Moorlands Learning Trust

Safeguarding and Child Protection Policy

	Position/Committee	Date
Prepared by	Trust DSLs / CEO	July 2023
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1.0 Policy statement

The Moorlands Learning Trust has a duty to safeguard and promote the welfare of students at the school' (Children Act 1989 and Education Act 2004).

The welfare of the child is paramount and we adhere to all aspects of Keeping Children Safe in Education (September 2022) and Working Together to Safeguard Children (2018).

Nothing is more important than children's welfare and we will always work in the best interests of the child. All children must have equal rights to protection and we are committed to having in place procedures that will support informed and sensitive management of child protection issues.

The Moorlands Learning Trust recognises that there are several inter-linking components which form an integrated framework to provide a protective/preventative service.

These include:
• known operational policies and procedures for dealing with child protection issues
• having in place clear structures to support the child protection function (i.e. Designated Safeguarding Lead, named governor, named Trustee) and a clear policy
• having a Safer Recruitment policy and procedures (see MLT Recruitment Policy) which includes online searches being conducted on prospective employees)
• ensuring that staff understand the expected code of conduct for working with children (see MLT Code of Conduct (Staff) Policy) and that students are empowered and aware of issues related to their own welfare (particularly through the Personal Development Studies / PSHCE programme and assemblies)

In addition, the school senior leadership team ensures that every precaution is taken to ensure that we minimise the risk of harm to our students in our school environment and on education outside of the classroom (see related policies below).

All staff understand that any concerns must be reported immediately to the DSL. This policy has been developed in accordance with the principles established by:
• Children Acts (1989) and (2004)
 • Education Act (2002), and in line with government publications
• Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' (2000)
 • Working Together to Safeguard Children (2015)
• What to do if you are Worried a Child is Being Abused (2015)
• Disqualification under the Childcare Act (2006)
• Children and Social Work Act (2017)
• Keeping Children Safe in Education (June 2023)
• Working Together to Safeguard Children (2018)
• Positive Environments Where Children Can Flourish – Ofsted (2018)
• Teaching On-line Safety in Schools (June 2019)
• Sexual Harrassment and Abuse in Schools and Colleges - Ofsted (2021)
• Sexual Violence and Harassment between Children in Schools and Colleges - DfE (2021)

Safeguarding students is a core function of the Trust and a whole-school approach is maintained in all our academies. As such, this policy relates to many other policy areas and in particular the following:

• Anti-bullying
• Care and control
• Curriculum
• Dealing with allegations of abuse against staff
• Educational visits
• Health and safety
• Behaviour
• Prevent education
• Spiritual, moral, social and cultural development
• Special Educational Needs and Inclusion
• Safer recruitment and DBS
• E-Safety
• Acceptable Use Policy
• Supervision

All staff across the Trust must read the latest DfE update of the Keeping Children Safe in Education (part 1) (June 2023).

They have a duty to ensure that not only have they read the document but have signed annually to confirm that they understand their roles and responsibilities in relation to Child Protection.

If staff are unclear, they must ask the Designated Safeguarding Lead for clarification. All academies train staff on this statutory guidance annually and put in place measures to ensure staff have read and understood the guidance.

All staff understand that any concerns must be referred immediately to the safeguarding team, or if circumstances dictate, directly to Children's Social Care.

2.0 Rationale

2.1 To enable all staff to be aware, sensitively, of the need for child protection in appropriate circumstances.
2.2 To ensure all staff understand that safeguarding is everyone's responsibility.
2.3 To enable all staff to understand the 'duty of care' placed on them and their role in safeguarding and promoting the welfare of all students.
2.4 To ensure that all staff understand the procedures in place when dealing with potential child protection issues.
2.5 To demonstrate the Trust's commitment and procedures with regards to child protection.
2.6 To contribute to the wider safeguarding portfolio of policies (see below).

2.7 To ensure all children are provided with a curriculum which addresses issues of being safe as well as ensuring children understand right from wrong whilst having the right climate to express concerns.

3.0 Procedures and training

In order to minimise risk to students, the main elements to our safeguarding practice are as follows:

3.1 We practice safer recruitment in checking the suitability of staff and volunteers in every academy to work with children

3.2 We continually review all practices in order to establish a safe environment in which children can learn and develop

3.3 We raise awareness of child protection issues with students and aim to equip them with the skills needed to keep them safe

3.4 We ensure staff are aware of how to conduct themselves with students and give regular training on child protection and safeguarding. All staff in school have to read part 1 of Keeping Children Safe in Education (June 2023) and complete the appropriate online training module as part of their induction and ongoing safeguarding CPD. Everyone who comes into contact with children and their families has a role to play in safeguarding children.

3.5 Regular updates are provided to staff via emails and staff meetings. We adhere to the recommendation that formal training is delivered at least annually and regular updates keep safeguarding at the forefront of everyone's thinking and practice.

3.6 The Early Help ethos ensures that we provide support for our students as soon as a problem is identified. This applies to all students from early years to those in their teens. Staff discuss early help requirements with the designated safeguarding lead and support other agencies undertaking an early help assessment.

3.7 We recognise that some children are more vulnerable than others and therefore may be more at risk from all types of abuse (see MLT SEND policy).

3.8 We carry out appropriate risk assessments in all academies for all school activities (e.g. educational visits) and also for individual children as necessary.

3.9 We raise awareness with all students of the risks of technologies through teaching about e-safety alongside robust ICT filtering and monitoring processes and systems

3.10 We encourage a positive atmosphere of openness and support where students are encouraged to have the confidence to talk to familiar adults with the understanding that they will be listened to.

3.11 We operate a 'zero-tolerance' approach to bullying of all types (see school Anti-Bullying policy).

3.12 We have a strong emphasis on student voice through student council/forums and student voice questionnaires.

3.13 We have procedures for identifying and reporting cases or suspected cases of all types of abuse and are ever vigilant to all concerns regarding any unhealthy opinions or behaviours a child may display.

3.14 We support students who have been abused in accordance with their agreed child protection plan and offer non-prejudicial support for those who make allegations.

3.15 We ensure all staff have training in child protection procedures at induction and safeguarding CPD . These procedures follow the guidelines set out in Keeping Children Safe in Education (June 2023). Staff will be updated at least annually to ensure everyone is trained in how to respond appropriately and sensitively to child protection concerns. Staff training is tailored to the role of the individual.

3.16 We are committed to working with other agencies in order to safeguard children and setting up an interagency assessment as appropriate under the Early Help system

3.17 In all academies, we will consider the child's wishes or feelings when determining what action to take and what services to provide to ensure every child is safe and staff do not promise confidentiality at any point.

3.18 This policy applies to the whole Moorlands Learning Trust community.

4.0 Moorlands Learning Trust commitment

We recognise that, for students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult promotes prevention. Academies in the Trust will therefore:

4.1 Establish and maintain an ethos where students feel secure, are encouraged to talk and are listened to.

4.2 Ensure that students know there are adults in the academy who they can approach if they are worried or in difficulty. We recognise that students may not feel ready or know how to tell someone, so provide a number of methods students can use to let staff know about their concerns.

4.3 Include in the curriculum activities and opportunities for personal and social development which will equip students with the skills they need to recognise and be safe from abuse. Students need to recognise behaviours which are unacceptable from peers and adults.

4.4 Ensure the students are well equipped to develop positive healthy relationships, including a clear understanding of consent through the Relationships, Sex and Health Education (RSHE) curriculum

4.5 Ensure that wherever possible every effort will be made to establish effective working relationships with parents whilst always putting the needs of the child first.

4.6 Ensure that our approach to managing behaviour is positive and that staff understand how to behave when working with children.

4.7 Recognise its obligation to work with and co-operate with colleagues from other agencies and foster positive professional working relationships with them.

4.8 Ensure all staff are aware of the school guidance for their use of mobile technology and have discussed issues around the use of mobile technologies and their associate risks.

4.9 Ensure that staff are fully aware of the different types of child abuse and signs of abuse

4.10 Recognise that staff build up expertise in dealing with concerns and safeguarding issues over time. Therefore, the trust will provide opportunities for staff to contribute to shaping the safeguarding arrangements and child protection policies.

5.0 Roles and responsibilities

Each academy in the Trust has a 'Designated Safeguarding Lead' (DSL) who has the responsibility to liaise with the appropriate external agencies on child protection issues.

Each academy also has a named governor or trustee for child protection who is also trained on a regular basis and who has the responsibility to ensure that the academy has an effective policy and structures in place to support the safeguarding of children.

All staff need to be aware of the signs of child abuse and neglect; staff must inform the DSL in total confidence, and a sensitive, tactful and totally confidential investigation will then take place.

If the signs are confirmed, either the DSL or another member of the Named Person Team will manage any potential Child Protection issues.

All staff understand that child protection information is 'need to know' and confidential information about a child should not be freely shared. The child's interests come first and their dignity must be protected.

The Headteacher, supported by the CEO / Governing Body, has overall responsibility for ensuring all aspects of child protection and safeguarding are paramount in the organisation. This duty cannot be delegated.

5.1 Designated Safeguarding Lead (DSL)

5.1. *On induction*, all staff are advised of the names of their Designated Safeguarding Leads (DSL) and Named Persons Team. Academies ensure that the DSL and Named Person Team have a high-profile among staff and students. The DSL is a senior member of staff. It is the role of the Designated Safeguarding Lead for Child Protection to:

5.2 *Manage referrals*
• Oversee staff referrals through the on-line platform CPOMS and ensure all staff are aware of how Child Protection incidents should be accurately recorded onto CPOMS.
• Seek advice and guidance in line with the local safeguarding board's practice.
• Make referrals to children's social care if there is a concern that the child is suffering significant harm or is likely to do so, understanding that all referrals are child-centered and the needs of the child are paramount.
• Ensure the voice of the child is heard and that the unique characteristics of the child within their family and community context is communicated.
• Be alert to the specific needs of children in need, those with special educational needs and young carers.
• Refer promptly all cases of suspected child abuse to the local social services department. In the case of a social worker attending an academy to see the student following a referral, if the student's parent arrives to collect the student before the social worker it must be remembered that we have no right to prevent the removal of the student. However, if there are clear signs of physical risk or threat, the police should be called.
• Be able to keep detailed, accurate, secure records of concerns and referrals.

• Work with the Headteacher in informing the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member or a member of supply staff); Disclosure and Barring Service (cases where a person is dismissed or left due to risk / harm to a child); and / or the police (cases where a crime may have been committed).

• The Headteacher should make all referrals to the LADO or, where appropriate, delegate to the DSL. If the concern is about the Headteacher, the referral will be managed by the Chair of Governors in conjunction with the Chief Executive Officer.

• If the concern is about a member of the Executive, the referral will be managed by the Chair of the Trust

• Liaise with the Headteacher to inform him / her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

• Act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

• Ensure someone appropriately trained attends all child protection and multi-agency conferences and contribute to child protection plans.

• Take lead responsibility for ensuring robust filtering and monitoring systems and processes are in place.

5.3 *Co-ordinate training*

• Co-ordinate annual statutory training as well as regular training and information updates for all staff to keep child protection and the welfare of children paramount.

• Designated Safeguarding Leads (or named persons) should undergo the relevant Child Protection training, and ensure training is updated regularly – at least every two years in order to act as a source of support and expertise for our learning community.

• Ensure that new staff (including temporary staff and volunteers) receive safeguarding children induction by their first day of working at the academies in the Trust.

• Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

• Obtain access to resources and attend any relevant or refresher training courses.

• Ensure each member of staff has access to and understands the academy's Safeguarding policy and procedures.

• Ensure that all staff know about and have access to child protection guidelines, are clear about the Safeguarding Policy

• Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments.

• Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

• Be clear that Early Help is the most effective way of promoting the welfare of children and understand how to work with other agencies to provide this for children and families in need and be alert to the potential need for Early Help for children with certain characteristics such as SEND, young carers, children missing regularly from education and those vulnerable to any form of exploitation or radicalisation.

5.4 *Raising awareness*

• Ensure all staff are aware of academy processes and the role of the Designated Safeguarding Lead.

• Work with the Moorlands Learning Trust's executive team in reviewing the Child Protection policy annually and the procedures and implementation are updated and reviewed regularly.

• Work with the CEO / governors in reviewing procedures and producing training and updates including an annual written report.

• Ensure the Safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this.

• Ensure that the school operates within the legislative framework and recommended guidance.

• Ensure the Designated Safeguarding attend case conferences or nominate an appropriate member of staff to attend on their behalf.

• Where children leave the academy, ensure their child protection file is sent securely via CPOMS or is copied for any new school or college within 5 days but transferred separately from the main student file.

• Develop effective links with relevant statutory and voluntary agencies to support the protection of children.

5.5 The CEO/ Local Governing Body and Named Safeguarding Governor

5.5.1 The CEO / Local Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. Each academy will have a Named Safeguarding Governor / trustee in respect to child protection. In particular, the CEO / Governing Body must ensure that:

• the Child Protection Policy and procedures are in place, followed and reviewed annually

• safer recruitment procedures are in place and followed

• there is a Designated Safeguarding Lead who is a member of the academy's leadership team and the CEO, Named Trustee and/or Named Governor understand the job description/role of the DSL and named person team

• they review the standards of filtering and monitoring of IT systems and assign roles to manage and monitor systems

• the academy provides relevant safeguarding children training for school staff and volunteers

• each academy follows the process and procedure for dealing with allegations

• they work with the academy to ensure that deficiencies or weaknesses in safeguarding arrangements are remedied without delay

• they evaluate how children are being taught about safeguarding

• they check that the SCR and DBSs are in place for all governors and staff at least annually

• they dedicate meeting time to consider child protection matters in including referrals

• the CEO / Chair is responsible in the event of an allegation of abuse being made against the Headteacher

• this policy is ratified by the Trust Board and made public on each academy's website

6.0 Prevention through education (safeguarding curriculum)

6.1 The Moorlands Learning Trust recognises that proactive education coupled with a child-centred ethos is paramount in protecting children. Children may be vulnerable to neglect or abuse or exploitation within the family and from individuals they come across in their day-to-day lives. Threats can take a variety of forms including: physical, emotional, neglect, exploitation by criminal gangs and organised crime, trafficking, online abuse, sexual and criminal exploitation and influences of extremism leading to radicalisation. All Moorlands Learning Trust Academies ensure they have an open climate where children feel safe and know they will be listened to if they come forward. Additionally, we take every opportunity in our formal and pastoral curriculum to educate children about managing risk as well as building up self-esteem. Children know that adults are vigilant and that they will provide advocacy to assist them. The RSHE curriculum ensures the students are well equipped to develop positive relationships and understand consent (see Trust RSHE policy).

7.0 Looked after children and children previously looked after

7.1 The CEO / Governing Body must ensure that the Headteacher has appointed a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

7.2 The most common reason for children becoming looked after is as a result of abuse and/or neglect. Appropriate academy staff will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility; the levels of authority delegated to the carer by the authority looking after him her; details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

7.3 The Designated Safeguarding Lead will ensure that responsible staff are aware of the information they require in relation to the student's status.

8.0 SEND and children with additional vulnerabilities

8.1 All staff understand that children with Special Educational Needs and Disabilities may be more vulnerable to exploitation and abuse. They may be more isolated from their peers and may find it difficult to express concern. No concern should be over-looked or passed off as a symptom of SEN or disability. Staff must be vigilant to the needs and concerns of these children who are among the most vulnerable. Additional barriers can exist in identifying neglect and harm for some groups of students or students. Staff will be sensitive to their specific needs, particularly in relation to communication barriers.

9.0 Missing children

9.1 A child going missing or being absent for prolonged periods or on repeated occasions from an education setting is a potential indicator of abuse and neglect. Appropriate safeguarding responses to children who go missing from education settings are in place, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. All schools have staff dedicated to following up on children's absence and a system of early contact. The schools will contact the Local Authority's Children Missing Education Team for advice and/or intervention.

10.0 Contextual safeguarding

10.1 Designated Safeguarding Leads will be particularly mindful of contextual safeguarding.

Young people's experiences and relationships beyond the family may mean that they are more or less likely to experience significant harm. This is particularly the case for adolescents who may have access to influences beyond the family, for example, on-line, peer-group, criminal subcultures. This influence occurs at a time when they are particularly vulnerable and suggestable to influence. Peer relationships are increasingly influential and may undermine familial relationships. It is for this reason that schools must be safe spaces where staff are vigilant to negative peer influences including those that challenge school and social norms.

Staff must be wary of potentially exploitative peer to peer relationships, particularly where there is an imbalance of power. Staff must never underestimate the weight of peer influence and must report this as a safeguarding concern where they witness it occurring (see child on child abuse below).

All our academies work with the police in order to train staff and students on local threats to young people, for example the dangers of child criminal exploitation, particularly drug and associated knife crime, sexual exploitation,serious violence, and increasingly gangs which operate across so called 'County Lines'.

11.0 **Child-on-child abuse**

11.1 All MLT staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.
11.2 All MLT staff are clear as to the academy's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
11.3 All MLT staff understand that even if there are no reports in the academy, it does not mean it is not happening, it may be the case that it is just not being reported. Therefore, if staff have any concerns whatsoever regarding child-on-child abuse they should speak to the Designated Safeguarding Lead (or deputy).
11.4 Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)
• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery). Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm,
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

12.0 Mental Health

12. 1 All MLT staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
12.2 MLT staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
12. 3 A significant number of MLT staff have additional Mental Health First Aid Training to allow them to support children and provide ongoing guidance and signposting to specials Mental Health Apps or External Agencies.
12. 4 If MLT staff have a mental health concern about a child that is also a safeguarding concern they must consult the Designated Safeguarding Lead or a deputy.

13.0 Harmful Sexual Behaviours

13.1 Harmful Sexual Behaviours (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It's harmful to the children and young people who display it, as well as those it is directed towards.

13.2 Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

13.3 All MLT staff will have training on all types of HSB as part of their annual safeguarding update training and in addition, all MLT pastoral staff will receive additional relevant training on Sexual Violence and Sexual Harassment.

13.4 Addressing all inappropriate behaviour (regardless of the severity) is important as it sends out a clear message that behaviour of this type will not be tolerated and helps prevent any escalation of issues.

13.5 Should an allegation of sexual violence or harassment be made, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. All reports of sexual violence or harassment should be passed to the DSL or Deputy DSL (or another Safeguarding Named Person in their absence) who will use their professional judgement and use the school's policy of referrals to decide next steps and ensure that the victim is supported and protected. It is also important that other children and school staff are supported and protected as appropriate including any alleged perpetrator.

13.6 All incidents relating to, harmful sexual behaviour, sexual violence or harassment will be logged securely on the school CPOMS system.

14. **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

14.1 Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

14.2 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

14.3 Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to and committed a crime themselves.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however MLT staff are aware that girls are at risk of criminal exploitation too

 14.4 CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to

look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

14.5 CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

14.6 CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

15. **Female Genital Mutilation (FGM)**

15.1 Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal 15 duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

15.2 FGM is considered a form of abuse in the UK and is illegal.

15.3 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

15.4 Teaching staff are legally required to report to the DSL any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

15.5 There are a range of potential indicators that a student may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the student.

15.6 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the student may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

15.7 Indicators that may show a heightened risk of FGM include the following:
- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE
- When a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk

- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

15.8 Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

15.9 Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression
- Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

15.10 Teachers will not examine students, and so it is rare that they will see any visual evidence, but they will report where an act of FGM appears to have been carried out.

15.11 FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

15.12   All forms of HBV are forms of abuse and will be treated and escalated as such.

15.13 Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

16.   Forced marriage

16.1 For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

16.2 As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:
- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

16.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

17.0 Domestic Abuse (DA)

17.1 Depending on the age, young people may be witnesses to, or subject to, domestic violence within their own personal relationships. Staff are trained that DA is an aspect of child protection and must be reported in the same way to the Designated Safeguarding Lead who will refer as advised by Children's Services. Domestic Abuse notifications are sent to school by the police and Children's Social Care and used to target support to young people as needed.

18.0 Whistleblowing

18.1 All staff and volunteers should be able to raise concerns regarding safeguarding should they consider there to be poor or unsafe practice and potential failures in the safeguarding regime and know that concerns are taken seriously by the Leadership Team. Whistleblowing procedures are in place across the academy trust and are available on request or on academy websites. (see trust whistleblowing policy for further details)

19.0 Staff Reporting Expectations

19.1 Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

19.2 If staff are unable to contact the DSL or other member of the safeguarding team, they should report their concerns directly to the relevant authority. See appendix 2.
If any student is at immediate risk of harm then staff should call 999.

20 Preventing Radicalisation

20.1 For the purpose of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies.

19.1 Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

19.2 The academy will actively assess the risk of students being drawn into terrorism.

19.4 Staff will be alert to changes in students' behaviour which could indicate that they may be in need of help or protection. Safeguarding staff will use their professional judgement to identify students who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The academy l will work with local safeguarding arrangements as appropriate.

19.5 The academy will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

19.6 Any concerns over radicalisation will be discussed with a child's parents, unless the academy has reason to believe that the child would be placed at risk as a result.

Training

19.7 The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable students

19.8 Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

19.9 Indicators of a personal crisis include the following:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

19.10 Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

19.11 Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

19.12 Critical indicators include where the student is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

19.13 Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

19.14 The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

19.15 Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable student is at risk of being involved in terrorist activities.

19.16 In cases where the school believes a student is potentially at serious risk of being radicalised, the DSL will contact the Channel programme.

19.17 The DSL will also support any staff making referrals to the Channel programme.

19.18 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

19.19 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

19.20 The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSC, or where the individual is already known to CSC.

Appendix 1

Additional Information on categories of abuse and signs of abuse in children

The following non-specific signs may indicate something is wrong:
• significant change in behaviour
• extreme anger or sadness
• aggressive and attention-seeking behaviour
• suspicious bruises with unsatisfactory explanations
• lack of self-esteem
• self-injury
• depression
• age inappropriate sexual behaviour
• child sexual exploitation

Risk indicators
The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred and this is not an exhaustive list, but:
• must be regarded as indicators of the possibility of significant harm
• justifies the need for careful assessment and discussion with Designated safeguarding Lead or Named Person, (or in the absence of all those individuals, an experienced colleague)
• may require consultation with and/or referral to Children's Services. The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship, the child may:
 • appear frightened of their parents
• act in a way that is inappropriate to their age and development (though full account needs to be taken of different patterns of development and different ethnic groups) The parent or carer may:
• persistently avoid child health services and treatment of the child's episodic illnesses
• have unrealistic expectations of the child
• frequently complain about the child and may fail to provide attention or praise
• be absent or misusing substances
• persistently refuse to allow access on home visits
• be involved in domestic abuse.

Appendix 2

Name of Academy	Ilkley Grammar School (IGS)
Address	Cowpasture Road, Ilkley, LS29 8TR
Telephone Number	01943 608424
Email	admin@ilkleygs.co.uk

Designated Safeguarding Leads within the Academy

Role	Name
Headteacher	Carly Purnell (Named Person)
Designated Safeguarding Lead	**Andy Calvert – Assistant Headteacher**
Deputy Designated Safeguarding Lead	Simon Ford – Deputy Headteacher
Deputy Designated Safeguarding Lead	Sarah McManus and Jennifer Johnson - Safeguarding Officers
Named Person	Jamie Gutch – Deputy Headteacher
Named Person	Hannah McKenzie – Assistant Headteacher
Named Person	Dan Keane – Assistant Headteacher
Named Person	Alex Fox- Assistant Headteacher
Named Person	Josh Sykes – Associate Assistant Headteacher
Named Person	Cath Walsh- P16 senior pastoral manager

Named Safeguarding Governor (IGS)	Victoria Wilson
Named Safeguarding Trustee (MLT)	TBC

Bradford Safegaurding Team Initial Contact Point 01274 435600

Appendix 2

Name of Academy	The Skipton Academy
Address	Gargrave Road, Skipton, North Yorkshire, BD23 1UQ
Telephone Number	01756 792965
Academy Email	admin@theskiptonacademy.co.uk dsl@theskiptonacademy.co.uk

Designated Safeguarding Leads within the Academy

Role	Name
Principal	Richard McManus (Named Person)
Designated Safeguarding Lead	**Mark Cook – Deputy Principal**
Deputy Designated Safeguarding Leads	Amanda Dudley – Deputy Principal Amanda Altham – Pastoral Lead
Named Person	Mark Rignall – Deputy Principal

Named Safeguarding Trustee (MLT)	TBC

North Yorkshire Safeguarding Team - 01609 780780