Moorlands Learning Trust Safeguarding and Child Protection Policy (from September 2026)

	Position/Committee	Date
Prepared by	Trust Director of Primary (Executive Safeguarding Lead)	July 2026
Approved by	Trust Board	July 2026
To be Reviewed	Trust Director of Primary (Executive Safeguarding Lead)	July 2027

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1.0 Policy statement

~~The~~ Moorlands Learning Trust (the Trust') has a duty to safeguard and promote the welfare of pupils at each of its academies (Children's 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 2026~~5~~) and Working Together to Safeguard Children (2023~~6~~).

Nothing is more important than pupils' welfare and we will always work in the best interests of the child. All pupils 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 aim to be alert to all the signs of abuse, exploitation 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, trustees 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, exploitation and neglect 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
- identifying and making provision for any pupil who has been subject to, or is at risk of, abuse, neglect, or exploitation
- having a Safer Recruitment policy and procedures (see MLT Recruitment Policy) that help deter, reject or identify people who might pose a risk to pupils, including online searches being conducted on prospective employees
- ensuring that staff understand the expected code of conduct for working with pupils (see MLT Code of Conduct (Staff) Policy) and that pupils are empowered and aware of issues related to their own welfare (particularly through the Personal Development Studies / PSHCE programme, RSHE and assemblies)
- teaching pupils 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, exploitation or neglect 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's Act 1989
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children's 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

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (20263) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (20265) 'Keeping children safe in education 20265'
- DfE (2024) 'Working together to improve school attendance'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2025) 'Channel Duty Guidance: Protecting people susceptible to radicalisation
- 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
- DfE (2024) Information sharing
- DfE (2017) 'Child Sexual Exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2024) '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)
- DfE (2025) 'Meeting digital and technology standards in schools and colleges'
- DfE (2025) 'Filtering and monitoring standards for schools and colleges'
- When to call the Police Guidance for Schools
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'
- ~~DfE (2024) 'Working together to improve school attendance'~~

- DfE (2024) 'Meeting digital and technology standards in schools and colleges'
- DFE (2023) DfE Data Protection guidance for schools

Safeguarding pupils 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
- 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
- Online Safety
- Acceptable Use ~~Policy~~
- Supervision
- Whistleblowing
- Children Missing Education
- Child on Child Abuse
- RSHE

All staff across the Trust must read the latest DfE update of the Keeping Children Safe in Education (September 202~~5~~, Part One of KCSIE 2026 and any parts/annexes relevant to role~~part 1, Annex B and Part 5~~), the Staff Code of Conduct~~, and~~ this and other associated policies.

All staff, including those who do not work directly with pupils, must read Part One of the latest statutory guidance ~~Staff have a duty to ensure that not only have they read the document but have~~and sign~~ed~~ annually to confirm that they understand their roles and responsibilities in relation to Child Protection with the highest level of regard. Schools ensure that mechanisms are in place to support staff to understand and discharge their safeguarding responsibilities, including through induction, annual training, regular updates and assurance checks. 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

No single practitioner can have a full picture of a child's needs and circumstances. If pupils and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of pupils is defined for the purposes of this guidance as:

- *Providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *preventing the impairment of children's mental and physical health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *taking action to enable all children to have the best outcomes.* ***(KCSIE 2025)***

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

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3.0 Procedures and training

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

3.1 We practise safer recruitment by checking the suitability of staff and volunteers in every academy to work with pupils

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

3.3 We raise awareness of child protection issues with pupils 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 pupils 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 2025) 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 pupils and their families has a role to play in safeguarding pupils.

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 pupils as soon as a problem is identified. This applies to all pupils 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.

We are clear that Early Help is the most effective way of promoting the welfare of pupils and understand how to work with other agencies to provide this for pupils and families in need and be alert to the potential need for Early Help for pupils with certain characteristics such as:

- Are disabled, have certain health conditions, or have specific additional needs.
- Are suffering from mental ill health.
- Are young carers.
- Are bereaved.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Are viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have family members in custody.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of Honour Based Abuse (HBA), such as Female Genital Mutilation (FGM) or forced marriage.
- Are privately fostered.
- Have unexplained and/or persistent absences or persistently absent from school, or not in receipt of full-time education.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded.
- Show early signs of abuse, exploitation and/or neglect in other ways.

3.7 We recognise that some pupils and specific groups are more vulnerable than others and therefore may be more at risk from all types of abuse, exploitation or neglect.

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

3.9 We raise awareness with all pupils of the risks of technologies through teaching about online safety alongside robust ICT filtering and monitoring processes and systems.

3.10 We encourage a positive atmosphere of openness and support where pupils 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 academies' Anti-Bullying policies).
3.12 We have a strong emphasis on pupil voice through pupil council/forums and pupil voice questionnaires.
3.13 We have procedures for identifying and reporting cases or suspected cases of all types of abuse, exploitation or neglect and are ever vigilant to all concerns regarding any unhealthy opinions or behaviours a child may display.
3.14 We support pupils 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 pupils and setting up an interagency assessment as appropriate under the Early Help system
3.16 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 pupils, 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 pupils feel secure, are encouraged to talk and are listened to.
- Ensure that pupils know there are adults in their school who they can approach if they are worried or in difficulty. We recognise that pupils may not feel ready or know how to tell someone, so provide a number of methods pupils 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 pupils with the skills they need to recognise and be safe from abuse, exploitation or neglect. Pupils need to recognise behaviours which are unacceptable from peers and adults.
- Ensure that pupils 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 pupils.
- 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 associate risks.
- Ensure that staff are fully aware of the different types of child abuse, exploitation and neglect and the associated signs.
- 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 pupils (including filtering and monitoring systems).

All staff must be aware of the signs of child abuse, exploitation and neglect; staff must inform the DSL in confidence, and a sensitive, tactful and 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 Local 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 pupil.
- Maintain an attitude of '**it could happen here'** where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help and understand that providing early help is more effective in promoting the welfare of pupils than reacting later.
- 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's 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 pupils, in collaboration with the DSL.
- Be aware of the indicators of all signs of abuse, exploitation and neglect and use their professional curiosity to raise concerns to the DSL.
- Understand that pupils can be at risk of harm, inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse, exploitation and neglect.
- Understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.
- Be aware of and understand the procedure to follow in the event that a pupil confides they are being abused, exploited or neglected.
- Be aware that a pupil 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 pupils at risk of harm.

- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, unexplained and or persistent absences (previously referenced as - deliberately missing education), and sharing indecent images, and other signs that pupils may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' 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 pupils. 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 pupils and taking account of their wishes and feelings; this includes understanding the difficulties pupils 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 pupils, including where families may be facing challenging circumstances.
- The DSL will consider whether a family group decision-making forum is appropriate to determine the help and support the family network can provide for a pupil where concerns have been raised about their safety or wellbeing.
- 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 pupils 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 pupils have or had a social worker.
    - Understanding the academic progress and attainment of these pupils.
    - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential, maintaining a culture of high aspirations for these pupils.
    - Helping to promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues these pupils 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.
- Keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA Children's social care or the Prevent program etc. 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.
- Report to the board of trustees via the agreed route of communication.

.3 ***Manage referrals***

The reporting and referral process outlined in the Reporting Safeguarding Concerns Flowchart will be followed accordingly – see appendix 2.

Refer cases:

- To CSCS where abuse, exploitation 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 pupil.
- 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 pupil is suffering significant harm or is likely to do so, understanding that all referrals are pupil-centred, and the needs of the pupil are paramount.
- Ensure the voice of the pupil is heard and that the unique characteristics of the pupil within their family and community context is communicated.
- Be alert to the specific needs of pupils in need, those with special educational needs and young carers.
- Refer promptly all cases of suspected child abuse, exploitation and neglect to the local social services department. In the case of a social worker attending an academy to see the pupil following a referral, if the pupil's parent arrives to collect the pupil before the social worker it must be remembered that we have no right to prevent the removal of the pupil. 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's 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's 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 pupils, 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 pupils 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.

.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 pupils 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.

.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 ensuring 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, exploitation 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 pupils.

.6 The CEO/ Local Governing Body and Named Safeguarding Governor

.6.1 The Trust / Local Governing Body has overall strategic responsibility for ensuring that there are sufficient measures in place to safeguard the pupils in their establishment. There is a named Safeguarding Trustee. 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 pupils read Part one, Annex B and Part 5 of KCSIE
- staff who do not work directly with pupils 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 pupils
- 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
- each academy takes overall strategic responsibility for filtering and monitoring and seeks assurance that the filtering and monitoring standards for schools are being met
- 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

- pupils 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 pupils, 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 pupils 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 pupils, 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 pupils' allegations against other pupils
- appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils 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 pupils 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 those in kinship care, 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 pupils 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, exploitation and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.
- Ensure that staff implement appropriate filters and monitoring of online material.
- Ensure that the school practises safe recruitment in checking the suitability of staff and volunteers to work with pupils in accordance with the guidance in Keeping Children Safe in Education and the Education (Independent School Standards) (England) Regulations 2014 as amended.6.0 Multi Agency Working

6.2 The trust contributes to multi-agency working as part of its statutory duty. The trust is aware of, and will follow, the local safeguarding arrangements.
The schools within the trust will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements. Once the trust and its schools are named as a relevant agency by

local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. Schools within the trust will act in accordance with the trust's safeguarding arrangements.
The trust will develop trusting relationships between families and agencies to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.
Where a need for early help is identified, the schools within the trust will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.
The trust also recognises the particular importance of inter-agency working in identifying and preventing CSE.
The trust and its schools will reflect the DfE's expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on pupils' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging others' assumptions in a respectful manner.

Information sharing
The trust recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
Considering the above, staff within the trust will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
Staff members within the trust and its schools will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If school staff members are in doubt about sharing information, they will speak to their school's DSL or DDSL(s).

7.0 Prevention through Education (Safeguarding Curriculum)
7.1 Moorlands Learning Trust recognises that proactive education coupled with a child-centred ethos is paramount in protecting pupils. Pupils 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 pupils 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 pupils about managing risk as well as building up self-esteem. Pupils know that adults are vigilant and that they will provide advocacy to assist them.
Pupils are educated about the reliability, limitations, and risks of using generative AI tools, including the potential for inappropriate, misleading, or harmful outputs. Staff are trained to identify concerns arising from pupils' use of AI tools at school or home.
The Relationships and Sex Education (RSE)(curriculum ensures the pupils are well equipped to develop positive relationships and understand consent (see Trust RSE policy). The Trust is awaiting new guidance on RSE.

8.0 Looked after children and children previously looked after
8.1 The Trust / Governing Body must ensure that the Headteacher has appointed a designated teacher to promote the educational achievement of pupils who are looked after (or part of a kinship order) and to ensure that this person has appropriate training.

8.2 The most common reason for pupils becoming looked after is as a result of abuse, exploitation and/or neglect. Appropriate academy staff will have the information they need in relation to a pupil'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 pupil's social worker and the name of the virtual school head in the authority that looks after the pupil.

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

9.0 Children potentially at greater risk of harm

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

9.2 All staff understand that pupils 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 pupils who are among the most vulnerable, including those with varying levels of cognitive understanding. Additional barriers can exist in identifying neglect and harm for some groups of pupils or a pupil. Staff will be sensitive to their specific needs, particularly in relation to communication barriers.

9.3 Pupils may need **social workers** due to safeguarding or welfare needs. These needs can leave pupils 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.

9.4 Parents may choose **elective home education (EHE)** for their pupils. In some cases, EHE can mean that pupils 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.

9.5 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+ pupils 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 pupils who identify as LGBTQ+.

9.6 Staff will also be aware that the risks to these pupils 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 pupils and provide a safe space for them to speak out and share any concerns they have.

10.0 Attendance and Admissions to School

The Trust adheres to the DFE statutory guidance, 2024 'Working together to improve school attendance.'

- Pupils 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.
- 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 pupils who do not attend the academy on the agreed date and will notify the LA at the earliest opportunity.

- If a parent notifies the academy that their pupil will live at a different address, or that their pupil 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 pupils' data.
- 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.
- 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.
- The academy will work with the LA to establish methods of making returns for pupils 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.

10.2 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 pupils. Pupils will be provided with practical advice and lessons to equip them to keep themselves safe outdoors.

10.3 Pupils with Unexplained and/or Persistent absences
A pupil going missing from school is a potential indicator of abuse, exploitation or neglect and, as such, these pupils are increasingly at risk of being victims of harm, exploitation or radicalisation. Care and attention will be taken to understand the causes of such absence. Staff will monitor such pupils, 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.

11.0 Contextual safeguarding
11.1 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, online 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 pupils 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'.

12.0 Child-on-child abuse

12.1 All MLT staff are aware that pupils of any age and any gender can abuse other pupils (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

12.2 The Trust has a zero-tolerance approach to such abuse. 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.

12.3 All staff will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

12.4 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).

12.5 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 pupils (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 pupils of the same age, may require a different response. It might not be abusive – but pupils 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.

Pupils 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. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

13.0 Mental Health

13.1 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.

13.2 MLT staff are well placed to observe pupils 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.
13.3 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.

14.0 Harmful Sexual Behaviours
14.1 Harmful Sexual Behaviours (HSB) is developmentally inappropriate sexual behaviour which is displayed by pupils and young people and which may be harmful or abusive. It can be displayed towards younger pupils, peers, older pupils or adults. It's harmful to the pupils and young people who display it, as well as those it is directed towards.
14.2 Sexual violence and sexual harassment can occur between two pupils of any age and sex. It can occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. 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.
14.3 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.
14.4 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.
14.5 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. This will include awareness of the Lucy Faithfull Foundation's 'Shore Space' as a resource for supporting young people with HSB It is also important that other pupils and academy staff are supported and protected as appropriate including any alleged perpetrator.
14.6 All incidents relating to harmful sexual behaviour, sexual violence or harassment will be logged securely onto the academy CPOMS system.

15. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
15.1 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 pupil into taking part in sexual or criminal activity. It may involve an 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 pupils, both male and female and can include pupils who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
15.2 Some specific forms of CCE can include pupils 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.
15.3 Pupils 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.
15.4 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 pupils in the production of sexual images, forcing pupils to look at sexual images or watch sexual activities, encouraging pupils to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
15.5 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.

15.6 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 pupils may not realise they are being exploited for example they believe they are in a genuine romantic relationship.
15.7 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 pupils 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.

15.8 For the purposes of this policy, **"county lines"** refers to gangs and organised criminal networks exploiting pupils 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 pupils 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.

15.9 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.

16. Female Genital Mutilation (FGM)

16.1 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.

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

16.3 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.
16.4 There are a range of potential indicators that a pupil 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 pupil.

16.5 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the child 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.

16.6 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.

16.7 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.

16.8 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

16.9 Teachers will not examine pupils, 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.

16.10 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.

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

16.11 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.

17. Forced marriage

17.1 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.

17.2 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.

17.3 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 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.

17.4 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.
17.5. The academy will aim to create an open environment where pupils 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.
17.6 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 pupils. Pupils will be encouraged to access appropriate advice, information and support.
17.7 Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

18.0 Domestic Abuse (DA)
18.1 Pupils can witness and be adversely affected by domestic abuse and/or violence at home. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between pupils) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on pupils of all forms of domestic abuse, including where they see, hear or experience its effects.

Depending on age, young people may be witnesses to, or subject to, domestic violence within their own personal relationships. This can include sexual harassment. 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.

18.2 Pupils with family members in prison
Pupils with a parent or carer in custody, or is affected by parental offending, 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.

18.3 Pupils required to give evidence in court
Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. There are two age-appropriate guides to support pupils 5-11-year olds and 12-17 year olds. Pupils will be supported where appropriate and allowed the opportunity to discuss questions and concerns.

18.4 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 missing/goes missing from education, home or care.
- Having experienced multiple suspensions and is at risk of being permanently excluded.
- Having experienced childhood 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.

19.0 Online safety and personal electronic devices

19.1 The academy will adhere to the Trust Online Safety Policy at all times.
19.2 As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online. Through training, all staff members will be made aware of:

- The types of online harm pupils may be victim to outlined in KCSIE under the headings of Content, Contact, Conduct and Commerce, including misinformation, disinformation, and conspiracy theories.
- 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.

19.3 Each academy will ensure that suitable filtering systems are in place on ICT equipment to prevent pupils 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 pupils can be taught online.
19.4 Staff will be aware of the filtering systems in place and will know how to escalate concerns where they are identified.

19.5 Reviewing Online Safety
The academy will carry out an annual review (or more regularly as required) of its approach to online safety, (including filtering and monitoring against the DFE standards) supported by regular risk assessment that considers and reflects the risks faced by pupils.

19.6 Personal Electronic Devices
The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the academy, in accordance with the Trust Online Safety and IT Acceptable Use Policy. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the Trust's Data Protection Policy.
Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils 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 pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.
Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

19.7 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. Nude or semi-nude images/videos also includes 'pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video.

The teaching in schools, as appropriate, follows best practice in delivering safe and effective education.
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 pupils 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 pupils is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff within the trust becomes aware of an incidence of sharing nude images and/or semi-nude images, they will refer this to the affected school's DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copying, printing, sharing, storing or saving the imagery.
- Inform the affected school's DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved and reassure them that they can receive support from the school's DSL.
  Report the incident to the school's DSL.

19.8 Artificial Intelligence
The Trust acknowledges the evolving landscape of online safety, which now includes the emergence of Artificial Intelligence (AI), particularly generative AI. While AI has the potential to enhance learning, it also poses new safeguarding risks, including exposure to harmful content, misinformation, inappropriate interactions, algorithmic bias, and breaches of data privacy.

The Trust will ensure that its robust ICT filtering and monitoring processes and systems are effectively applied to the use of generative AI within educational settings. This includes adhering to the Department for Education's guidance on "Generative AI: product safety expectations" and ensuring that all relevant staff, particularly the Designated Safeguarding Lead and any deputies, understand their responsibilities in managing and monitoring AI usage to maintain a secure online environment for all pupils.

The Trust is aware that AI may be used to create or spread abusive or inappropriate content, such as violent, sexual, extremist, or drug-related content, fake images, AI-generated bullying messages, or deepfakes. Such incidents will be treated as serious safeguarding concerns and dealt with in accordance with our behaviour and safeguarding policies.

The annual review of the Trust's approach to online safety will explicitly encompass the risks and safe use of AI technologies. Any AI applications used in teaching or learning will be risk-assessed for safeguarding and data protection implications. Staff will not use AI tools to generate personalised feedback or pupil profiles without appropriate oversight and compliance with data protection requirements.

Staff are expected to model safe and ethical use of AI technologies. Any safeguarding risks linked to pupil use of AI should be reported to the Designated Safeguarding Lead (DSL) in line with KCSIE guidance.

20.0 Whistleblowing
20.1 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)

21.0 Staff Reporting Expectations

21.1 Staff must immediately report:

- any suspicion that a pupil 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 pupil may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play)

- any concerns that a pupil may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a pupil is presenting signs or symptoms of abuse, exploitation or neglect
- any significant changes in a pupil's presentation, including non-attendance
- any hint or disclosure of abuse, exploitation or neglect received from the pupil, or from any other person, including disclosures of abuse, exploitation or neglect perpetrated by adults outside of the family or by other pupils or young people
- any concerns regarding person(s) who may pose a risk to pupils (e.g., staff in school or person living in a household with pupils 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.

21.2 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 pupil is at immediate risk of harm, then staff should call 999.

21.3 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. Records should include instances where referrals were or were not made to another agency such as local authority pupils' social care or the Prevent programme, etc.

22.0 Preventing Radicalisation
22.1 For the purposes of this policy,

- **Radicalisation** means the process of legitimising support for, or use of, terrorist violence.
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to**:**
    - Negate or destroy the fundamental rights and freedoms of others; or
    - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
    - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- **Terrorism** is an action that:
    - Endangers or causes serious violence to a person/people;
    - Causes serious damage to property; or
    - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent pupils from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify pupils at risk.

We will assess the risk of pupils in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Pupils who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures. Staff should **always** take action if they are worried. If a pupil is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority Children's social care.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority Children's social care team. The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

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 pupil would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils 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 pupils
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 pupil 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.

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

22.5 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 pupils 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 pupil is at risk of being involved in terrorist activities.
- In cases where the academy believes a pupil 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 pupils 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 becoming involved with or supporting 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.

23.0 Use of the academy premises for non-academy activities
23.1 Where the school 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 pupils safe.

23.2 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.

24.0 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 and will satisfy itself that the placement is meeting the pupil's needs. The academy should obtain written information from the AP provider that they will inform the commissioning school of any arrangements that may put the pupil at risk (e.g., staff changes)

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

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

26.0 Private fostering
26.1 Where a period of UK homestay lasts 28 days or more for a pupil aged under 16, or under 18 for a pupil 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.

27.0 Allegations of abuse against members of staff
27.1 Moorlands Learning Trust recognises that it is possible for staff/supply teachers and volunteers to behave in a manner that causes harm to pupils 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/children/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.

Leeds Schools:
https://www.leedsforlearning.co.uk/Page/38568

The contact details for the LADO in Leeds are 0113 3789687 or LADO@leeds.gov.uk

28.0 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 with 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 pupils must only enter through designated entrances and after signing in appropriately.
- Visitors must be accompanied at all times.
- Unidentified adults should be challenged.

29.0 Equal Opportunities
28.1 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 (pupils and staff) is treated fairly and equitably. All pupils 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

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

Definitions

The terms **"pupils"** and **"child"** refer to anyone under the age of 18.

For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

For the purposes of this policy, **"consent"** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Pupils under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, **"sexual violence"** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **"sexual harassment"** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **"upskirting"** refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **"consensual and non-consensual sharing of nude and semi-nude images and/or videos"**, colloquially known as **"sexting"**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, **"indecent imagery"** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Nb. This may be computer generated.

For the purposes of this policy, **"abuse"** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on pupils of all forms of domestic abuse. Pupils may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Pupils may be abused by one or multiple adults or other pupils.

For the purposes of this policy, **"physical abuse"** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **"emotional abuse"** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on pupils, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently feel frightened or in danger, or the exploitation or corruption of pupils. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

For the purposes of this policy, **"sexual abuse"** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving pupils in looking at, or in the production of, sexual images, encouraging pupils to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion

from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation can include instances where a child or young person may be groomed to become involved in sexual or criminal activity.

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

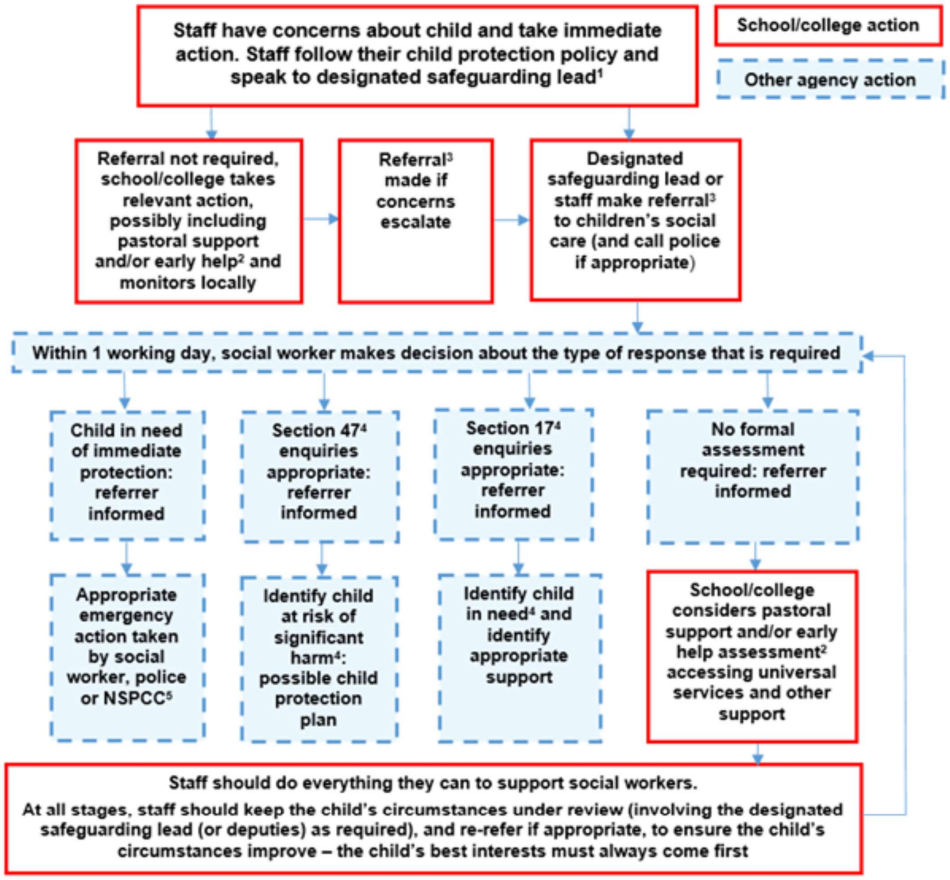
The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, and this is not an exhaustive list, but:

- 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, exploitation 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

Actions where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the early help process.
[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.
[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.
[5] This could include applying for an Emergency Protection Order (EPO).

Appendix 3

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)	Michael Steele
Named Safeguarding Trustee (MLT)	Debbie Allis

Name of Academy	Benton Park School
Address	Harrogate Road, Rawdon, Leeds, LS19 6LX
Telephone Number	0113 2502330
Academy Email	secretary@bentonpark.mlt.co.uk

Designated Safeguarding Leads within the Academy

Role	Name
Headteacher	Nik Skilton
Designated Safeguarding Lead	Allana Howard
Deputy Designated Safeguarding Lead(s)	Vikki Taylor
Other Named Persons	Ravi Kelly, Emma Tyldsley, Chloe Parker-Reaney and Tilly Fox

Named Safeguarding Governor (LGB)	Elizabeth Mitchell
Named Safeguarding Trustee (MLT)	Debbie Allis

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	Emma Learmonth
Designated Safeguarding Lead and Named Person	Anna Greenwood
Deputy Designated Safeguarding Lead	Emma Learmonth – Headteacher
Named Person	Jude Bell (Wellbeing Mentor)
E-Safeguarding/Online Safety Lead	Richard Sells
(BEFORE AND AFTER SCHOOL CLUB - DDSL)	Danielle Cooper
Named Safeguarding Governor	Alison Oldham
Named Safeguarding Trustee (MLT)	Debbie Allis

Bradford Safeguarding Team Initial Contact Point 01274 435600

Name of Academy	Eastburn Primary School
Address	Green Close, Eastburn, Keighley, West Yorkshire
Telephone Number	01535 653293
Academy Email	office@eastburn.mlt.co.uk

Designated Safeguarding Leads within the Academy

Headteacher	David Wilson
Designated Safeguarding Lead and Named Person	David Wilson
Deputy Designated Safeguarding Lead	Christina Farkas Judith Mowbray
Named Safeguarding Trustee (MLT)	Debbie Allis

Bradford Safeguarding Team Initial Contact Point 01274 435600

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@igs.mlt.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	
Named Person	Matt Carr- Assistant Headteacher
	Vicky Marshall Assistant Headteacher
Named Person	Dan Keane – Assistant Headteacher
Named Person	Alex Fox- Assistant Headteacher
Named Person	Charlie Miller- Behaviour Centre Manager
Named Person	Cath Walsh- P16 senior pastoral manager

Named Safeguarding Governor (IGS)	Veronica Hepworth
Named Safeguarding Trustee (MLT)	Debbie Allis

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@menston.mlt.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	Alice Gamble Sophie Kay

Named Safeguarding Governor	Annet Nottingham
Named Safeguarding Trustee (MLT)	Debbie Allis

Bradford Safeguarding Team Initial Contact Point 01274 435600

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.mlt.co.uk

Designated Safeguarding Leads within the Academy

Role	Name
Headteacher	Kath Jordan
Designated Safeguarding Lead	Anthony Devanney
Deputy Designated Safeguarding Lead(s)	Jan Ashton and Anneliese Walker
Other Named Persons	Kath Jordan

Named Safeguarding Governor (LGB)	Richard Jones
Named Safeguarding Trustee (MLT)	Debbie Allis

North Yorkshire Children and Families Service 0300 131 2 131

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

Designated Safeguarding Leads within the Academy

Role	Name
Principal	Mark Cook
Designated Safeguarding Lead	**Mark Cook – Principal**
Deputy Designated Safeguarding Leads	Amanda Dudley – Deputy Principal Amanda Altham – Pastoral Lead Jibran Khalil – Assistant Principal Sarah Brown – Head of Year 7
Named Person	Mark Rignall – Deputy Principal

Named Safeguarding Governor (LGB)	Sally Bisset
Named Safeguarding Trustee (MLT)	Debbie Allis

North Yorkshire Children and Families Service 0300 131 2 131

Name of Academy	Talbot Primary School
Address	East Moor Road, Roundhay, Leeds LS8 1AF
Telephone Number	0113 2934086
Academy Email	admin@talbotprimary.net

Designated Safeguarding Leads within the Academy

Role	Name
Headteacher	Parm Gill
Designated Safeguarding Lead	Parm Gill
Deputy Designated Safeguarding Lead(s)	Jude Rivers
Other Named Persons	Adele Mitchell and Catherine Price

Named Safeguarding Governor (LGB)	Helen Palmer
Named Safeguarding Trustee (MLT)	Debbie Allis