Inspiring Futures through Learning

Diversity, Equity, Inclusion and Belonging Policy

September 2026 to September 2027

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Date relevant from:	September 2026
Date to be reviewed:	September 2028 *This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.*
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Key:

**** Publication on website:***

IFtL website		**School website**	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

***** Policy level:***

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
     - *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*

- *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*

3. School / department policies
   - These are defined independently by schools / departments as appropriate
     - *Approved by school / department governance bodies.*

Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour, and respect for every member of our community. Our vision for Diversity, Equity, and Inclusion (DEI) builds on these foundations and is dedicated to creating an environment where every individual feels valued, respected, and included.

We are committed to creating inclusive environments where diversity is celebrated, barriers are removed and equity is at the heart of decision-making. Through high-quality education, strong relationships and ambitious opportunities, we strive to ensure every individual experiences a genuine sense of belonging and is empowered to thrive academically, socially and emotionally.

Our commitment to Diversity, Equity and Inclusion (DEI) is fundamental to our vision of inspiring futures through learning together. We will actively promote representation, participation and opportunity for all, ensuring that every member of our community can achieve their full potential.

1. Inclusive Culture

Celebrate Individuality: We recognise and celebrate the unique identities of all learners and their families. We are committed to fostering an environment where everyone feels they belong and can thrive.

-Remove Barriers: We actively identify and eliminate barriers to ensure full inclusion in all aspects of school life, ensuring every member of our community can participate and succeed.

2. Equitable Opportunities

- High Aspirations for All: We raise aspirations and expectations for all learners, providing equitable access to opportunities and resources to help them achieve the best possible outcomes.

- Tailored Support: We provide targeted support to ensure that every student, regardless of their background, has the opportunity to succeed and reach their full potential.

3. Diverse Representation

- Reflective Workforce: We strive to build a diverse workforce at all levels within our schools, ensuring that our staff represents the varied backgrounds and experiences of our student body.

- Student Leadership: We empower students from all backgrounds to take on leadership roles and actively participate in shaping their educational experience.

4. Cultural Competence and Education

- Ongoing Professional Development: We offer continuous professional development and training for staff on DEI issues, cultural competence, and inclusive practices.

- Inclusive Curriculum: We design and deliver a curriculum that reflects the diverse histories, perspectives, and contributions of all communities, ensuring all students see themselves represented in their learning.

5. Accountability and Transparency

- Regular Evaluation: We regularly assess and evaluate our DEI initiatives and policies to ensure they are effective and aligned with our commitment to excellence and high expectations.

- Open Communication: We maintain transparent communication with our community about our DEI efforts and progress, fostering a culture of trust and continuous improvement.

By embedding these principles into the fabric of IFtL Trust Schools, we ensure that every learner is given the respect, opportunities, and support they need to achieve success and reach their highest potential.

Aspirations

We strive to promote and create environments in which all learners can succeed academically, socially and emotionally by nurturing the whole child so that they have a strong sense of belonging and thrive.

At IFtL, we aspire to:

- Ensure every learner feels safe, valued, represented and able to belong.
- Remove barriers that prevent participation, achievement and success.
- Maintain exceptionally high expectations for all learners regardless of background, circumstance or need.
- Promote equitable access to high-quality education, enrichment opportunities, leadership experiences and wider school life.
- Celebrate diversity and individuality across our communities.
- Improve outcomes for children experiencing disadvantage and multiple vulnerabilities.
- Develop confident, successful and responsible citizens who are fully prepared for the next stage of education and life.
- Foster inclusive cultures where differences are respected and diversity is recognised as a strength.
- Promote and nurture individual talents and interests.

Core Values

We recognise that every individual brings unique strengths, experiences and perspectives which enrich our school communities. We are committed to ensuring that all children, families and employees are treated with dignity, fairness and respect.

We believe:

- Every child can succeed.
- Equity is essential to achieving excellence.
- Diversity strengthens our communities.
- Belonging is fundamental to wellbeing, engagement and achievement.
- Barriers must be identified and removed wherever possible.
- Inclusive practice benefits all learners.
- High expectations should never be limited by circumstance.

All schools within IFtL are accountable for ensuring that the needs of every learner are understood, supported and monitored effectively.

Success indicators

IFtL and all schools within the Trust will demonstrate their commitment to DEI through:

1) We maximise all opportunities to ensure all children, including those from any vulnerable groups achieve the highest possible standard. These include those with multiple-vulnerabilities (IFtL middle children).
2) We adhere to the Human Rights Act, Public Sector Equality Duty (2011) and Equality Act of (2010) including upholding the characteristics that are protected by the Equality Act 2010 - age, disability, gender reassignment., marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex and sexual orientation.
3) We are solution focused and overcome barriers with determination and a relentless drive.
4) Learners and their families have a strong sense of belonging and feel valued and believe they can succeed.
5) Provision is constantly reviewed, and the effectiveness evaluated in order to provide the best possible support for individuals.
6) We nurture and develop the whole child, academically, socially and emotionally.
7) We embrace the diverse talents and skills of our learners and encourage them to share and develop them within the school community.

Success will be measured by:

- High levels of belonging reported by pupils, staff and families.
- Equitable participation in curriculum, enrichment and leadership opportunities.
- Strong attendance and engagement across all pupil groups.
- Reduced gaps in attendance, achievement, behaviour and outcomes between vulnerable groups and their peers.
- Effective identification and support of learners experiencing multiple vulnerabilities.
- Inclusive curricula that reflect diverse histories, identities, perspectives and experiences.

- Increased participation and representation of diverse voices across school leadership and decision-making.
- Effective professional development resulting in improved inclusive practice.
- Reduction in incidents of discriminatory behaviour, bullying and harassment.
- Ongoing evaluation and improvement of provision through self-review and stakeholder feedback.

Diversity, Equity, Inclusion and Belonging Definitions

DEI (Diversity, Equity and Inclusion) ensures fair treatment and opportunity for all. It aims to eradicate prejudice and discrimination on the basis of an individual or group of individual's protected characteristics.

Diversity:

Diversity is recognising, understanding, respecting and celebrating differences. It includes visible and non-visible characteristics, experiences, identities, cultures, beliefs and perspectives.

Equality:

Equality means ensuring individuals are not treated less favourably because of a protected characteristic and that everyone has fair access to opportunities.

Equity:

Equity recognises that individuals begin from different starting points and may experience different barriers. Equity means providing the resources, support, intervention and opportunities that individuals need to achieve comparable outcomes and fulfil their potential.

Inclusion:

Inclusion means creating environments where everyone feels welcomed, valued, respected and able to participate fully in all aspects of school life. It involves proactively identifying and removing barriers, while ensuring appropriate support, opportunities and provision are in place so that every child can thrive, achieve and succeed.

Belonging:

Belonging sits at the heart of inclusion. At IFtL, we strive to ensure that every learner, family member and employee feels accepted, represented and connected to their school community. A strong sense of belonging supports wellbeing, engagement, attendance and achievement.

DEI and IFtL

Our vision is 'to inspire futures of us all through learning together' ensures we are focused on the work of removing barriers, real and perceived, to ensure that world class learning and enriched life experiences are available to all.

We recognise the negative impact of inequality and we are dedicated to ensuring accessible, equitable and aspirational opportunities and educational offer for all. We celebrate and champion diversity to provide opportunities and high ambitions for all which is embedded in everything we do.

All Our Learners

Our schools are committed to ensuring high-quality education, support and opportunities for all learners, particularly those who may experience barriers to success.

This includes, but is not limited to:

- Children with SEND and disabilities.
- Learners eligible for Pupil Premium.
- Learners experiencing disadvantage or poverty.
- Children with social, emotional and mental health needs.
- Children with medical needs.
- Children who speak English as an additional language.
- Minority ethnic and faith groups.
- Children in care and previously looked-after children.
- Children in kinship care arrangements.
- Young carers.
- Service children.
- Refugees and asylum seekers.
- Gypsy, Roma and Traveller communities.
- Pupils with persistent absence.
- Pupils at risk of exclusion.
- Children experiencing adverse childhood experiences (ACEs).
- Learners at risk of digital exclusion.
- Learners with high prior attainment, exceptional potential or particular talents.
- Learners experiencing multiple vulnerabilities.

Schools will provide additional support at key points of transition, recognising that changes in class, phase, school or provision can present additional barriers for some learners and families.

Looked After and Previously Looked After Children

At IFtL, we recognise that Looked After Children (LAC) and Previously Looked After Children may experience significant barriers to educational achievement, attendance, participation, wellbeing and belonging. We are committed to ensuring that these learners receive the support, advocacy and opportunities they need to thrive and achieve ambitious outcomes.

We understand that some children in care may have experienced trauma, instability, disrupted education, attachment difficulties and adverse childhood experiences that can impact their learning, behaviour, relationships and emotional wellbeing. Schools will take a trauma-informed and relational approach, whilst maintaining high aspirations and expectations for every learner.

Each school will appoint a suitably trained Designated Teacher who will champion the educational achievement, wellbeing and inclusion of Looked After and Previously Looked After Children.

Schools will:

- Promote a strong sense of belonging, safety and inclusion.
- Maintain high aspirations and expectations for all learners.
- Monitor attendance, attainment, progress, participation and wellbeing.
- Support successful transitions between year groups, schools and phases of education.
- Ensure equitable access to curriculum, enrichment, leadership and wider opportunities.
- Consider the impact of trauma and adverse childhood experiences on learning and engagement.
- Work collaboratively with families, carers and professionals to secure the best outcomes.

For Looked After Children, schools will work closely with Social Workers, carers, Local Authorities and the relevant Virtual School to ensure effective planning, support and intervention. Schools will contribute fully to the development, implementation and review of Personal Education Plans (PEPs) and ensure agreed actions are implemented effectively.

Through strong partnership working and a commitment to equity, we aim to ensure that all Looked After and Previously Looked After Children feel valued, represented, included and supported to achieve their full potential.

Our IFtL Middle Children

At IFtL, we recognise that vulnerability is rarely experienced in isolation.

We use the term Middle Children to describe learners experiencing multiple overlapping vulnerabilities or barriers. At IFtL, we have identified what we identify as our ‘middle children’ who have three key vulnerabilities: SEND, Safeguarding and Pupil Premium.

Schools will actively identify, monitor and support these learners through robust tracking, targeted intervention and responsive provision to ensure they achieve, attend, participate and thrive.

Roles and Responsibilities

Everyone Plays a Role

Creating an inclusive culture is the responsibility of every member of the IFtL community. Inclusion is not an additional initiative; it is fundamental to effective education and should be evident in every aspect of school life.

All staff, leaders, governors, trustees, pupils and families have a shared responsibility to promote a culture of belonging where every individual feels welcomed, valued, respected and able to participate fully.

We are committed to:

- Maintaining high aspirations and expectations for all learners.
- Identifying and removing barriers to participation, engagement and achievement.
- Creating environments where differences are recognised, respected and valued.
- Challenging discrimination, prejudice, stereotyping and exclusionary practices.
- Promoting equality of opportunity and equitable access to learning and wider opportunities.
- Fostering positive relationships and a strong sense of belonging across our communities.

In line with the Equality Act 2010 and the Public Sector Equality Duty, we will actively work to eliminate discrimination, advance equality of opportunity and foster good relations between individuals from different backgrounds and experiences. Discrimination, harassment, victimisation or bullying related to any protected characteristic will not be tolerated.

Teaching Approach and Provision

At IFtL Trust Schools, we believe that high-quality inclusive teaching is the most significant factor in securing positive outcomes for all learners. Every teacher is responsible and accountable for the achievement, participation and progress of every child in their classroom.

Our approach is built upon the principle that all learners can achieve and that inclusive practice begins with strong universal provision. High-quality teaching, combined with timely and proportionate support, ensures that learners can access, participate in and succeed within a broad and ambitious curriculum.

Professional learning and training

Professional learning is fundamental to creating inclusive schools where all learners can thrive. We are committed to ensuring that all staff, including teachers, leaders, support staff and governors, have access to high-quality professional development that strengthens their knowledge, skills and confidence in inclusive practice.

All staff will be supported to understand and respond effectively to the diverse strengths, needs and experiences of our learners. This includes developing expertise in identifying and

removing barriers to learning, participation and belonging, whilst maintaining high aspirations and expectations for every child.

Professional development will support staff to:

- Deliver high-quality inclusive teaching that enables all learners to access an ambitious curriculum.
- Understand and implement effective adaptive teaching strategies.
- Meet the needs of all learners.
- Support children experiencing disadvantage or multiple vulnerabilities.
- Promote positive behaviour, belonging and engagement.
- Develop effective approaches to attendance, wellbeing and mental health.
- Foster inclusive and culturally responsive learning environments.
- Recognise and challenge unconscious bias, discrimination and exclusionary practices.

We believe that inclusive practice is everyone's responsibility and that ongoing professional learning is essential in ensuring all learners feel valued, represented, supported and able to achieve their full potential.

The IFtL Varsity Offer provides a wide range of professional learning opportunities, resources and research-informed guidance to support continuous development across all aspects of inclusive practice. Staff are encouraged to engage with these resources regularly as part of their professional growth and commitment to excellence.

Inclusive Mainstream Fund (IMF) and Inclusion Strategy

At IFtL, we are committed to strengthening inclusive mainstream practice and ensuring that all learners can access, participate in and succeed within their school community. We recognise that inclusion is built through high-quality universal provision, early intervention and the proactive removal of barriers to learning, attendance, participation and belonging.

Schools may receive funding through the Inclusive Mainstream Fund (IMF) to support the development of a stronger inclusive mainstream offer for all learners, particularly those with SEND and additional needs. The IMF is intended to complement, rather than replace, existing school funding and should be used alongside core budgets to improve inclusive practice across the whole school.

Developing an inclusion strategy using the inclusive mainstream fund - GOV.UK

In line with DfE guidance, all IFtL schools will develop, implement and annually review an Inclusion Strategy that demonstrates how funding is being used to strengthen inclusive provision and address barriers to learning and participation. This strategy must be published on the school website by 31st December each academic year. The school is to use the DfE template: Inclusion_strategy_template.docx

When developing the inclusion strategy, schools must select approaches that fall under the 7 principles of inclusion:

1. ambitious leadership and governance that embeds inclusion
2. evidence-based support prioritising early intervention
3. high quality adaptive teaching with curriculum designed for all learners
4. enriching provision beyond the classroom that all children can access
5. a safe and respectful culture fostering belonging, attendance, and participation in learning
6. strong partnerships with families and wider services
7. inclusive environments with continuous improvements to accessibility

The Inclusion Strategy should be developed through a continuous cycle of:

- Identifying barriers to learning and participation.
- Reviewing evidence and research-informed practice.
- Planning improvements and intended outcomes.
- Implementing agreed actions.
- Evaluating impact and refining provision.

Schools will ensure that their Inclusion Strategy reflects the needs of their learners and is developed collaboratively with staff, families, learners and the wider school community where appropriate.

The Inclusive Mainstream Fund may be used to support:

- High-quality adaptive teaching and classroom practice.
- Development of the school's universal inclusive offer.
- Early identification and early intervention.
- Professional development and staff expertise.
- Communication-friendly, nurture-informed and inclusive learning environments.
- Resources, approaches and provision that remove barriers to learning and participation.
- Attendance, engagement and belonging initiatives.
- Evidence-informed whole-school inclusion approaches.
- Strengthening ordinarily available provision.
- Initiatives that improve participation in the curriculum, enrichment opportunities and wider school life.
- Building sustainable and long-term inclusive practice across the school.

The use of IMF funding should focus on a small number of high-impact priorities and demonstrate clear, measurable outcomes for pupils. Schools should prioritise strengthening their universal offer before introducing additional targeted support and ensure that decisions are driven by identified barriers and learner need rather than diagnosis alone. The approaches

chosen must be evidence-informed and consider the barriers to learning and participation present in the school cohort.

The Inclusive mainstream fund: best practice for schools provides further details on the type of activities that might support each of these principles across both the universal offer and targeted support.

The impact of the Inclusion Strategy will be regularly monitored through attendance, participation, engagement, belonging, attainment, stakeholder voice and wider measures of inclusion to ensure continuous improvement and equitable outcomes for all learners.

Communication and Collaboration

We actively encourage discussion and value the contributions of all stakeholders in ensuring that every child reaches their individual ambitions and potential. Our schools also value the voice of the child and include them in all appropriate decision making. These partnerships are part of the school's review and evaluation cycles to ensure the most effective educational opportunities are offered to the learners.

Disapplication or Modification

Our schools make every reasonable effort to meet the learning needs of all children. Our schools can, where necessary, temporarily modify or disapply the National Curriculum and its assessment arrangements through Sections 90, 92 and 93 of the Education Act 2000. Our policy is to do this only in exceptional circumstances and with detailed consultation with all stakeholders.

Inclusive Curriculum

All learners should see themselves reflected within the curriculum and wider educational experience.

Our curriculum will:

- Promote high aspirations and achievement for all.
- Reflect diverse perspectives, cultures, histories and experiences.
- Develop learners as successful learners, confident individuals and responsible citizens.
- Foster respect, empathy and understanding.
- Prepare pupils for life in modern Britain and a diverse global society.
- Enable learners to understand and value difference.
- Support personal development, wellbeing and readiness for adulthood.

Schools will continually review curriculum content, resources and learning experiences to ensure representation, relevance and inclusion.

Attendance, Engagement and Inclusion

We recognise the strong relationship between belonging, inclusion, wellbeing and attendance. Schools will work proactively alongside learners and families to identify and remove barriers that impact attendance, engagement and participation.

Particular attention will be given to vulnerable learners and those experiencing multiple barriers to ensure they remain connected to education and school life.

Equitable Access to Enrichment

Every learner should have access to a rich range of opportunities beyond the classroom.

Schools will ensure equitable access to:

- Educational visits.
- Extra-curricular clubs.
- Sport and physical activity.
- Music and performing arts.
- Leadership opportunities.
- Student voice activities.
- Community projects.
- Cultural experiences.

Participation will be monitored to ensure that disadvantaged and vulnerable learners are fully represented and that barriers to participation are removed wherever possible.

External Alternative Provision

At IFtL, we believe that all learners should remain connected to their school community wherever possible and that mainstream inclusion should always be the starting point. Alternative Provision (AP) should not replace high-quality inclusive practice, adaptive teaching or a school's responsibility to meet the needs of its learners.

In exceptional circumstances, schools may commission Alternative Provision where it is considered to be in the best interests of the learner and supports improved educational outcomes, attendance, wellbeing, inclusion and engagement.

Any use of Alternative Provision must:

- Have clearly identified goals, intended outcomes and success criteria.
- Form part of a planned and graduated package of support.
- Be agreed in collaboration with learners, families and relevant professionals.
- Be regularly reviewed and monitored.
- Promote successful reintegration into mainstream education where appropriate.
- Support attendance, engagement and positive participation.
- Complement, rather than replace, the learner's education.

- Be quality assured by the school.
- Fully adhere to all safeguarding policies and procedures.
- IFtL informed.

The commissioning school retains overall responsibility for the learner's education, safeguarding, attendance, behaviour and outcomes whilst they access Alternative Provision.

Schools must ensure that all Alternative Provision providers:

- Meet statutory safeguarding requirements.
- Provide a safe and suitable learning environment.
- Deliver provision that aligns with IFtL values, expectations and inclusive principles.
- Support positive outcomes, inclusion, engagement, attendance and personal development.
- Are subject to regular review of attendance, progress, wellbeing and impact.
- Work collaboratively with all relevant agencies and professionals, including the Local Authority, where appropriate.
- Operate with full transparency and partnership with families, ensuring parents/carers are actively involved in planning, decision-making, review processes and next steps.
- Share information effectively to support continuity of provision, safeguarding and successful outcomes for learners.

Alternative Provision should be viewed as part of a continuum of support designed to remove barriers, improve engagement and secure the best possible outcomes for learners. Schools retain overall responsibility for the learner's education, safeguarding, attendance and outcomes at all times. Alternative Provision arrangements should be regularly reviewed with the learner, family, provider and relevant professionals to ensure they remain appropriate, effective and aligned to the intended outcomes and long-term educational aspirations of the young person.

Inclusive Environments

At IFtL, we recognise that inclusive practice extends beyond teaching and the curriculum and is reflected in the environments we create for our learners, families and staff. We are committed to developing welcoming, accessible, communication-friendly and inclusive environments where every individual feels safe, valued, respected and able to belong. Schools will consider the physical, sensory, social and emotional aspects of their environments, ensuring that potential barriers to participation are identified and removed wherever possible. This includes creating spaces that promote wellbeing, independence, positive relationships and successful engagement in learning, whilst recognising and responding to the diverse strengths, needs and experiences of our school communities. Through thoughtful and inclusive environments, we aim to ensure that all learners can participate fully in school life, develop confidence and experience a strong sense of belonging.

Partnership with Families

We recognise that parents, carers and families are experts in their children and play a vital role in helping schools understand strengths, barriers, aspirations and needs. We are committed to working in genuine partnership with families and ensuring their views are valued in decision-making, planning and evaluation. Through collaborative working, we aim to strengthen belonging, participation and positive outcomes for all learners.

We recognise that families and learners are key partners in creating inclusive schools. Schools will actively seek and value the views, experiences and aspirations of children, young people and their families when developing provision, evaluating impact and shaping school improvement priorities.

Pupil Representation and Voice

Learner Representation: We strive to ensure that all learners see themselves positively reflected within the curriculum, learning resources, enrichment opportunities and wider school life.

Meaningful Participation: We empower learners from all backgrounds to contribute to decision-making, share their views and actively participate in shaping their educational experience and school community.

Visible Representation: We seek to ensure that learners encounter a wide range of positive role models, perspectives, cultures and experiences through the curriculum, enrichment opportunities, visitors, leadership opportunities and wider school experiences.

Learner Voice: We empower learners from all backgrounds to contribute to decision-making and help shape the culture and development of their schools.

Bullying, discrimination and harassment

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights, including disability, will not be tolerated under any circumstances. As highlighted within KCSIE September 2023, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act.

Children who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+), identify as LGBTQ+ or are perceived to be LGBTQ+ may be particularly vulnerable to be bullying and we need to be extra vigilant for signs of this.

At IFtL, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swifty and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

We are aware and must be ultra-vigilant for signs of sexual violence and harassment as we know that it is highly prevalent and children often do not talk out about this and even accept it as the 'norm'. We must ensure this is not the case in any of our schools. Learners with SEND may be particularly vulnerable to bullying, discrimination and harassment and staff will be particularly vigilant for this.

Monitoring and Evaluation

The impact of this policy will be reviewed annually through analysis of:

- Attendance.
- Attainment and progress.
- Behaviour and exclusion data.
- Safeguarding information.
- Participation in enrichment and leadership opportunities.
- Stakeholder feedback.
- Workforce diversity and professional development.

Findings will be used to identify priorities, inform improvement planning and strengthen inclusive practice across the Trust.

Leadership and Governance Accountability

Trustees, governors, executive leaders and school leaders are responsible for promoting inclusive cultures and ensuring compliance with equality legislation.

Leaders will routinely review:

- Attendance data.
- Achievement and progress data.
- Behaviour and exclusion data.
- Participation in enrichment opportunities.
- Safeguarding information.
- Stakeholder voice.
- Staff recruitment, retention and development information.

This information will be used to identify barriers, reduce inequalities and inform improvement planning.

Links to other policies

This policy should be read in conjunction with all other policies referring to vulnerable groups including the Special Educational Needs, Pupil Premium and also the IFtL equality statement.

Safeguarding Statement

Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.

If you have any concerns at all, raise them **immediately** with the local DSL or IFtL's Head of Safeguarding, Health, Children and Families: vblackmore@iftl.co.uk

For further contact details, see:

- IFtL Child Protection and Safeguarding policy
- IFtL Whistleblowing policy

https://www.iftl.co.uk/policies/