and/or;
 - Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or;
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children³.
- 4.8.2 The Headteacher will be the Investigating Officer. All instances will be reported to the LADO and decisions made for disciplinary proceedings following guidance from the LADO.

³ This includes behaviour outside of school, that might make an individual unsuitable to work with children, which is known as transferable risk.

- 4.8.3 If disciplinary proceedings follow, a member of the Governing Body will form part of the Hearing panel in line with the Trust Allegation policy.

5.0 Communication:

- 5.1 At STOC, the Central Team will provide a central policy and template for Safeguarding and Child Protection that all academies will use.
- 5.2 At STOC, the Central Team will provide a central policy and template for Digital Safeguarding.
- 5.3 The STOC Central Team will procure central training for all schools. Schools can source other training in relation to specific safeguarding support, including from their local Safeguarding partnerships and through local authority Safeguarding Delivery teams (where still in place).
- 5.4 The Central Team will provide a central policy for Guidance for Safe Working Practice, Dignity at Work, Allegations against Staff.
- 5.5 At STOC the Central Team will provide a Trust Policy on Positive Handling, Lone Working and Low-level concerns which will be adopted by each school.
- 5.6 The Trust will begin a process of Safeguarding Professional Practice sessions for DSLs and Deputy DSLs where effective practice will be shared. This will be developed through our strategy as identified in Section 6.

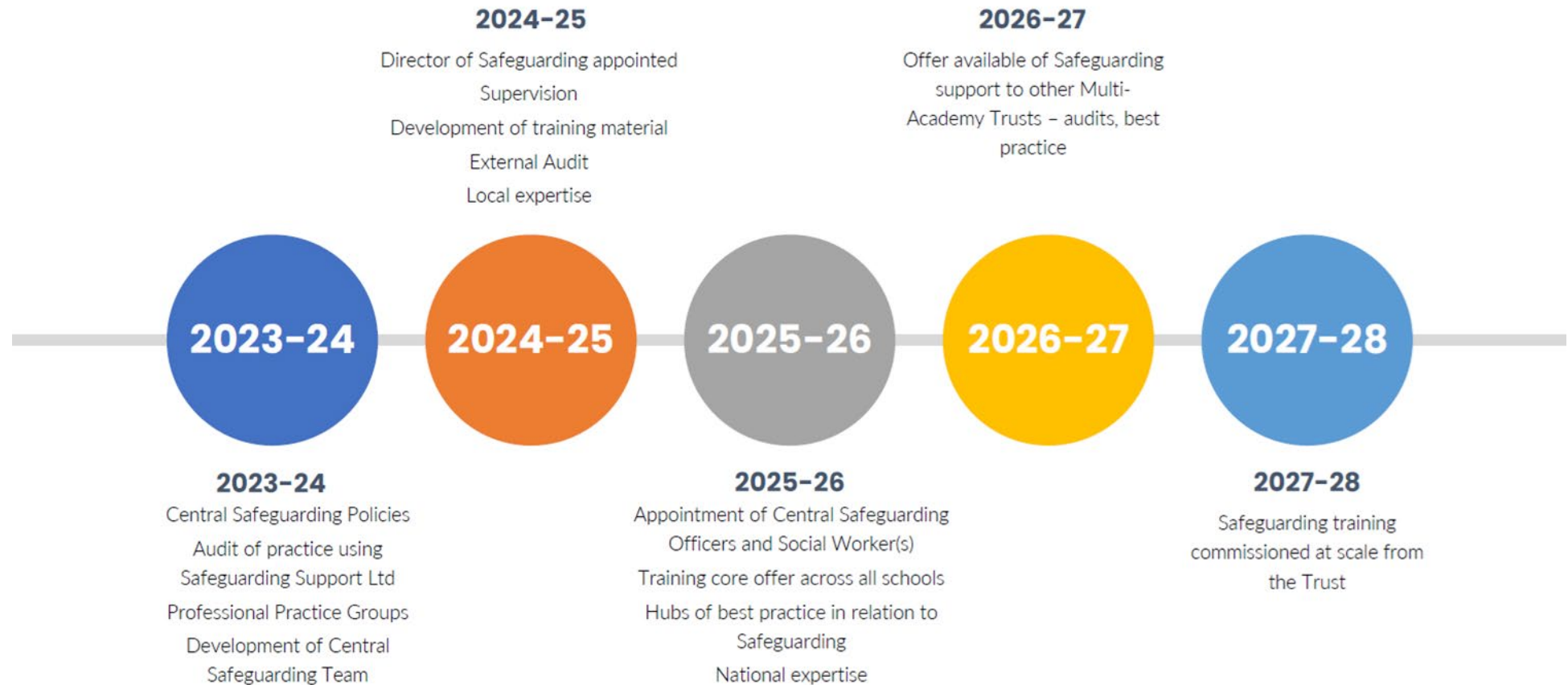
6.0 Strategy for next five years:

- 6.1 By 2030, STOC will have in the region of 70 schools spanning four local authorities: Salford, Bury, Bolton and Rochdale.
- 6.2 We will have a portfolio that spans from early years to colleges and will include specialist provision.
- 6.3 The Confederation of School Trusts identifies that Safeguarding at Scale (January 2023) is an under planned aspect of the growth in Multi-Academy Trusts.
- 6.4 Our strategic direction will ensure that Safeguarding is at the forefront of our work as a Catholic Academy Trust and can be a blueprint for others to follow.

7.0 Timeline

TIMELINE

Strategy for Safeguarding Development at St Teresa of Calcutta Catholic Academy Trust



2023-24

- Create a suite of Central Safeguarding Policies, updating where no longer relevant to the growth of the organisation: central ones Guidance for Safe Working Practice; Low-level Concerns; Digital Safeguarding; Allegations; Educational Visits; Positive Handling; Lone Working and One to One.
- Provide templates for all schools to use. Roll out during the October term. Safeguarding and Child Protection; Lone working. Guidance on Safe Working Practice; Digital Safeguarding.
- The Board of Directors of Safeguarding as named in the documentation – Executive Education Director for Primary and Secondary.
- External audit of schools in portfolio by Safeguarding Support Ltd.
- Training provided by Safeguarding Support Ltd – online
- Spring term – Training for Core team on providing Safeguarding Training (NSPCC); Safer Recruitment (Train the Trainer).
- Start Professional Practice sessions for DSLs.
- Engagement with Safeguarding Partnerships – meetings with relevant personnel in Local Authorities.
- Engagement with GM relevant bodies.
- Identification of key effective DSLs for role of Director of Safeguarding in Trust in 24-25.
- Development of training materials for KCSIE, Safeguarding training and Safer Recruitment training. Have this ready for delivery in 24-25.
- Have schools time booked in for Safeguarding training prior to professional learning programmes delivered in school.
- Onboarding of new schools this time – trial Safeguarding audit, in person, prior to joining.

2024-25

- Ensure all policies and procedures are centralised – part of the offer to new schools.
- Themed training sessions i.e. CCE, gender-based violence best practice, race equality best practice.
- Head of Safeguarding able to analyse patterns and data to inform training.
- Supervision offered to DSLs through appointed Head of Safeguarding.
- Professional practice sessions half termly with all DSLs.
- External audit of all schools via SLA with Safeguarding Support Ltd.
- Head of Safeguarding sat on relevant boards across GM including local Safeguarding Partnerships.
- Onboarding of new schools, full audit of Safeguarding prior to joining including talent spotting in relation to people and best practice.

2025-26

- Core Central Safeguarding Team to include Head of Safeguarding, x 2 Safeguarding Officers who undertake frontline work in the schools as support, 1 x Social Worker for triage. Team offers wider supervision across all schools.
- Contribution to national agenda in relation to Safeguarding especially in the faith sector.
- Professional practice sessions and training delivered fully by core team.
- System-wide best practice i.e. pairing of schools, school to school support for new schools.
- System-wide best practice with schools identified as hub specialists in relation to Safeguarding.
- Development of core offer to other schools including faith led Safeguarding best practice and audits.

2026-27

- Offer available to other Multi-Academy Trusts in relation to Safeguarding training and audits and best practice provision.

2027-28

- Commissioned by Catholic Education Service to deliver Safeguarding training and support at scale.