



Moorlands
Learning Trust

Moorlands Learning Trust
Safeguarding and Child Protection Policy

	Position/Committee	Date
Prepared by	Trust Director of Primary (Executive Safeguarding Lead)	September 2023
Approved by	Trust Board	September 2023
To be Reviewed	Trust Director of Primary (Executive Safeguarding Lead)	July 2024

Contents Section Page

1.0	Policy statement	
2.0	Rationale	
3.0	Procedures and training	
4.0	Trust commitment	
5.0	Roles and responsibilities	
6.0	Prevention through education	
7.0	Looked After Children	
8.0	Students potentially at greater risk of harm	
9.0	Attendance and Missing children	
10.0	Contextual safeguarding	
11.0	Child-on-child abuse	
12.0	Mental Health	
13.0	Harmful Sexual Behaviours	
14.0	Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	
15.0	Female Genital Mutilation (FGM)	
16.0	Forced Marriage	
17.0	Domestic Abuse	
18.0	Online Safety and personal electronic devices	
19.0	Whistleblowing (see Trust policy)	
20.0	Staff reporting and Recording Expectations	
21.0	Preventing Radicalisation	
22.0	Use of the academy premises for non-academy activities	
23.0	Alternative Provision	
24.0	Work Experience	
25.0	Private Fostering	
26.0	Allegations of Abuse against members of staff	
27.0	Site security	
28.0	Equal Opportunities	

Appendix 1 - Additional information on categories of abuse

Appendix 2 - Designated Safeguarding Leads (DSL) within the academy – specific academy details for Ilkley Grammar School, The Skipton Academy, Nidderdale High School, Ashlands Primary School, Burley Oaks Primary School and Menston Primary School.

1.0 Policy statement

The Moorlands Learning Trust has a duty to safeguard and promote the welfare of students at the each of its academies (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 2023) 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. Moorlands Learning Trust staff are alert to the signs of abuse: physical, emotional, sexual and neglect and follow the procedures set out in this policy within our local multi-agency safeguarding arrangements.

Our policy applies to all staff, governors and volunteers working in an MLT academy and aims to give clear direction about expected codes of behaviour in dealing with child protection issues. The policy also aims to make explicit the Trust's commitment to the development of best practice and sound procedures.

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
- ensuring that trustees, members of the local governing boards, the headteachers and staff understand their responsibilities under safeguarding legislation and statutory guidance and are alert to the signs of child abuse and know how to refer concerns
- 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)
- teaching students how to keep safe and recognise behaviour that is unacceptable.

In addition, the academies' senior leadership teams ensure that every precaution is taken to ensure that the risk of harm is minimised 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.

Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006

- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2023) 'Keeping children safe in education 2023'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- Safer Bradford
- DfE (2015) What to do if you're worried a child is being abused – March 2015
- DfE (2018) Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
- DfE (2017) 'Child Sexual Exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- Preventing and tackling Bullying (Dfe 2017)
- Promoting positive emotional well-being and reducing the risk of suicide (ESCB 2018)
- Searching, screening, confiscating (DfE 2022)
- Criminal exploitation of children and vulnerable adults – county lines guidance (Home Office 2018)
- Teaching online safety in Schools (Dfe 2020)
- When to call the Police Guidance for Schools
- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'

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

- | | |
|---|---|
| • Anti-bullying | • Health and safety |
| • Care and control | • Behaviour |
| • Curriculum | • Prevent education |
| • Dealing with allegations of abuse against staff | • Spiritual, moral, social and cultural development |
| • Educational visits | |

- Special Educational Needs and Inclusion
- Safer recruitment and DBS
- Online Safety
- Acceptable Use Policy
- Supervision
- Whistleblowing
- Children Missing Education
- Child on Child Abuse

All staff across the Trust must read the latest DfE update of the Keeping Children Safe in Education (September 2023, part 1, Annex B and Part 5), the Staff Code of Conduct and this and other associated policies.

Staff 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 with the highest level of regard. If staff are unclear, they must ask the Designated Safeguarding Lead for clarification. All academies train staff on this statutory guidance at least annually and put in place measures to ensure staff have read, understood and will act on the guidance.

All staff understand that any concerns must be referred immediately to the DSL/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 practise 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 each academy must read part 1 of Keeping Children Safe in Education (September 2023) and Annex B and part 5 and complete the appropriate training module as part of their induction and ongoing safeguarding CPD. Staff training is tailored to the role of the individual to ensure everyone is trained in how to respond appropriately and sensitively to child protection concerns. 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 and checks 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 and specific groups are more vulnerable than others and therefore may be more at risk from all types of abuse.

- 3.8 We carry out appropriate risk assessments in all academies for all academy 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 academy 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 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
- 3.16 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.
- 3.17 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 promote safer practice. Academies in the Trust will therefore:

- Establish and maintain an ethos where students feel secure, are encouraged to talk and are listened to.
- Ensure that students know there are adults in their school 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.
- Provide a comprehensive, balanced safeguarding curriculum 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. Ensure that students are well equipped to develop positive healthy relationships, including a clear understanding of consent through the Relationships, Sex and Health Education (RSHE) curriculum
- 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.
- Ensure that our approach to managing behaviour is positive and that staff understand how to behave when working with children.
- Recognise its obligation to work with and co-operate with colleagues from other agencies and foster positive professional working relationships with them.
- Ensure all staff are aware of the Trust guidance for their use of mobile technology and have discussed issues around the use of mobile technologies and their associated risks.
- Ensure that staff are fully aware of the different types of child abuse and signs of abuse
- 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 (including filtering and monitoring systems).

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 DSL and Governing Body, has overall responsibility for ensuring all aspects of child protection and safeguarding are paramount in the organisation. This duty cannot be delegated.

All staff and volunteers have a responsibility to:

- Consider, at all times, what is in the best interests of the student.
- Maintain an attitude of '**it could happen here**' where safeguarding is concerned.
- Provide a safe environment in which students can learn.
- Be prepared to identify students who may benefit from early help.
- Be aware of the academy's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local Early Help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a student may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put students at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that students may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

- Safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Personally report any cases to the police where it appears or it is known that an act of FGM has been carried out, as soon as possible.

5.1 Designated Safeguarding Lead (DSL)

5.2. **On induction**, all staff are advised of the names of their Designated Safeguarding Leads (DSL) and Named Persons Team, given access to the Trust's Child Protection and Safeguarding Policy and local academy procedures. 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 and part of the academy's senior leadership team.

The Designated Safeguarding Lead for Child Protection has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties students may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- During term time, be available during school hours for staff to discuss any safeguarding concerns.
NB: “available” means, in exceptional circumstances, availability via phone, videocall, or other suitable media as an acceptable substitution for in-person availability.
- Arrange, alongside the relevant organisers, adequate and appropriate cover for any activities outside of school hours or terms.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at academy. This includes:
 - Ensuring that the academy knows which students have or had a social worker.
 - Understanding the academic progress and attainment of these students.
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these students reach their potential, maintaining a culture of high aspirations for these students.
 - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these students are experiencing with teachers and the SLT as needed.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil’s child protection file is transferred as soon as possible, and within five days, when transferring to a new school / academy, and consider any additional information that should be shared.

5.3 Manage referrals

Refer cases:

- To CSCS where abuse and neglect are suspected, and support staff who make referrals CSCS.
- To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
- To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
- To the police where a crime may have been committed, in line with the National Police Chiefs’ Council (NPCC) guidance.
- 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 and follow the reporting and referral process outlined accordingly.
- 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-centred, 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), Disclosure and Barring Service and/ or the police where there are ongoing enquiries under section 47 of the Children Act 1989.
- 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 Trust Executive team, 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 part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- The DSL has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Take lead responsibility for ensuring online safety and understanding the filtering and monitoring systems and processes in place.

5.4 Co-ordinate training

- Co-ordinate annual statutory training as well as regular training, information updates, quizzes and checks to ensure all staff 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 Trust'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.

5.5 *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 ensure the academy's safeguarding procedures and implementation are updated and reviewed regularly.
- Work with the Trust Executive / governors in reviewing procedures and producing training and updates including an annual report to governors.
- 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 academy operates within the legislative framework and recommended guidance.
- Develop effective links with relevant statutory and voluntary agencies to support the protection of children.

5.6 The CEO/ Local Governing Body and Named Safeguarding Governor

5.6.1 The Trust / Local Governing Body has overall strategic 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 (or Trustee) in respect to child protection. In particular, the Trust / Governing Body must ensure that:

- the Child Protection Policy and procedures are in place, followed and reviewed annually
- the academy complies with its duties under the above child protection and safeguarding legislation.
- policies, procedures and training opportunities in the academy are effective and comply with the law at all times.
- the academy contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- They confirm that the academy's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the academy's policies and procedures.
- comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- staff working directly with children read Part one, Annex B and Part 5 of KCSIE.
- staff who do not work directly with children read either Part one or Annex A of KCSIE.
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- they facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. 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 Trust, Named Trustee and/or Named Governor understand the job description/role of the DSL and named person team
- the standards of filtering and monitoring of IT systems are reviewed and that roles are assigned to manage and monitor these systems
- each academy provides relevant safeguarding children training for academy 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
- students are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- statutory responsibilities are adhered to by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- at least one person on any appointment panel has undertaken safer recruitment training.
- staff are appropriately trained to support students to be themselves at school, e.g. if they are LGBTQ+.

- the academy has clear systems and processes in place for identifying possible mental health problems in students, including clear routes to escalate concerns and clear referral and accountability systems.
- volunteers are appropriately supervised.
- all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors (see the Trust's 'Dealing with Allegations of Abuse Against Staff' Policy).
- there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- there are procedures in place to handle students' allegations against other students.
- appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of students and staff.
- procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- there are systems in place for students to express their views and give feedback.
- an early help procedure is established and ensure all staff understand the procedure and their role in it.
- a designated teacher is appointed to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- mechanisms are introduced to assist staff in understanding and discharging their roles and responsibilities.
- staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- appropriate safeguarding responses are put in place for students who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- all members of the governing board have been subject to an enhanced DBS check.
- There is a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- they are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.
- they check that the SCR and DBSs are in place for all governors and staff at least annually
- 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 Moorlands Learning Trust website

The **headteacher** has a duty to:

- Ensure that the policies and procedures adopted by the local governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

6.0 Prevention through education (safeguarding curriculum)

6.1 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 rigorously planned 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 Relationships and Sex Education (RSE) curriculum ensures the students are well equipped to develop positive relationships and understand consent (see Trust RSE policy).

7.0 Looked after children and children previously looked after

7.1 The Trust / 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 Students potentially at greater risk of harm

8.1 The Trust recognises that some groups of students can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of students. Additional considerations for managing safeguarding concerns and incidents amongst these groups.

8.2 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.

8.3 Students may need **social workers** due to safeguarding or welfare needs. These needs can leave students vulnerable to further harm and educational disadvantage. As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes. Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

8.4 Parents may choose **elective home education (EHE)** for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them. In line with the Education (Pupil Registration) (England) Regulations 2006, the academy will inform the LA of all deletions from the admissions register when a pupil is taken off roll. Where a parent has expressed their intention to remove a pupil from the academy for EHE, the academy, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

8.5 The fact that a pupil may be **LGBTQ+** is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ students can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as students who identify as LGBTQ+.

8.6 Staff will also be aware that the risks to these students can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these students and provide a safe space for them to speak out and share any concerns they have.

9.0 Attendance and Admissions to School

9.1 Students are placed on the admissions register at the beginning of the first day that is agreed by the academy, or when the academy has been notified that the pupil will first be attending. The academy will notify the LA within 5 days of when a pupil's name is added to the admissions register.

9.2 The academy will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contact details will be held for each pupil where possible. Staff will monitor students who do not attend the academy on the agreed date and will notify the LA at the earliest opportunity.

9.3 If a parent notifies the academy that their child will live at a different address, or that their child will be attending a different academy or school, or is already registered at a different school, information will be recorded on the admissions register. Where a pupil moves to a new school, the academy will use a secure internet system to securely transfer students' data.

9.4 To ensure accurate data is collected to allow effective safeguarding, the academy will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the academy by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the academy, and no longer live within a reasonable distance of the premises.
- Have been certified by the academy's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend academy after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the academy does not reasonably believe they will be returning to the academy at the end of that period.
- Have been permanently excluded.

9.5 The academy will also remove a pupil from the admissions register where the academy and LA have been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance. The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended) and all other necessary information will be shared with the LA.

9.6 The academy will work with the LA to establish methods of making returns for students back into the academy. The academy will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The academy will also highlight any other necessary contextual information, including safeguarding concerns.

9.2 Child abduction and community safety incidents

For the purposes of this policy, "**child abduction**" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the academy that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with students. Students will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

9.3 Children Missing from Education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor students that go missing from the academy, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures. The academy will inform the LA of any pupil who fails to attend regularly or has been absent without the academy's permission for a continuous period of 10 school days or more. Academy staff members must follow the local council's 'Children Missing Education Guidance and Procedures if they are concerned about a child missing from education.

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 academies 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 child-on-child 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 of any age and any gender can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

11.2 All MLT staff are clear as to the Trust'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 staff will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

11.4 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).

11.5 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).

All staff will be clear as to the role they have to play in preventing child on child abuse and responding where they believe a child may be at risk from it.

All cases of suspected child on child abuse should be reported to the DSL without delay and the procedures outlined in the academy's Anti-Bullying Policy and Suspensions / Exclusions Policy, will also be referred to when responding to such allegations where relevant.

Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Students will also be reassured that they will be taken seriously, be supported, and kept safe.

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 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 academy'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 academy 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 academy 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.

14.7 Academy staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

14.8 For the purposes of this policy, "**county lines**" refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK. As well as the general indicators for CCE, academy staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a 'debt bond' to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of students with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

14.9 For the purposes of this policy, "**modern slavery**" encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation. All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

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 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.

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.

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 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.

15.5 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.

15.6 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

15.7 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.

15.8 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. Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

16.2 It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

16.3 As part of HBV, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.

- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

16.4 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. It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

16.5. The academy will aim to create an open environment where students feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

16.6 The academy will take a whole school approach towards educating on forced marriage in the academy curriculum and environment – in particular, the academy's RSE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to students. Students will be encouraged to access appropriate advice, information and support.

16.7 Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

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 the academy by the police via Operation Encompass and Children's Social Care and used to target support to young people as needed.

17.2 Students with family members in prison

Students with a family member in prison will be offered pastoral support as necessary. They will receive a copy of '[Are you a young person with a family member in prison?](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

17.3 Students required to give evidence in court

Students required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Students will be provided with the booklet '[Going to Court](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

17.4 Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.

- Having been involved in offending, such as theft or robbery.
- Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

The Trust is aware that the Police, Crime, Sentencing and Courts Act will introduce a new duty in early 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Academies will be under a separate duty to cooperate with core duty holders when asked – the academy will ensure arrangements are in place to do so.

18.0 Online safety and personal electronic devices

18.1 The academy will adhere to the Trust E-Safety Policy at all times.

18.2 As part of a broad and balanced curriculum, all students will be made aware of online risks and taught how to stay safe online. Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

18.3 Each academy will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. The academy will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what students can be taught online.

18.4 Staff will be aware of the filtering systems in place and will know how to escalate concerns where they are identified.

18.5 The use of personal electronic devices, including mobile phones and cameras, by staff and students is closely monitored by the academy, in accordance with the Trust E-Safety and IT Acceptable Use Policy. Photographs and videos of students will be carefully planned before any activity with particular regard to consent and adhering to the Trust's Data Protection Policy.

18.6 Reviewing online safety The academy will carry out an annual review of its approach to online safety, supported by regular risk assessment that considers and reflects the risks faced by students.

18.4 Personal electronic devices

Where photographs and videos will involve students who are LAC, adopted students, or students for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of students who are LAC or who have been adopted, liaise with the students' social workers, carers or adoptive parents to assess the needs and risks associated with the students.

Staff will report any concerns about students' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

18.5 Consensual and non-consensual sharing of indecent images and videos

The academy will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to students depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that students are not unnecessarily criminalised.

19.0 Whistleblowing

19.1 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 Trust and are available on request or on academy websites. (See Trust 'Whistleblowing Policy' for further details)

20.0 Staff Reporting Expectations

20.1 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.

20.2 If staff are unable to contact the DSL or other members 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.

20.3 Records

Child protection files and full chronology are held electronically on CPOMS and where necessary, in a locked cabinet with only the Designated Safeguarding Lead and Deputy having access.

21.0 Preventing Radicalisation

21.1 For the purposes of this policy, "**extremism**" refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

21.2 For the purposes of this policy, "**radicalisation**" refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

21.3 For the purposes of this policy, "**terrorism**" refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting students from the risk of radicalisation is part of the academy's wider safeguarding duties. The academy will actively assess the risk of students being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in students' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify students who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The academy will work with local safeguarding arrangements as appropriate.

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 academy will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the academy has reason to believe that the child would be placed at risk as a result.

Training

21.4 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

Indicators of an identity crisis include the following:

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

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

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

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

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.

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

21.6 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

- Safeguarding children is a key role for both the academy 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.

- In cases where the academy believes a student is potentially at serious risk of being radicalised, the DSL will contact the Channel programme.
- The DSL will also support any staff making referrals to the Channel programme.
- 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.
- 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 academy.
- The delivery of the Channel programme may often overlap with the implementation of the LA's or academy's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSC, or where the individual is already known to CSC.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all academies are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as "**the Prevent duty**". The Prevent duty will form part of the academy's wider safeguarding obligations. The academy's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

22.0 Use of the academy premises for non-academy activities

22.1 Where the governing board hires or rents out academy facilities or the academy premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep students safe.

22.2 Where the governing board provides the activities under the direct supervision or management of academy staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the academy on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

23.0 Alternative provision

The academy will remain responsible for a pupil's safeguarding and welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the academy will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

24.0 Work experience

24.1 When a pupil is sent on work experience, the academy will ensure that the provider has appropriate policies and procedures in place to protect children from harm. Further details can be found in the Trust's Work Experience Policy.

25.0 Private fostering

25.1 Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the academy becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

26.0 Allegations of abuse against members of staff

26.1 Moorlands Learning Trust recognises that it is possible for staff/supply teachers and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or

volunteers seriously. The **Trust's 'Dealing with Allegations of Abuse Against Staff' policy** should be read and understood by all staff for further details of how to manage any allegations or suspicions of abuse.

The Trust follows the relevant LA procedures for reporting allegations against members of staff and will inform the LA Designated Officer (LADO) in all cases.

Bradford Schools:

<https://www.saferbradford.co.uk/resources/childrens/allegations-management-and-safer-recruitment/>

The contact details for the LADO in Bradford are 01274 435600 or LADO@bradford.gov.uk

North Yorkshire Schools:

<https://www.safeguardingchildren.co.uk/professionals/procedures-practice-guidance-and-one-minute-guides/managing-allegations-against-those-who-work-or-volunteer-with-children/#:~:text=A%20referral%20should%20be%20sent,01609%20533080%20within%20office%20hours.>

The contact details for the LADO in North Yorkshire are 01609 533080 within office hours or lado@northyorks.gov.uk.

27.0 Site security

The Trust schools provide secure sites for its pupils, which are controlled by precise management directives, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the individual school's rules. Laxity can cause potential problems to safeguarding. Therefore:

- Doors should be closed to prevent intrusion but to facilitate smooth exits.
- Staff enter and leave through the designated entrances and sign out and back in if leaving at a time of day atypical to general working hours.
- Visitors, volunteers and students must only enter through designated entrances and after signing in appropriately.
- Visitors must be accompanied at all times.
- Unidentified adults should be challenged.

28.0 Equal Opportunities

23.1 Moorlands Learning Trust (MLT) recognises its responsibilities and duties in relation to the Equality Act 2010 and safeguarding children. At each academy in MLT, we try to ensure that everyone (children and staff) is treated fairly and equitably. All children are given equal access to the academy and its curriculum and all are considered equal in the learning partnership. The Trust's Equality Policy provides full details on how the Trust ensures it meets its statutory equality duties.

Appendix 1

Additional Information on categories of abuse and signs of harm and abuse in children (see also [Annex B KCSIE](#))

The following non-specific signs may indicate something is wrong:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

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.

Staff should also refer to Part 4 KCSIE for information on low level concerns in staff members' behaviour and/or presentation.

Appendix 2

Designated Safeguarding Leads (DSL) within the academy – specific academy details.

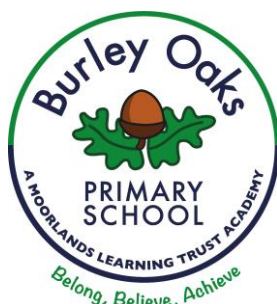


Name of Academy	Ashlands Primary School
Address	Leeds Road, Ilkley, LS29 8JY
Telephone Number	01943 609050
Academy Email	office@ashlands.mlt.co.uk

Designated Safeguarding Leads within the Academy

Role	Name
Headteacher	Donna Russell
Designated Safeguarding Lead	Donna Russell
Deputy Designated Safeguarding Lead(s)	Kathy Raine Joanne Shepherd
Other Named Persons	N/A

Named Safeguarding Governor (LGB)	Roya Helme
Named Safeguarding Trustee (MLT)	Helen Williams



Name of Academy	Burley Oaks Primary School
Address	Langford Lane, Burley in Wharfedale, Ilkley, LS29 7EJ
Telephone Number	01943 862642
Academy Email	office@burleyoaks.mlt.co.uk

Designated Safeguarding Leads within the Academy

Headteacher	Claire Lee (Deputy Designated Lead)
Designated Safeguarding Lead and Named Person	Anna Greenwood – Acting Head of School
Deputy Designated Safeguarding Lead	Emma Learmonth – Assistant Headteacher and SENDCO
E-Safeguarding/Online Safety Lead	Richard Sells
(BEFORE AND AFTER SCHOOL CLUB - DDSL)	Danielle Cooper
Named Safeguarding Governor	Alison Oldham
Named Safeguarding Trustee (MLT)	Helen Williams



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

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)	Helen Williams

Bradford Safeguarding Team Initial Contact Point 01274 435600



Name of Academy	Menston Primary School
Address	St Peter's Way, Menston, LS29 6NY
Telephone Number	01943 873180
Academy Email	office@menstonprimary.co.uk

Designated Safeguarding Leads within the Academy

Role	Name
Headteacher	Marie Wilson
Designated Safeguarding Lead	Marie Wilson
Deputy Designated Safeguarding Lead(s)	Charlie Gilmour
Other Named Persons	N/A

Named Safeguarding Governor	Annet Nottingham
Named Safeguarding Trustee (MLT)	Helen Williams



Name of Academy	Nidderdale High School
Address	Low Wath Road, Pateley Bridge, Harrogate, North Yorkshire, HG3 5HL
Telephone Number	Telephone: 01423 711246
Academy Email	admin@nidderdale.n-yorks.sch.uk

Designated Safeguarding Leads within the Academy

Role	Name
Headteacher	Kath Jordan
Designated Safeguarding Lead	Anneliese Walker
Deputy Designated Safeguarding Lead(s)	Kath Jordan
Other Named Persons	

Named Safeguarding Governor (LGB)	Isabel Peel
Named Safeguarding Trustee (MLT)	Helen Williams



THE SKIPTON ACADEMY

A MOORLANDS LEARNING TRUST ACADEMY

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)	Helen Williams
----------------------------------	----------------

North Yorkshire Children and Families Service 0300 131 2 131