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

	Position/Committee	Date
Prepared by	MLT Executive Director: Safeguarding Lead	July 2026
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1.0 Policy statement, purpose and statutory framework

Trust safeguarding commitment

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) and Working Together to Safeguard Children (2026).

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.

This policy applies to all trustees, governors, executive leaders, headteachers, staff, supply staff, trainee teachers, volunteers, contractors, visitors and any other person working with or on behalf of pupils in MLT schools. It gives clear direction on expected conduct and practice in safeguarding and child protection matters. It also makes explicit our commitment to best practice, sound procedures, consistent reporting, effective record keeping, prevention, early identification of need and timely action.

This policy is aligned to KCSIE 2026 and should be read alongside Working Together to Safeguard Children (2026), What to do if you are worried a child is being abused, the EYFS statutory framework (section 3) where relevant, local multi-agency safeguarding arrangements, and the Trust's related policies:

Related Trust or school policy area	Why it matters for safeguarding
Behaviour	Sets expectations for conduct, prevents bullying, cyberbullying, discriminatory bullying and harmful peer culture.
Attendance	Absence and disengagement can be early indicators of safeguarding risk.
SEND and inclusion	Ensures additional barriers to recognising or disclosing harm are understood and met.
RSHE/PSHE/Curriculum	Provides preventative education on relationships, consent, online safety, personal safety and reporting concerns.
Online safety and acceptable use	Supports safe use of technology, filtering, monitoring, devices and online reporting.
Safer recruitment and DBS	Prevents unsuitable adults from working with pupils.
Staff code of conduct	Sets professional standards, including boundaries, communications, low-level concerns and use of technology.
Whistleblowing and Allegations	Provides routes to report unsafe practice or adult conduct concerns.
Health and safety/Educational visits	Ensures pupils are safeguarded in school, off-site and during school activities.
Data protection and information security	Supports lawful information sharing and protection of sensitive safeguarding records.

Moorlands Learning Trust recognises that there are several inter-linking components which form an integrated framework to provide a protective/preventative service. In addition, the schools' senior leadership teams ensure that every precaution is taken to ensure that the risk of harm is minimised in our school environment and in education outside of the classroom.

These include:

- known operational policies and procedures for dealing with child protection issues
- ensuring that trustees, members of the local governing boards, executive leaders, headteachers, staff and volunteers 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 and assemblies)
- teaching pupils how to keep safe and recognise behaviour that is unacceptable.

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.

2.0. Safeguarding principles and whole-Trust culture

Moorlands Learning Trust recognises safeguarding as a whole-Trust and whole-school responsibility. Safeguarding is not confined to reacting to child protection incidents; it is enabled through culture, leadership, curriculum, attendance, inclusion, relationships, behaviour, online safety, pupil voice, staff conduct, recruitment and governance assurance.

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.

Working together to safeguard children(2026) adds:

- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children;

The approach is child-centred:

- Staff consider what is in the best interests of the pupil at all times.
- Staff maintain an attitude of "it could happen here".
- Pupils are listened to, taken seriously, supported and kept safe.
- Safeguarding issues often overlap; staff should not try to categorise concerns too narrowly.
- Pupils can be harmed inside or outside school, inside or outside home, online, face-to-face, or both.
- Staff use professional curiosity and report concerns even when evidence is incomplete.
- Data protection is not a barrier to sharing information where this is necessary to safeguard pupils.
- The Trust promotes equality, dignity, respect and inclusion, and challenges discrimination and harmful cultures.

The approach aims to:

- Enable all staff to be aware, sensitively, of the need for child protection in appropriate circumstances.
- Ensure all staff understand that safeguarding is everyone's responsibility.
- Enable all staff to understand the 'duty of care' placed on them and their role in safeguarding and promoting the welfare of all pupils.
- Ensure that all staff understand the procedures in place when dealing with potential child protection issues.
- Demonstrate the Trust's commitment and procedures with regards to child protection.
- Contribute to the wider safeguarding portfolio of policies (see above).
- 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.

We recognise that, for pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult promote safer practice.

Schools 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.
- Ensure that schools have a strong emphasis on pupil voice through pupil council/forums and pupil voice questionnaires.
- 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.
- Pupils are taught to recognise behaviour that is unacceptable from peers and adults, including online behaviour, coercion, misogyny, racism, discriminatory behaviour and harmful sexual behaviour.
- 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 proactively with and co-operate with colleagues from other agencies and foster positive professional working relationships with them.
- Ensure all staff are aware of the Trust guidance for their use of mobile technology and have discussed issues around the use of mobile technologies and their associated risks.
- Ensure that staff are fully aware of the different types of child abuse, 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.

3.0 Staff expectations, procedures, training and conduct

All staff, including those who do not work directly with pupils, must read at least Part One of the KCSIE 2026 guidance and this policy.

Leaders, pastoral staff, DSLs, deputy DSLs and governors should read additional KCSIE sections and annexes relevant to their role.

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

- We practise safer recruitment by checking the suitability of staff and volunteers in every academy to work with pupils
- We continually review all practices in order to establish a safe environment in which pupils can learn and develop

- We raise awareness of child protection issues with pupils and aim to equip them with the skills needed to keep them safe
- We ensure staff are aware of how to conduct themselves with pupils and give regular training on child protection and safeguarding.
- 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.
- We carry out appropriate risk assessments in all academies for all academy activities (e.g. educational visits) and also for individual pupils as necessary.
- 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.
- 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.
- 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.
- 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
- 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. This policy applies to the whole Moorlands Learning Trust community.

At induction, all staff, supply staff, trainee teachers, volunteers and relevant contractors will receive:

- this policy, local school safeguarding procedures and a copy of Part One of Keeping Children Safe in Education 2026;
- the staff code of conduct, including low-level concerns, allegations, whistleblowing and acceptable use of technology;
- the behaviour policy, including bullying, cyberbullying, prejudice-based and discriminatory bullying;
- the safeguarding response to pupils who are absent from education, particularly on repeat occasions and/or for prolonged periods;
- details of the DSL, deputy DSLs and reporting routes;
- information about online safety, including the school's filtering and monitoring arrangements;
- family Help, statutory referral routes and local safeguarding thresholds.

Staff training will include child protection content such as: online safety, cyber crime, filtering and monitoring, Family Help, abuse, neglect, exploitation, mental health, attendance, SEND, medical needs, child-on-child abuse, harassment and serious violence, harmful sexual behaviour, domestic abuse, honour or faith-based abuse, forced marriage, FGM, Prevent, AI-generated abuse, allegations, low level concerns, whistleblowing, information sharing, record keeping and escalation procedures.

Schools are committed to delivering training at least annually, supported by regular updates, and will provide ongoing, regular checks and quizzes to ensure understanding.

Training will be informed by school context, local safeguarding risks, national updates, safeguarding data, attendance information and emerging patterns of concern, with a clear focus on early identification, preventative action, timely reporting and appropriate referral. 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.

Staff must immediately report:

- any suspicion that a pupil is injured, marked or bruised in a way not readily attributable to ordinary play or usual childhood activity;
- any explanation for an injury, presentation or concern that appears inconsistent, unclear, implausible or suspicious;
- behaviours, presentation, drawings, play, language or communication that may indicate a pupil has suffered,

is suffering, or is likely to suffer harm;

- concerns that a pupil may be experiencing abuse, neglect, exploitation, inadequate care, emotional maltreatment, or may need early help or Family Help;
- significant changes in attendance, punctuality, engagement, wellbeing, behaviour, appearance, relationships or attitude to learning;
- any hint, disclosure, allegation or report of abuse, neglect, exploitation, harassment, sexual violence, sexual harassment, harmful sexual behaviour or child-on-child abuse;
- concerns about adults, including staff, volunteers, contractors, visitors or other adults, who may pose a risk to pupils, including allegations, low-level concerns, inappropriate conduct or breaches of professional boundaries;
- concerns about peers who may pose a risk to other pupils, including coercive, controlling, threatening, discriminatory, sexually harmful or exploitative behaviour;
- inappropriate sexual comments, excessive or concerning one-to-one attention, boundary concerns, grooming indicators, or the inappropriate creation, sharing or possession of images;
- online safety concerns, including coercion, harassment, grooming, cyberbullying, harmful content, deepfakes, AI-generated abuse, self-generated intimate images, radicalisation, extremism or exposure to harmful online influences;
- concerns linked to pupils who may be more vulnerable to harm, including pupils with SEND, medical needs, mental health needs, poor attendance, care experience or known contextual risks;
- any concern where a pupil appears frightened, withdrawn, unusually anxious, isolated, under pressure, controlled by others or unable to speak freely.

All concerns must be recorded promptly. Staff must not investigate concerns themselves, must not promise confidentiality, and must escalate immediately if they believe a pupil is at risk of immediate harm or if they feel their concern has not been acted upon.

Restrictive physical intervention or reasonable force will only be used where lawful, necessary and proportionate. Any use of force must be recorded and reviewed, and concerns relating to welfare, unmet need or staff conduct must be reported to the DSL without delay.

All staff and volunteers have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from community-based and targeted early help and understand that early intervention is more effective in promoting the welfare of pupils than reacting later.
- Be aware of the school'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, 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.
- 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 nudes and semi-nudes.
- 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.
- Raise concerns about poor or unsafe safeguarding practice and know that concerns will be taken seriously.

If staff are unable to contact the DSL or other members of the safeguarding team, they should contact a senior leader, local authority children's social care, the police or emergency services as appropriate. See appendix 2.

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

4.0 Roles, responsibilities and governance

The Trust Board has overall strategic responsibility for safeguarding and child protection across the Trust. Operational functions may be delegated, but accountability remains with trustees, governors and leaders.

Role	Responsibilities
Trust Board	Approves the policy; appoints a named safeguarding trustee; receives assurance; tests culture, compliance and impact; ensures sufficient resources, training and systems; provide challenge where there are weaknesses.
Local governing bodies	Monitor school implementation; ensure local procedures and contacts are current; review safeguarding reports; challenge leaders on attendance, online safety, alternative provision, restrictive intervention, SEND, child-on-child abuse, training and case audit findings.
CEO and executive leaders	Ensure Trust-wide safeguarding strategy, policy, audit, training, supervision, quality assurance and continuous improvement.
Headteachers	Ensure staff understand and follow this policy; maintain sufficient DSL capacity; ensure training and induction; oversee safe recruitment and reporting; promote a positive safeguarding culture.
Designated Safeguarding Lead	Takes lead responsibility for safeguarding and child protection, including online safety and filtering and monitoring; manages referrals; advises staff; records and reviews concerns; works with agencies.
Deputy DSLs	Support the DSL and act in the DSL's absence; maintain current training and access to systems.
All staff and volunteers	Read agreed statutory materials; attend training; know systems; identify, record and report concerns; support pupils and agencies with a preventative and proactive approach.
Pupils	Are taught how to stay safe, identify harm, seek help, report concerns and support peers safely.
Parents and carers	Are engaged as partners where safe and appropriate and informed about the school's safeguarding role.

Governors and trustees should receive safeguarding and child protection training, including online safety, at induction and updated regularly. Training should enable strategic challenge and assurance rather than simple compliance checking.

- Governance assurance must include safeguarding culture, DSL capacity, staff training, pupil voice, attendance, suspensions, part-time timetables, alternative provision, SEND and inclusion, online safety, filtering and monitoring, allegations, safer recruitment and safeguarding records.
- Governors and trustees should be assured that safeguarding policies are transparent, accessible and understood by staff, pupils, parents and carers.
- The named safeguarding trustee and named safeguarding governors should maintain appropriate safeguarding knowledge and provide challenge and support to leaders.

3.1 Designated Safeguarding Lead arrangements (see KCSIE Annex B)

Each school must have a Designated Safeguarding Lead who is a senior member of the leadership team. The DSL has lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. Deputy DSLs may support the DSL, but the lead responsibility remains with the DSL.

On induction, all staff will be told the names of the DSL, deputy DSLs and safeguarding team. DSL information must be visible and accessible to staff, pupils, parents and visitors, including through local school arrangements.

- During term time, the DSL or appropriately trained deputy must be available during school hours for staff to discuss safeguarding concerns.
- In exceptional circumstances, availability may be via phone, video call or another suitable communication route.
- Each school must maintain robust cover arrangements so that safeguarding action is not delayed when the DSL is unavailable.
- Cover arrangements should include named deputies, escalation routes, access to safeguarding records for those who need it, and arrangements for off-site and out-of-hours activities.
- Where appropriate, schools should use a confidential shared safeguarding inbox or equivalent system to prevent breakdown in safeguarding activity.

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

- 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.
- 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.
- Initiate or support access to appropriate Family Help services where needs emerge, and coordinate with relevant agencies to ensure support is provided at the earliest opportunity.
- 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 school. This includes:
 - Ensuring that the school 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 / school, and consider any additional information that should be shared.
- Report to governors via the agreed route of communication.

b. *Manage referrals*

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

Refer cases:

- To Family Help to identify what extra support a family might need and work collaboratively with multi-agency partners to ensure children and families receive timely assistance
- 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 online 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.
- 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.
- 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.

c. ***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 schools 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.

d. ***Raising awareness***

- Ensure all staff are aware of school 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 school'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 school in this.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Develop effective links with relevant statutory and voluntary agencies to support the protection of pupils.

3.3 The CEO/ Local Governing Body and Safeguarding Governor

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 school 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 school complies with its duties under the above child protection and safeguarding legislation
- policies, procedures and training opportunities in the school are effective and comply with the law at all times
- the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'
- They confirm that the school'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 school'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
- all staff read Part one 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 school'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 school takes overall strategic responsibility alongside the Trust IT central team for filtering and monitoring and reports at least annually that the filtering and monitoring standards for schools are being met
- each school provides relevant safeguarding children training for school staff and volunteers
- each school follows the process and procedure for dealing with allegations
- they work with the school 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 school 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
- 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/family 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

3.4 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 appropriate filtering and monitoring systems are in place for online material, and that their effectiveness is checked, recorded and reported at least annually.
- Ensure that the school practises safe recruitment in checking the suitability of staff, volunteers, contractors and other adults in accordance with the guidance in Keeping Children Safe in Education and the Education (Independent School Standards) (England) Regulations 2014 as amended.

5.0 Identifying need, Family Help and statutory intervention

Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All staff should be prepared to identify pupils who may benefit from the process which means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Staff should discuss concerns with the DSL or deputy where they believe a pupil or family may need help before statutory intervention. Options may include internal pastoral/universal support, community-based Early Help, a Family Help assessment, targeted Family Help, referral to children's social care under section 17, or referral under section 47 where there is reasonable cause to suspect significant harm.

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.

Staff must be alert to the need for additional support for pupils who:

- are looked after, previously looked after or who have a social worker, are disabled, have specific additional needs or health conditions;
- have SEND, whether or not they have an Education, Health and Care plan;
- have mental health needs;
- are young carers;
- are pregnant or parents themselves;
- are lesbian, gay, bisexual or questioning their gender
- have exhibited early signs of abusive, violent or harmful behaviours;
- are showing signs of being drawn into anti-social behaviour, criminal behaviour, exploitation, organised crime, gangs or county lines;
- are frequently missing or go missing from education, home or care;
- have been repeatedly removed from the classroom, experienced multiple suspensions, are on part-time timetables, are at risk of permanent exclusion, or are in Alternative Provision or a Pupil Referral Unit;
- are at risk of exploitation, modern slavery, trafficking, criminal exploitation or sexual exploitation;
- are at risk of radicalisation;
- have a parent or carer in custody or are affected by parental offending;
- live with family challenges such as drug or alcohol misuse, adult mental health concerns or domestic abuse;
- misuse drugs or alcohol;
- are at risk of honour or faith-based abuse, including FGM or forced marriage;
- are privately fostered.

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.

Where Family Help is in place, the DSL will ensure concerns are kept under constant review. If the pupil's

situation does not appear to improve or deteriorates, the DSL will consider referral or escalation to statutory services in line with local procedures.

Staff must not allow assumptions about a pupil's SEND, disability, medical condition, communication needs, attendance, behaviour, protected characteristic or family circumstances to prevent further exploration of possible abuse, neglect or exploitation.

6.0. Attendance, absence, children missing education and alternative provision

The Trust adheres to the DFE statutory guidance, 2026 'Working together to improve school attendance' and schools use the DFE VYED portal to actively manage attendance data in order to improve attendance.

Schools will adhere to the Trust Attendance Policy which sets out detailed procedures, expectations, escalation processes and statutory responsibilities in relation to attendance, children absent from education and persistent absence. Attendance concerns will always be considered alongside safeguarding information and managed in accordance with both this policy and the Attendance Policy.

Poor attendance, unexplainable and/or persistent absence from education, repeated or prolonged absence, pupils frequently missing or going missing from education, home or care, part-time timetables, repeated removals from the classroom, multiple suspensions, risk of permanent exclusion, placement in Alternative Provision or a Pupil Referral Unit, and wider disengagement from education can be indicators of abuse, neglect, exploitation or other safeguarding concerns. Attendance must be considered alongside pastoral, SEND, behaviour, mental health and safeguarding information.

- Where pupils do not attend on the agreed date, or where absence is unexplained, staff will follow attendance and safeguarding procedures without delay.
- Schools will work with pupils, parents, carers and relevant agencies to identify, understand and address barriers to attendance at the earliest opportunity, taking a support-first approach while maintaining high expectations for attendance and engagement.
- The local authority will be notified where required when pupils are added to or removed from roll.
- Repeat, prolonged, persistent or unexplained absence will be reviewed through a safeguarding lens, particularly where other vulnerabilities, contextual risks or known concerns are present.
- Part-time timetables must be exceptional, time-limited, reviewed regularly and subject to safeguarding oversight, particularly where a pupil is vulnerable, has SEND, has a social worker or is known to safeguarding services.
- The safeguarding implications of repeated removals from classrooms, multiple suspensions, risk of permanent exclusion, Alternative Provision, Pupil Referral Unit placement or wider disengagement from education will be considered and monitored.
- Elective home education decisions will be considered carefully, particularly where pupils are vulnerable, have SEND, have a social worker, have experienced attendance difficulties or where safeguarding concerns exist.
- Children missing education procedures will be followed where a pupil's whereabouts are unknown, where the school cannot establish attendance, or where a child may be missing from education. Staff will be alert to risks including abuse, neglect, exploitation, child criminal exploitation, child sexual exploitation, trafficking, modern slavery, serious violence, county lines, radicalisation, forced marriage, FGM, domestic abuse, teenage relationship abuse, stalking, financial exploitation, mental health concerns and family crisis.

Alternative Provision

Where a pupil attends Alternative Provision (AP), the commissioning school retains responsibility for the pupil's safeguarding, welfare and educational outcomes. The school must be satisfied that appropriate safeguarding, suitability and vetting checks have been completed and obtain written confirmation of these arrangements. Providers must promptly notify the school of any safeguarding concerns or significant changes affecting a pupil's safety or wellbeing.

Relevant safeguarding information and risk assessments will be maintained and shared appropriately in the MLT Teams area. Schools will have regard to the national standards for Alternative Provision and will use local authority registers of suitable providers where available.

Leaders must know where pupils are educated during school hours, including any subcontracted or off-site provision. Placements will be monitored and reviewed regularly, with particular regard to attendance, engagement, welfare and safeguarding. Schools will recognise that pupils in AP may be more vulnerable to harm, particularly where there is a history of repeated classroom removals, suspensions, part-time timetables, exclusion or disengagement from education.

Where safeguarding concerns arise, the placement will be reviewed immediately and further action taken, including alternative arrangements where necessary to safeguard the pupil.

7.0 Multi-agency working, information sharing and recording

The Trust is committed to effective multi-agency working through local safeguarding arrangements. The schools within the trust will be fully engaged, involved, and included, cooperating with safeguarding partners, local authority children's social care, police, health, youth justice, Family Help services, local authority designated officers, Channel and other relevant agencies.

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.

Schools within the trust will develop trusting relationships between families and agencies to protect the welfare of its pupils and act in accordance with the trust's safeguarding arrangements. Staff must not assume another professional will take action.

Early sharing of information is vital to identifying, assessing and supporting pupils. 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. Fears about sharing information must not stand in the way of keeping pupils safe. If school staff members are in doubt about sharing information, they will speak to their school's DSL or DDSL(s).

Safeguarding records will be maintained securely and should include:

- a clear and comprehensive summary of the concern;
- the pupil's voice, wishes and feelings where appropriate;
- details of how the concern was followed up and resolved;
- decisions reached, actions taken and outcomes;
- rationale for decisions, including where referrals were or were not made;
- professional advice, agency involvement and review points;
- chronology of significant events.

Child protection files and chronologies will be held electronically on CPOMS and, where necessary, in secure paper files. Access will be limited to those who need it for safeguarding purposes. Records must be factual, professional and timely.

When a pupil transfers to another setting, the child protection file will be transferred securely as soon as possible, including a summary setting out the current safeguarding concerns, relevant context, and any ongoing support needs. Where information indicates risk to the pupil or others, including serious violence or harmful behaviours, this will be shared with the receiving DSL or deputy. Particular care will be taken to distinguish

between current safeguarding concerns and historic information to ensure past issues are presented with appropriate context. Where significant concerns exist, there should be a direct DSL-to-DSL conversation.

8.0 Prevention through Education (Safeguarding Curriculum)

Moorlands Learning Trust recognises that proactive, preventative 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 Schools 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.

MLT schools have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. Each school's distinctive curriculum prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

The Relationships and Sex and Health Education (RSHE) curriculum ensures the pupils are well equipped to develop positive relationships and understand consent (see Trust RSHE policies: Primary and Secondary).

9.0. Contextual safeguarding, exploitation and serious violence

All staff, particularly DSLs and deputy DSLs, will consider whether pupils may be at risk of abuse, neglect, exploitation or other harms beyond the family. Extra-familial harm may occur within peer groups, relationships, online, in community settings, during travel, in Alternative Provision, or through criminal or organised networks. Staff will recognise that vulnerabilities and safeguarding concerns can overlap, and that peer relationships and social influences may increase risk. Schools will promote a culture in which pupils feel safe, can share concerns and are protected from harmful influences.

Through training, staff will be alert to indicators of serious violence and recognise that risk may be increased by disrupted education, including suspension, exclusion, alternative provision or offending behaviour. Staff will remain vigilant at times and locations of heightened risk, including during travel to and from school and after the school day.

Any concern that a pupil is carrying, using, or intends to carry a weapon, or is involved in serious violence, must be reported immediately to the DSL or deputy DSL. The DSL will assess risk, consider any wider safeguarding concerns, implement appropriate safety and support measures, seek to de-escalate conflict where appropriate, and ensure timely access to evidence-informed support.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of abuse involving an imbalance of power, coercion, manipulation or deception (also see section 19). Exploitation may occur in exchange for something a pupil needs or wants, financial or other advantage, status, affection, violence or threats. It may be perpetrated by individuals, groups, organised networks or gangs, and pupils may not recognise they are being exploited or may appear loyal to those causing harm. Children cannot consent to their own exploitation, abuse or trafficking.

- CCE may involve county lines activity, transporting drugs or money, working in cannabis cultivation, shoplifting, pickpocketing, vehicle crime, threats or serious violence.
- Pupils may be coerced into carrying weapons, commit offences under duress, or become involved in

violence because they fear harm from others.

- Girls and boys can both experience criminal exploitation, although indicators may differ.
- CSE may occur in person or online and can include the manipulation or sharing of images, videos or other content without a pupil fully understanding the abuse taking place.
- Exploited pupils may be criminalised for actions undertaken as a result of coercion, manipulation or control. Staff must maintain professional curiosity and recognise that victims may also appear to be perpetrators.
- Where exploitation may involve trafficking or modern slavery, the DSL will consider child protection procedures and referral to the National Referral Mechanism where appropriate.

Staff should be aware that county lines activity, trafficking, exploitation, serious violence and missing episodes are frequently interconnected and should not be considered in isolation. Children who go missing may have been trafficked or exploited for criminal purposes.

Staff will be trained to recognise indicators of serious violence and exploitation, including unexplained gifts or money, association with older individuals or groups, changes in friendships, weapon carrying, threats or assaults, offending behaviour, reduced school attendance, repeated absence, suspensions, exclusion, Alternative Provision placement, unexplained injuries, self-harm, significant changes in wellbeing, and involvement with exploitative networks. Concerns must be reported to the DSL without delay.

Schools will work with the police, local authority and other partners as appropriate to help pupils understand and reduce risks associated with exploitation, county lines, serious violence, gangs, sexual exploitation and other contextual safeguarding concerns.

Any concern that a child is vulnerable to, or involved in, criminal or sexual exploitation must be reported immediately in accordance with the school's safeguarding procedures. Where there are concerns that a child may be a victim of trafficking, modern slavery or exploitation, the DSL will consider whether a referral to the National Referral Mechanism (NRM) is appropriate, alongside referrals to children's social care, the police and other relevant safeguarding agencies.

10.0 Child-on-child abuse

MLT adopts a zero-tolerance approach to child-on-child abuse, including harassment, violence, sexual harassment, sexual violence, discriminatory abuse, misogyny, misandry, racism and prejudice-based bullying. Zero tolerance means concerns are never dismissed, minimised or accepted as banter, part of growing up or harmless behaviour. All concerns will be taken seriously and addressed through safeguarding, behaviour, pastoral and curriculum systems. 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.

All MLT staff are aware that child-on-child abuse can happen inside and outside school, online, face-to-face, on school transport, in alternative provision, in the community or at home. Even where there are no reports, abuse may still be happening. Pupils may not report because of fear, shame, loyalty, threats, social pressure, disability, communication needs or lack of a trusted adult. Therefore, if staff have any concerns whatsoever regarding child-on-child abuse they should speak to the Designated Safeguarding Lead (or deputy) without delay.

Child-on-child abuse is a safeguarding issue for both the child who has experienced harm and the child alleged to have caused harm: both victim and perpetrator. Safeguarding responses will be evidence-informed, proportionate and consider the needs, risks and circumstances of all children involved, including witnesses and wider peer groups.

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 (teenage relationship abuse);
- physical abuse, including behaviour that causes physical harm (or threat of harm with a weapon) or is

facilitated online;

- sexual violence, including rape, assault by penetration and sexual assault;
- sexual harassment, including sexual comments, remarks, jokes, online sexual harassment and unwanted sexualised behaviour;
- causing someone to engage in sexual activity without freely given consent;
- making, sharing or threatening to share nude or semi-nude images or videos, including AI-generated content;
- upskirting;
- initiation, hazing or ritualistic behaviour involving abuse, humiliation or coercion;
- misogynistic, misandrist, racist, homophobic, biphobic, transphobic, faith-based or other discriminatory behaviour; and
- coercion, intimidation, blackmail, exploitation or harmful online behaviour.

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. The DSL will consider immediate safety, ongoing risk, the needs of those involved, appropriate support, parent/carer involvement where appropriate, referrals to children's social care or the police, and whether wider action is required through supervision, curriculum, behaviour, environmental or safeguarding arrangements.

Pupils will be taught how to recognise, report and seek help for child-on-child abuse. They will be encouraged to report concerns about themselves or others and reassured that all reports will be taken seriously, supported appropriately and responded to in a timely and proportionate manner.

11.0 Harmful Sexual Behaviours

Harmful Sexual Behaviour (HSB) is an umbrella term describing developmentally inappropriate sexual behaviour displayed by children. It may occur online, face-to-face or both, and can range from inappropriate sexualised behaviour to sexual harassment, sexual violence and abuse. When assessing HSB, consideration must be given to the age, developmental stage, needs, power imbalance and circumstances of the children involved. HSB can be harmful to both those affected by the behaviour and those displaying it.

Sexual harassment and sexual violence can occur between children of any age and sex, individually or in groups, online or offline, and are never acceptable. MLT schools adopt a zero-tolerance, whole-school approach to HSB, sexual violence, sexual harassment, misogyny and discriminatory behaviour. Staff will maintain the attitude that it could happen here and will challenge inappropriate behaviour, sexualised language, prejudice and misogyny at the earliest opportunity, recognising that harmful behaviour exists on a continuum and may escalate if not addressed. Early intervention is essential to prevent abuse becoming normalised and progressing to more serious harm.

The Trust schools will address HSB through safeguarding systems, staff training, curriculum provision, pastoral support and school culture. DSLs and deputy DSLs will maintain a strong understanding of HSB, sexual violence and sexual harassment to support effective prevention, identification, assessment and response.

All reports of HSB, sexual harassment or sexual violence will be taken seriously. Victims will be reassured that they are being heard, believed, supported and kept safe and will never be made to feel responsible for the abuse they have experienced. Concerns must be reported immediately to the DSL or deputy DSL.

The DSL will undertake a proportionate risk and needs assessment and determine an appropriate safeguarding response, considering the safety, welfare and support needs of all children involved, including victims, children alleged to have caused harm, witnesses and affected peer groups. Responses may include internal safeguarding measures, Family Help, children's social care, police involvement and specialist support services.

Schools will consider whether incidents indicate wider patterns, contextual safeguarding concerns, environmental factors, curriculum needs or cultural issues requiring action. Policies, training, curriculum and supervision arrangements will be reviewed where patterns emerge. All concerns, decisions and actions relating to HSB, sexual harassment or sexual violence will be recorded securely within the school's safeguarding recording system.

Pupils will be taught how to recognise harmful behaviour, develop healthy relationships, understand consent, seek support and report concerns about themselves or others. They will be reassured that reports will be taken seriously and responded to appropriately.

12.0. Online safety, filtering and monitoring

Online safety is integral to safeguarding. Pupils may experience abuse, exploitation and other harms online, offline, or both. Online risks include content, contact, conduct and commerce risks, including misinformation, disinformation, cyberbullying, grooming, exploitation, radicalisation, pornography, image-based abuse, harmful online influences, misogynistic content and influencers, extreme sexual or physical violence, simulated harmful AI interactions, and the making, sending or receiving of self-generated intimate images, including those created using AI.

Schools will adhere to the Trust Online Safety Policy and Trust IT Acceptable Use Policy. Through an age and stage-appropriate curriculum, pupils will be taught how to stay safe online, recognise and report harmful content, understand consent, privacy and healthy relationships, critically evaluate online information, understand risks associated with deepfakes, pornography and harmful influencers, and know when and where to seek help.

The Trust will maintain appropriate filtering, monitoring and cyber security controls across its networks, internet services and managed devices in line with the Department for Education's Filtering and Monitoring Standards. Filtering and monitoring arrangements will be risk based, proportionate and regularly reviewed to ensure they continue to protect pupils while supporting teaching and learning.

The Trust IT Team is responsible for implementing, maintaining, testing and reviewing the effectiveness of the Trust's technical safeguarding controls. Designated Safeguarding Leads are responsible for assessing and responding to safeguarding concerns identified through those systems.

The Trust will ensure that:

- filtering applies consistently across school managed devices, networks and cloud services where technically possible
- monitoring systems are configured to identify behaviour that may indicate safeguarding concerns, security risks or misuse of technology
- monitoring alerts are reviewed promptly and escalated to the appropriate safeguarding or leadership staff
- significant safeguarding incidents and cyber security events are recorded and managed through the Trust's incident management processes
- filtering and monitoring arrangements are reviewed at least annually, following significant incidents, or whenever there are material changes to technology, guidance or risk
- governors and trustees receive assurance that filtering, monitoring and cyber security controls remain effective and compliant with statutory guidance
- staff receive regular training, so they understand how filtering and monitoring operates, the limitations of technical controls, and how to report safeguarding or cyber security concerns

The Trust recognises that filtering and monitoring technologies cannot prevent all emerging risks, particularly those associated with artificial intelligence, encrypted communications and rapidly changing online platforms. Technical controls will therefore be supported by education, staff vigilance, digital citizenship, and robust safeguarding processes.

13.0 Mobile Phones and other smart technology

Moorlands Learning Trust takes a clear safeguarding stance that schools should be mobile phone-free environments by default. Mobile phones and smart technology can increase pupils' exposure to online harm, image-based abuse, bullying, harassment, distraction and unsafe peer interactions during the school day.

Each school maintains a clear, consistently applied mobile phone policy that prohibits pupil use throughout the school day, except where an individual exception is formally agreed for safeguarding, medical, SEND or

reasonable adjustment reasons. This approach follows statutory guidance and supports a calm, safe and protective environment in which pupils are less exposed to avoidable online and peer-related risk while in school.

The use of personal electronic devices by staff, visitors, volunteers and contractors will be managed in accordance with the Trust Online Safety Policy, Data Protection Policy and IT Acceptable Use Policy. This includes smartphones, smart watches, tablets, wearable technology, wireless earbuds, AI-enabled devices, personal recording devices and any other technology capable of communication, image capture, recording, internet access, content sharing, geolocation or data transfer. Authorised educational use of Trust-managed devices remains subject to appropriate safeguarding, filtering and monitoring arrangements.

The Trust will keep emerging technologies under review to ensure that new forms of connected, wearable and AI enabled devices do not introduce unacceptable safeguarding or data protection risks.

14.0 Pupil photographs and videos

Schools must exercise particular care when capturing, storing, publishing or sharing images of pupils in accordance with Trust policies, data protection requirements and safeguarding considerations. Advances in artificial intelligence increase the risk of photographs and video being manipulated or misused. Particular care will be taken where pupils are looked after, previously looked after, adopted or are subject to specific safeguarding risks

15.0. Making or Sharing of Nudes or Semi-nudes (including AI-generated imagery)

The Trust recognises that the making or sharing of nudes or semi-nudes is a safeguarding concern and will respond in accordance with DfE and UK Council for Internet Safety guidance. The term 'images' includes all visual content, such as photographs, videos and livestreams. Concerns may involve consensual or non-consensual sharing, digitally manipulated content, pseudo-images and AI-generated imagery that appears to depict a child.

Through the curriculum, pupils will receive age-appropriate education on healthy relationships, consent, online safety, respectful behaviour, and the risks associated with creating, sharing or requesting intimate images.

Any member of staff who becomes aware of an incident involving nudes or semi-nudes must:

- remain calm, supportive and non-judgemental;
- reassure the pupil that they have done the right thing by speaking to an adult;
- explain that the information cannot be kept confidential and must be shared with the DSL;
- not view, copy, print, save, forward, share or ask a child to show the imagery; and
- report the concern immediately to the DSL and record it in accordance with safeguarding procedures.

If a member of staff accidentally views imagery, they must inform the DSL immediately, record the circumstances and follow the DSL's instructions. The DSL will respond in accordance with national guidance, undertake a proportionate risk and needs assessment, and determine appropriate support and intervention for all children involved, taking account of age, developmental stage, vulnerability, consent, coercion, exploitation, adult involvement and whether imagery has been manipulated or generated using AI. Appropriate referrals will be made where required.

16.0 Artificial Intelligence

The Trust recognises that generative AI and emerging technologies present both opportunities and safeguarding risks. Staff must remain alert to the potential safeguarding implications of AI use by both adults and pupils and are expected to model the safe, ethical and responsible use of AI technologies. Staff must comply with the Trust Artificial Intelligence Policy, safeguarding procedures and data protection requirements at all times.

The Trust will maintain an approved list of AI tools that have been assessed for safeguarding, information governance and data protection. Staff must not use unapproved AI tools for processing Trust or pupil information.

Before Trust approved AI tools are used for teaching, learning, assessment, administration, pastoral work or

safeguarding purposes, leaders must consider safeguarding, data protection impact assessments, age appropriateness, reliability, accuracy, bias, cyber security and supplier assurance.

Staff must not input identifiable pupil safeguarding information into any generative AI tool unless its use has been approved through the Trust's information governance arrangements. Where approved, information must only be processed within the Trust's Microsoft Copilot environment, or another Trust approved AI platform, in accordance with Trust policy.

Any AI related safeguarding concern, including image manipulation, harmful or misleading outputs, fabricated or inaccurate AI generated content, grooming, bullying, extremist material, harassment, impersonation or the creation or sharing of AI generated intimate images, must be reported to the Designated Safeguarding Lead without delay.

Through an age and stage-appropriate curriculum, pupils will be taught about AI risks, including deepfakes, misinformation, privacy, consent, image manipulation, harmful online influences and how to seek help or report concerns.

Any safeguarding risks linked to pupil use of AI should be reported to the Designated Safeguarding Lead (DSL) in line with KCSIE guidance and Trust safeguarding procedures.

17.0 Mental Health and wellbeing

Mental health concerns can, in some cases, become safeguarding concerns and may indicate that a pupil has suffered or is at risk of abuse, neglect, exploitation or other harm. Schools play an important role in promoting positive mental wellbeing, identifying emerging concerns, providing early support and working with appropriate services where additional help is needed.

Staff are not expected to diagnose mental health conditions but are well placed to identify changes in behaviour, mood, attendance, presentation, relationships and engagement. Warning signs may include significant behavioural change, withdrawal, persistent anxiety, sleep difficulties, eating difficulties or eating disorders, self-harm, expressions of hopelessness, suicidal thoughts, or a child making plans to end their life.

- Where a mental health concern is also a safeguarding concern, staff must report it to the DSL or deputy DSL without delay.
- Where a child is at immediate risk of harm, staff must seek emergency assistance by calling 999, NHS 111 or taking the child to A&E, as appropriate.
- The DSL or deputy DSL will consider appropriate support, referrals and whether parents or carers should be informed, where doing so would not place the child at additional risk.

The DSL will work with the Senior Mental Health Lead, pastoral and SEND teams, parents and carers where appropriate, Mental Health Support Teams, health services and other relevant agencies to secure timely support. This may include Family Help, community services, early support hubs, young futures hubs or specialist mental health provision.

Schools will ensure that any interventions offered are safe, effective and appropriate for the child's needs. Concerns, decisions, referrals, support and safety planning will be recorded appropriately.

18.0. Children who are questioning their gender

It is not for schools to initiate action regarding social transition. MLT schools will respond carefully, sensitively and on a case-by-case basis where a child or parent requests support. The child's welfare, best interests and safeguarding needs will be the primary consideration.

Being gender-questioning is not itself a safeguarding concern. However, some children may experience bullying, harassment, discrimination, isolation, mental health difficulties, online harm or other vulnerabilities, which staff should remain alert to. Some children may go through a period of questioning their gender, and for many this will not continue into adulthood.

In considering any request, schools will take account of the child's age, developmental stage, SEND, mental health, family circumstances, peer relationships, wellbeing and safeguarding needs, while avoiding rigid assumptions or gender stereotypes. Where safeguarding concerns or complexities arise, the DSL will be involved. Parents and carers will normally be involved and their views given appropriate weight unless doing so would place the child at risk of harm. Decisions, rationale, arrangements and review points will be clearly recorded and kept under review.

Participation in PE, sport and physical activity will be considered in line with safeguarding duties, relevant legislation and statutory guidance. Where necessary to ensure safety or fairness, pupils may be grouped by biological sex. Schools will maintain lawful single-sex toilets, changing facilities, showers and residential accommodation based on biological sex. Where a school provides mixed-sex toilets in addition to single-sex toilets, safeguarding risks will be assessed and planned accordingly (e.g. mixed-sex toilets should be individual, lockable rooms and open directly onto public areas).

Any request for alternative arrangements will be considered on an individual basis, taking account of the welfare, safety and best interests of the child and other pupils. Safeguarding, privacy, dignity, lawful single-sex provision, and schools' equality and human rights obligations will not be compromised. Where alternative arrangements are appropriate, they will be proportionate, individually assessed, recorded, communicated on a need-to-know basis and reviewed regularly. Staff will accurately record biological sex where required for safeguarding, welfare or legal purposes.

Further detailed guidance can be found in [KCSIE 2026 here](#).

19.0 Specific safeguarding issues – see Annex A for more detail

Preventing Radicalisation, Extremism and Terrorism

Protecting children from radicalisation, extremism and terrorism forms part of the Trust's wider safeguarding responsibilities. Children may be vulnerable to radicalisation both online and offline and, as with other safeguarding concerns, risks may overlap with exploitation, mental health needs, social isolation, harmful online influences or other vulnerabilities.

Radicalisation is 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;
- 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 either of the above aims.

Terrorism is an action that:

- endangers or causes serious violence to a person or people;
- causes serious damage to property; or
- seriously interferes with or disrupts an electronic system,

where the use or threat of action is intended to influence the government or intimidate the public for the purpose of advancing a political, religious or ideological cause.

There is no single indicator that a child may be susceptible to radicalisation. Staff should remain professionally curious and alert to behaviours, influences or circumstances that may indicate a child is at risk of being drawn into extremist ideologies or terrorism, online or offline. Concerns should always be considered within the wider context of the child's circumstances and presentation.

MLT schools will maintain appropriate Prevent, online safety, filtering and monitoring arrangements as part of their wider safeguarding approach. Concerns relating to radicalisation, extremism or terrorism must be reported to the DSL and managed through safeguarding procedures, which may include Family Help, children's social care, police involvement and referral to the Channel programme where appropriate. Where further information comes to light following a Channel referral, this will be shared promptly with the police.

County Lines

For the purposes of this policy, **county lines** refers to criminal networks or gangs exploiting children and vulnerable individuals to move, store or sell drugs and money, both locally and across the UK.

In addition to the indicators above, staff should be alert to signs that a child may be involved in county lines activity, including:

- going missing and being found away from home;
- being a victim or perpetrator of serious violence, including knife crime;
- receiving drug-related communications via mobile phones;
- transporting drugs or collecting and delivering drug money;
- being exposed to "plugging", where drugs are concealed internally to avoid detection;
- being found in accommodation, hotels or addresses linked to drug activity;
- owing a debt bond to exploiters;
- having their bank account used in connection with criminal activity.

Modern Slavery and the National Referral Mechanism

Modern slavery is a form of child abuse and encompasses exploitation, including sexual exploitation, criminal financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including forced labour, slavery, servitude, forced criminality and the removal of organs.

Modern slavery may overlap with CCE, CSE and other forms of exploitation. Staff should be alert to indicators of trafficking and modern slavery and understand the role of the National Referral Mechanism in identifying and supporting children as victims.

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 school 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.

Honour or Faith Based Abuse - crimes that have been committed to defend the honour of the family and/or community

Female Genital Mutilation (FGM)

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

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.

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.

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.

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.

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.

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

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.

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

Forced marriage

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.

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.

As part of HBA, 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.

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.

The school 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.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school'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.

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

Domestic Abuse (DA)

Pupils can witness, experience or be adversely affected by domestic abuse and may suffer emotional, psychological, behavioural, mental health or safeguarding impacts as a result. In some cases, a child may blame themselves for the abuse or may have had to leave the family home. Domestic abuse may involve intimate partners, family members, teenage relationship abuse, or child-to-parent violence and abuse, and can be physical, sexual, emotional, psychological or financial in nature. Children may be harmed through seeing, hearing or experiencing its effects.

Domestic abuse is a safeguarding concern and may overlap with child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, mental health concerns, attendance difficulties and other vulnerabilities. Any concerns must be reported to the DSL without delay and managed through safeguarding procedures.

Operation Encompass

There is a statutory duty for Domestic Abuse notifications to be sent to the school by the police via Operation Encompass whenever a child is connected to the household, regardless of whether they were physically present. This information will be used to assess need and provide timely safeguarding and pastoral support.

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.

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.

Serious violence

Staff will be trained to recognise indicators and risk factors associated with serious violence and understand that

children who are affected by, at risk of, or involved in violence may themselves be vulnerable, exploited or in need of protection. Risks may overlap with child criminal exploitation, county lines activity, organised crime, missing episodes, poor mental health and other safeguarding concerns.

Factors which may increase vulnerability include: *repeated classroom removals, multiple suspensions, part-time, risk of permanent exclusion, Alternative Provision placement, frequent absence, going missing from education, home or care, previous offending behaviour, childhood maltreatment, serious violence, exploitation, or association with individuals or groups involved in criminality or violence.*

Staff will be alert to indicators such as weapon carrying or expressed intent to carry a weapon, threats, assaults, unexplained injuries, changes in behaviour or peer groups, involvement in exploitative networks, offending behaviour and disengagement from education and concerns linked to the places where pupils spend time, congregate or socialise, both in person and online. Any concerns must be reported to the DSL immediately.

The DSL will assess risk, consider appropriate safeguarding interventions and referrals, and work with relevant agencies as required to help prevent serious violence, safeguard pupils and support those affected by, or at risk of becoming involved in, violence.

Homelessness

Homelessness or housing insecurity may indicate wider family need or safeguarding risk. Concerns should be discussed with the DSL and appropriate referrals made.

Cybercrime

The number of pupils involved in or exposed to cybercrime, including hacking, malicious use of technology, online fraud or exploitation is increasing, without understanding the legal or ethical implications. Concerns must be shared with the DSL.

Private fostering

Where a child under 16, or under 18 if disabled, is cared for by someone who is not a parent or close relative for 28 days or more, this may be private fostering and the local authority must be notified.

20.0. Safer recruitment and ongoing safeguarding

The Trust will practise safer recruitment to deter, reject or identify people who may pose a risk to pupils. Recruitment will follow statutory guidance and Trust recruitment procedures, including appropriate checks before appointment and ongoing safeguarding responsibilities after appointment.

- identity checks;
- right to work checks;
- enhanced DBS and barred list checks where required;
- prohibition checks for those undertaking teaching work;
- section 128 checks for relevant management roles;
- childcare disqualification checks where applicable;
- overseas checks where appropriate;
- obtaining and scrutinising references, including verifying employment history, exploring gaps in employment and investigating any discrepancies or concerns;
- professional qualifications;
- medical fitness and suitability declarations, in accordance with relevant employment and safeguarding requirements;
- online searches where relevant to safer recruitment procedures.

The Trust will ensure that DBS, barred list and other safeguarding checks are determined in accordance with current legislation and KCSIE 2026. The Trust will apply the revised regulated activity requirements introduced by the Crime and Policing Act 2026, recognising that supervision alone may no longer remove certain volunteer roles

from regulated activity. No individual will undertake regulated activity until all required checks have been completed.

At least one person on any appointment panel will have completed safer recruitment training. Recruitment processes will include opportunities to assess candidates' suitability to work with children, their attitudes towards safeguarding and child welfare, and their ability to maintain appropriate professional boundaries.

The Single Central Record will be maintained in accordance with statutory requirements and subject to regular quality assurance and review by school leaders, governors and the Trust, including formal periodic audits.

Where staff are provided by an agency, contractor or third-party organisation, the Trust will obtain written confirmation that all relevant safeguarding and vetting checks have been completed and will ensure that individuals are appropriately supervised and deployed.

Visitor arrangements will be proportionate to the nature of the visit and the opportunity for contact with pupils. Schools will assess the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required before access is permitted.

Schools will ensure that all work experience placements are subject to appropriate safeguarding checks and risk assessment.

Safer recruitment does not end at appointment. The Trust will promote an ongoing safeguarding culture through induction, probation, supervision, training, professional conduct expectations, low-level concerns processes, whistleblowing arrangements and the management of safeguarding allegations.

21.0 Allegations, low-level concerns and professional conduct

Any safeguarding concern or allegation about an adult working with children, no matter how small, must be reported. This includes staff, supply staff, trainee teachers, volunteers, contractors, governors and trustees where relevant.

- All concerns about adults, including low-level concerns that do not appear to meet the harm threshold, must be reported, recorded and managed in accordance with safeguarding procedures. Patterns of low-level concerns may in themselves indicate a risk and require escalation.
- Concerns that may meet the harm threshold will be referred to the headteacher, and must be considered in line with Part 4 of KCSIE 2026, including consultation with or referral to the LADO where appropriate.
- Where the concern is about the headteacher, it will be referred to the Chair of Governors and CEO in line with local procedures.
- Where the concern relates to executive leaders or trustees, Trust procedures and LADO advice will be followed.
- Where there is a conflict of interest, the concern should be reported directly to the LADO.
- Concerns that do not meet the harm threshold will be managed through the low-level concerns process.
- All concerns must be recorded and reviewed for patterns.

Where a person in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Trust will make referrals to the DBS and/or Teaching Regulation Agency where criteria are met. 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/children/practitioners-who-work-or-volunteer-with-children-and-young->

[people/](#)

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

22.0 Whistleblowing

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 school websites. (See MLT 'Whistleblowing Policy' for further details)

23.0 Site security and Use of the school premises for non-school activities

Each school will maintain effective site security, visitor management, supervision, signing-in, identification and access arrangements. Visitors, volunteers and contractors will be subject to appropriate safeguarding, identity, supervision and vetting arrangements according to their role and the nature of their contact with children.

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.

Where activities are provided directly under the supervision or management of the governing board or school staff, the school's safeguarding arrangements will apply. Where activities are delivered by another organisation, the governing board will seek assurance that appropriate safeguarding and child protection arrangements are in place, including safer recruitment, staff suitability, reporting procedures and DSL arrangements where relevant.

The governing board will ensure that safeguarding requirements are included within transfer-of-control, hire or lease agreements and that appropriate arrangements exist for information sharing, communication and safeguarding liaison. Failure to comply with safeguarding requirements may result in termination of the agreement.

24. Equal Opportunities

Moorlands Learning Trust (MLT) recognises its responsibilities and duties in relation to the Equality Act 2010

and safeguarding children. At each school in MLT, we try to ensure that everyone (pupils and staff) is treated fairly and equitably. All pupils are given equal access to the school 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.

25.0 Monitoring and Review

This Safeguarding and Child Protection Policy has been comprehensively reviewed and updated to reflect current statutory requirements, safeguarding practice, and the latest guidance, ensuring that pupils' safety and welfare remain at the heart of all school procedures and decision-making.

The policy will continue to be reviewed annually and updated as required in response to any changes in legislation, statutory guidance, or local safeguarding arrangements.

Appendix 1

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

Definitions

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

For the purposes of this policy, “**safeguarding and promoting the welfare of children**” is defined 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; and
- taking action to enable all children to have the best outcomes

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child-to-parent or caregiver abuse.

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 may include sexualised online bullying, unwanted sexual comments or messages, sharing sexual content, image-based abuse, coercion, exploitation, threats and AI-generated sexual imagery.

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, **“making or sharing of nudes and semi-nudes”** refers to the creation, sending or posting of nude or semi-nude images by children under the age of 18. The term “images” includes all visual content, such as photographs, videos and livestreams. Images may be self-generated, created by another person, digitally altered or wholly generated using artificial intelligence.

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 includes verbal abuse such as persistent criticism, belittling or name calling. 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 (for example rape or penetration with an object), 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 involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children 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.

Harmful Sexual Behaviour (HSB) is an umbrella term used within safeguarding and child protection to describe developmentally inappropriate sexual behaviour displayed by children. HSB may occur online, face-to-face or both, and exists on a continuum from inappropriate sexualised behaviour through to sexual harassment, sexual violence and abuse.

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 is a form of abuse and may involve child sexual exploitation, child criminal exploitation, trafficking, modern slavery, financial exploitation or other forms of coercion, control, manipulation and abuse. Children may not recognise themselves as victims and cannot consent to exploitation, abuse or trafficking.

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.

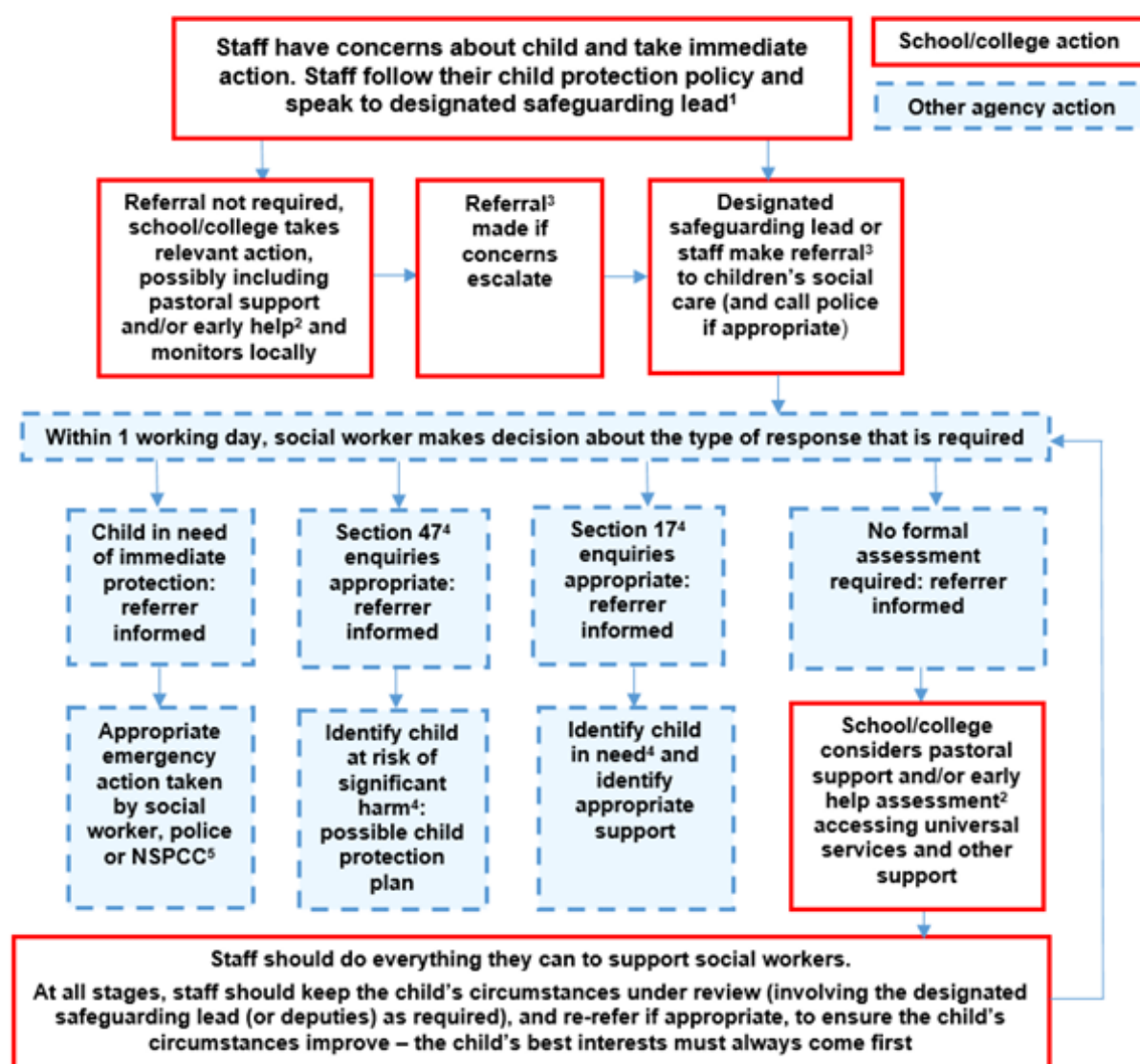
Risk indicators

Abuse, neglect, exploitation and safeguarding concerns rarely occur in isolation and may overlap. Children may be harmed within or outside the home, within or outside education settings, and online. Staff should exercise professional curiosity, remain alert to indicators of need or risk, and consider concerns within the wider context of the child's circumstances. The absence of specific indicators should not be interpreted as evidence that abuse, neglect or exploitation has not occurred.

Staff should also refer to Part 4 KCSIE for information on low level concerns in staff members' behaviour and/or presentation including supply teachers, trainee teachers, volunteers and contractors.

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 school – specific school details.



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

Designated Safeguarding Leads within the School

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

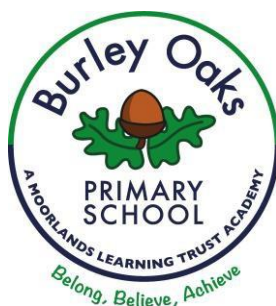


Name of School	Benton Park School
Address	Harrogate Road, Rawdon, Leeds, LS19 6LX
Telephone Number	0113 2502330
School Email	secretary@bentonpark.mlt.co.uk

Designated Safeguarding Leads within the School

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

Designated Safeguarding Leads within the School

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

Designated Safeguarding Leads within the School

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 School	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 School

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	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 School	Menston Primary School
Address	St Peter's Way, Menston, LS29 6NY
Telephone Number	01943 873180
School Email	office@menston.mlt.co.uk

Designated Safeguarding Leads within the School

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 School	Nidderdale High School
Address	Low Wath Road, Pateley Bridge, Harrogate, North Yorkshire, HG3 5HL
Telephone Number	Telephone: 01423 711246
School Email	admin@nidderdale.mlt.co.uk

Designated Safeguarding Leads within the School

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

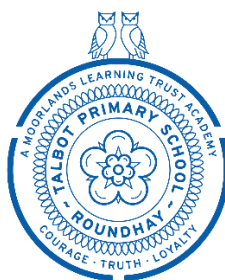
Name of School	The Skipton School
Address	Gargrave Road, Skipton, North Yorkshire, BD23 1UQ
Telephone Number	01756 792965
School Email	admin@theskiptonacademy.co.uk

Designated Safeguarding Leads within the School

Role	Name
Principal	Mark Cook
Designated Safeguarding Lead	Jibran Khalil – Deputy Principal
Deputy Designated Safeguarding Leads	Amanda Dudley – Deputy Principal Amanda Altham – Pastoral Lead 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 School	Talbot Primary School
Address	East Moor Road, Roundhay, Leeds LS8 1AF
Telephone Number	0113 2934086
School Email	admin@talbotprimary.mlt.co.uk

Designated Safeguarding Leads within the School

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)	Sascha Lee
Named Safeguarding Trustee (MLT)	Debbie Allis

If you would like to discuss any aspect of safeguarding, please do not hesitate to get in touch with one of our safeguarding team members:



Mrs Parm Gill
Headteacher
Designated Safeguarding Lead



Mr Jude Rivers
Deputy Headteacher
Deputy Safeguarding Lead



Mrs Adele Mitchell
SENCO
Child Protection Officer



Miss Catherine Price
Learning Mentor
Child Protection Officer

Appendix 4:

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

Legislation

- Children Act 1989
- Human Rights Act 1998
- Education Act 2002
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Children and Young Persons Act 2008
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Counter-Terrorism and Security Act 2015
- Serious Crime Act 2015
- The Children and Social Work Act 2017
- Crime and Policing Act (2026)
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Childcare Act 2006
- Childcare (Disqualification) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022
- **Statutory guidance**
- DfE (2024) The Prevent Duty: Departmental Advice for Schools and Childcare Providers
- DfE (2026) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2026) 'Working together to improve school attendance'
- DfE (2025) 'Children Missing Education'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- DfE and UKCIS (2024) Sharing nudes and semi-nudes: advice for education settings working with children and young people
- HM Government (2025) 'Channel Duty Guidance: Protecting people susceptible to radicalization
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

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 (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- Preventing and tackling Bullying (DfE 2017)
- Searching, screening and confiscation: Advice for schools (DfE 2022)
- Criminal-exploitation of children and vulnerable adults – County Lines (2023)
- Teaching online safety in Schools (DfE 2023)
- DfE (2025) 'Filtering and monitoring standards for schools and colleges'
- When to call the Police: Guidance for Schools and Colleges
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2023) DfE Data Protection guidance for schools
- DfE (2024) Behaviour in Schools
- DfE (2026) Suspension and Permanent Exclusion Guidance, including pupil movement
- UK Council for Internet Safety (UKCIS) guidance
- Education for a Connected World framework
- Tackling Violence Against Women and Girls resources