



Moira Primary School

Safeguarding / Child Protection Policy 2025-2026

This policy is reviewed every year and was agreed by the Governing Board of Moira Primary School in September 2025 **and will be reviewed again in September 2026**

Signed: _____ Chair of Governors

Date: _____

This policy is based on the Leicestershire County Council model policy 2025

Aims and Vision

The school's aims and vision underpin all that we do in school:

"The adventure begins as all are welcomed through the doors of Moira Primary School.

Here we celebrate and nurture creativity, kindness, curiosity and a healthy attitude to learning, across our whole school community."

Our motto: Learning Together

At Moira Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. All aspects of this policy are linked to our safeguarding policies and procedures and adhere to 'Keeping Children Safe in Education, 2025' (KCSiE 2025).

At Moira Primary School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interests of the child.

This Child Protection Policy will be reviewed by the Senior DSL (DSL) Vicky Santy on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will be fully reviewed as a minimum once a year during the autumn term provided to the Governing Board for approval and sign off at the first autumn term meeting.

Role	Name	Contact Details
Headteacher and Senior DSL	Vicky Santy	Vicky.santy@moira.leics.sch.uk 01283 217450
Senior Leaders available for contact in the absence of the DSLs	Samantha Johnson	samantha.johnson@moira.leics.sch.uk 01283 217450
Designated Governor for Child Protection/ Safeguarding	Suzanne Uprichard	Suzanne.uprichard@moira.leics.sch.uk
Senior DSL	Vicky Santy	Vicky.santy@moira.leics.sch.uk 01283 217450
Deputy Safeguarding Leads	Rebecca Hobbs Thomas Clamp	Rebecca.hobbs@moira.leics.sch.uk Thomas.clamp@moira.leics.sch.uk 01283 217450

<u>Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.</u>	<u>Report Your Concerns about a Child or Young Person</u>	<u>LCC report neglect or abuse</u>
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk
LA Child Protection Contact/LADO	<u>CFS-LADO@leics.gov.uk</u> LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	Allegations Line: 0116 3054141 <u>CFS-LADO@leics.gov.uk</u> emails for referral forms. Outside of office hours, contact the Leicestershire First Response Children's Duty Team: 0116 305 0005
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

Moira Primary School

1. Purpose and Aims

Our policy applies to all staff, governors and volunteers and service providers working at Moira Primary School during the extended school day 7:30am-5:30pm Monday to Friday during term time and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership. Please refer to the school's lettings policy for the safeguarding measures in place for use of the school premises outside of these times.

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school's Child Protection Policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2024 and HM Working Together to Safeguard Children 2023 are incorporated into this policy.

2. Child Protection and Safeguarding Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children

are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff, supply staff, service providers, volunteers, and governors of Moira Primary School and are consistent with those Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

3. Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works at Moira Primary School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children 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 children is defined as: The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

4. Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children is defined in KCSiE (2025) paragraph 3 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.

NB Definition: Children includes everyone under the age of 18.

5. Moira Primary School – Whole School approach to safeguarding:

We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.

As a school, we have a responsibility to provide a safe environment in which children can learn.

We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.

Any staff member who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the DSL or deputy without delay.

All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.

Our senior DSL will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help, and health were required, as the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

This includes supply staff or service providers who may be employed on site for a short period of time. The expectations are that all supply teachers, support staff or service providers will read this policy before entering the classroom or engaging in regular working in school e.g. music specialists, catering staff and sports coaches.

It is the responsibility of all staff listed above to follow the safeguarding policy - safeguarding children is everyone's responsibility.

All staff listed above are expected to report to any issues to a DSL and follow the procedures set out in this policy.

6. Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties of the school under the Equality act: will not unlawfully, discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils (KCSiE 2025 paragraphs 86-88).
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- **Alternative Provision placements**
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2025 Annex A.

7. Safeguarding can involve a range of potential issues

Such as:

- Neglect, physical abuse, sexual abuse, emotional abuse and **exploitation**.
- Contextualised also known as extra-familial abuse.

- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- **Domestic Abuse including where they see, hear or experience its effects.**
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2025 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2025 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- The impact of generative artificial intelligence
- Exposure to misinformation, disinformation (including fake news) and conspiracy theories
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable

by all teachers (KCSiE 2025 Annex A).

All our staff and volunteers are aware of the indicators of **abuse, neglect and exploitation** and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the DSL not be available for children who may be in need of help or protection.

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

All staff should **always** speak to the DSL, or deputy at the earliest opportunity.

As a school, we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the DSL (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

8. Online Safety

Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2025 Paragraph 137).

Pupils at Moira Primary are not allowed to bring mobile phones into school. In exceptional cases, the Headteacher may agree that, if a parent requests it for a child in Years 5 or 6, a child who needs their mobile phone (such as for walking home from school) will hand over their phone to be locked away in the school office/class teacher's desk and handed over to the pupil at the end of the school day. All staff keep their personal mobile phones in their allocated locker/bag away from classrooms.

Pupils have access to iPads and laptops, supervised by an adult at all times who will monitor screen use. Each pupil has their own login detail in order to access the network. There is a filtering system in place that blocks all harmful and inappropriate content. This is regularly reviewed by the DSL and the school's IT support, Primary World.

Our Senior DSL and the DSL team have the lead responsibility in this area, which is overseen and regularly reviewed by the Governing Board, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Our Governing Board will ensure they maintain oversight of the Online Safety Policy and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2025 paragraphs 140-150.

This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet the schools safeguarding need
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

Moira Primary School is supported in the filtering and monitoring requirements by Haz Technology in regard to the buying-in and installation of the filtering and monitoring system the school uses. The DSLs will monitor this carefully and document any material that is blocked/allowed stating why for the purpose of teaching and learning and to ensure the filtering system doesn't impact on teaching and learning. All staff are responsible for strictly supervising the use of iPads and laptops and will report inappropriate use to the DSLs via CPOMs. The school also has a separate Online Safety Policy and this can be accessed on the school website and via the shared drive.

The DSL will monitor and regularly review the effectiveness of this provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded. The DSL will also oversee reports and ensure staff are trained appropriately and understand their role.

Our Governing Board will ensure a review is maintained to ensure standards. They will discuss with IT staff and service providers these standards and whether more needs to be done to support our school/college in meeting and maintaining these standards and communicating these to staff, our pupils/students, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we

provide.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2025.

As a school, should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.

8. Identifying Concerns

All members of staff, volunteers and governors will be aware of indicators of **abuse, neglect and exploitation** know, will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed and will receive safeguarding and child protection (including online safety) updates.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

The four main categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

9. Indicators of abuse, neglect and exploitation

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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. **Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or**

experience its effects.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection 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 children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look 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 is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Criminal Exploitation: occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.

Child Criminal exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other

young people.

Child sexual exploitation (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection.

10. Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education including unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

All staff remain vigilant and able to respond to safeguarding concerns, incidents or emerging threats by attending regular safeguarding briefings that respond to both current situations in school and recap previous training to ensure everyone is consistently up to date. DSLs meet weekly to ensure that all concerns are shared and monitored thoroughly.

In line with KCSiE 2025, the school takes greater responsibility to ensure, wherever possible, children can access and use different media platforms safely (KCSiE 2025, paragraph 142 and filtering and monitoring standards). In particular, making further reference to on-line abuse which may be a greater issue when children are not in attendance at school and are engaging in learning remotely and may have limited supervision from parents/carers. The school provides on-line guidance and support for parents and children to remain free from risk, exploitation, grooming or radicalisation. All staff receive regular safeguarding and child protection updates, including online safety which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction as required, and at least annually.

Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Moira Primary School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

At Moira Primary School, children are at the centre of our 'safeguarding arrangements' and staff are trained to listen to and hear the child's voice and to respond appropriately. All staff receive training in safeguarding and staff communicate with each other if concerned about a child. We use staff briefings and meetings to share concerns and all concerns, even 'doubts', are logged on CPOMS (Child Protection Online Management System) and discussed with at least one of the DSLs. As a school we work closely with external agencies and CAMHS (Child and Adult Mental Health Service) to support the mental health of our pupils. We use our provision of The Honeypot Room as a safe space for children to talk and to have interventions as needed. Staff are aware of KCSiE 2025 and the updates this year. This document is also shared with governors and published on our school website. If any member of staff has concerns they are always shared with the DSLs and recorded using CPOMS. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer harm.

Our school is led by senior members of staff and governors whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to

suffer harm. All staff and governors understand their role in safeguarding and ensuring that the voice of all children is heard and appropriately actioned.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Senior DSL. Although we advocate that any staff member can make a referral to children's social care or First Response, especially where a child is identified as being in immediate danger, they should however ensure that the DSL or a member of the senior leadership team is informed as soon as possible as the first point of contact.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact First Response, First Response Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school's whistleblowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

11. Alternative providers and other agencies

Moir Primary School works with other agencies including statutory safeguarding partners to support vulnerable children and has contact with social care and social workers. For example, holding regular meetings in school, taking part in partnership fora/events, accessing multi-agency training and hosting meetings for individual children and families in Moira Primary School (and also for review meetings for a pupil where appropriate).

Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider can meet the needs of the pupil.

Children who attend alternative education often have complex needs, it is important Governing Boards and DSLs ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, ie, those checks that the school would otherwise perform in respect of its own staff.

Moir Primary School takes its responsibility for the safeguarding of any pupil who is attending alternative provision seriously. The school maintains regular daily contact with providers when children are attending alternative provision to ensure pupil attendance is known, share any concerns about the child and work together to achieve the outcomes of the provision implementation. The DSL in partnership will also regularly review the impact and continued suitability of the alternative provision to ensure it meets the pupils needs.

The Senior DSL or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

The DSL will seek advice from appropriate agencies (such as, Early Help, professionals' consultation line) as well as buying in HR support services from the Local Authority.

Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend.

Organisations or individuals using school premises:- Where individuals or organisations use our school premises for the purpose of running activities for children (for example service providers that run extra-curricular activities), and an incident or allegations occurs during the use of the school premises, as with any safeguarding allegation, we will follow our child protection and safeguarding policies and procedures, including informing the LADO, will be followed. Where our school premises is used outside of the extended school day (7:30am – 5:30pm Monday to Friday term time) by an external provider (for example community groups, sports associations, or service providers that run holiday clubs and activities for children in the local community) there are checks undertaken by the DSL on the provider's own safeguarding procedures as part of the Lettings Policy to ensure any incidents or allegations that occur follow the procedures set out in KCSIE 2025, including informing the LADO. Appendix 6 details the 'External Provider Safeguarding Notification Return' document all external providers must complete following a period of hire to notify the DSL in school of any safeguarding incidents that have taken place on the premises during hire including nil returns.

13. CPD, culture and ethos

The Headteacher ensures staff, supply staff and volunteers receive appropriate safeguarding information during inductions and on a regular basis. There are also visual prompts and safeguarding information posters around school for staff, supply staff and volunteers to use and refer to.

The Headteacher and Governors ensure the safe recruitment of all staff and maintain ongoing vigilance (see KCSiE 2025 page 57) to ensure a culture, which considers matter inside and outside the workplace including online.

14. Responsibilities of the Designated Safeguarding Leads Team

The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at school. This should include children under kinship care.

The Senior DSL along with the Designated Teacher can inform the Governing Board and Headteacher of the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.

The Designated Teacher and Senior DSL maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains good links with the Virtual School Headteacher to promote the educational achievement of previously looked after children. The role of Virtual School Headteachers was extended in June 2021 to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker. The Virtual School Headteacher should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include DSLs, social workers, headteachers, governors, Special

Educational Needs Co-ordinators, mental health leads, other local authority officers.

At Moira Primary School, the DSL is also the Designated Teacher.

Where there are additional safeguarding vulnerabilities of children with SEND, the SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS. There are a range of support services working within or available to support the children and families with SEND such as the school SENDCo, specialist teams such as the Education Psychologist, Oakfield Short Stay School and the LA Inclusion team.

15. The seven main elements of our Child Protection Policy

There are seven main elements to our policy:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and/or online, forms of harassment and harmful sexual behaviour. This is found in our Child-on-Child Abuse Policy. Filtering and monitoring arrangements for online safety and harms are included in the Online Safety Policy.

16. Providing a safe environment

We recognise that because of the day-to-day contact our school staff have with children they and we are well placed to observe the outward signs of abuse.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate

relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is the main Child Protection policy.
- Maintain an on-line safety policy which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are included within the main Child Protection policy. **Policies should refer to the DfE guidance for Generative Artificial Intelligence.**
- The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- Importance of our school ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.

At Moira Primary School, we recognise that safeguarding is not just about protecting children from deliberate harm but also relates to the broader aspects of care and education and specifically to embed and teach safeguarding to our pupils both inside and outside the home. As a school we follow a robust, whole school approach to teaching a broad and balanced curriculum through PSHE/RSE lessons, as well as assemblies and raising awareness days/weeks (such as Internet safety, anti-bullying week). We use SCARF (Coram Life Education) for our curriculum resources and all staff in school have received relevant training. We use specific resources to deliver our RSE that are age appropriate, which we also share with parents (on our website/Class Dojo prior to the delivery of the RSE materials). Safeguarding will be embedded through our taught curriculum, signage around school and incidental teaching. Our Y6 pupils visit 'Warning Zone' yearly and we work closely with the community police officer who leads assemblies and a workshop each year on knife crime and safety outside of the home. We also use the NSPCC 'Stay Safe' project.

We will:

- Take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily

life and practice of the school.

- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE 2025 Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

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Everyone has a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

17. Additional measures

For children who receive off- site education or have alternative learning experiences in place, appropriate checks are carried out and managed.

The DSL team and staff will support children with mental health problems via support in school with a trusted adult, the school senior mental health lead and making appropriate referral to support such as CAMHs as necessary.

The school has a responsibility to ensure children who may be LGBT have a trusted adult who they can be open with. KCSiE 2025 acknowledged that Children who are LGBT may be targeted and informs Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBT people or those perceived to

be LGBT and must not be tolerated. We note that guidance may change as the 'Children who are lesbian, gay, bisexual, or gender questioning' section is currently under review pending the outcome of the gender questioning children guidance consultation (DfE, 2023b).

KCSiE 2025 Annex B page 150, Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances) and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. School provides advice and guidance including using local PCSO's to support pupils with this and build their confidence and abilities to protect themselves, as well as the knowledge of where they can go to for seeking help and support.

18. Procedures for identifying and reporting cases

We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024 to:

- Ensure we have a Senior DSL who is a member of the school leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The DSL role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2025 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the Governing Board knows the name of the Senior DSL, their deputies responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.

- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely. Moira Primary School uses CPOMS, a secure software package specifically designed to support safeguarding. Any paper records are scanned and uploaded into the pupil's file in CPOMS. Full access is granted to the DSLs and partial access only to staff.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

19. Supporting children and working in partnership.

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of '**it could happen here**' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

Our school will endeavour to support the pupil through:

- Developing the content of the curriculum to ensure that it supports the pupils to acquire the knowledge that they need to raise their awareness about keeping safe and the importance of safety.
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the [Thresholds for access to services](#), updated in September 2021); [Leicestershire Inclusion Service](#) and [Education Psychology Service](#), and the [Children](#)

[and Family Wellbeing Service](#), etc.

- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- The DSL will be informed immediately, and actions taken in accordance with the school child-on-child policy.

20. Staff and Safe Recruitment

The leadership team and Governing Board of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2025 Part Three.

School leaders, staff and members of the Governing Board will be appropriately trained in safer working practices and access safer recruitment training.

Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.

The school has in place recruitment, selection and vetting procedures in accordance with KCSiE 2025 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2025 Part Three paragraphs 206 to 351.

Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2025 in line with KCSiE 2025 Part Four Section two as well as information in the Low-Level Concerns Policy which can be found on the school website and the staff shared drive.

Newly appointed staff and volunteers will be informed of our arrangements for safer working practices at induction and before beginning working and contact with pupils.

In the event of any complaint or allegation against a member of staff, the headteacher (or the DSL) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.

Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.

Advice and support will be made available by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate to the leadership team.

All new employees will be appropriately inducted to their role and a link to the Induction Checklist for Safer Recruitment can be accessed from HR's guidance section on LTS.

KCSiE 2025 Part Three: Alternative Provision – Where the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. Moira Primary School carries out checks on Alternative Provision providers and does not place any child until all checks have been completed (confirmation that appropriate safeguarding checks have been conducted on individuals working at the establishment) and we are satisfied the provider meets the needs of the child.

21. Links to other Local Authority policies

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children, including those adopted from Leicestershire County Council and the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP).

The above together with the following will make up the suite of policies to safeguard and promote the welfare of children in this school:

- Accessibility Plan
- Attendance Policy
- Behaviour Policy including Exclusion
- Anti-bullying Policy
- Equality Policy and Objectives
- Central Record of Recruitment and Vetting Checks
- Complaints' Policy
- Online Safety Policy
- Freedom of Information
- Radicalisation Policy and Prevent School Self Evaluation
- Child on Child Abuse Policy
- Positive Handling Policy
- Register of Pupil Attendance
- Relationships, Sex and Health Education (KCSiE paragraph 131)
- Mental and Physical Health (KCSiE 2025 Part One, Part Two and Annex A and paragraphs 165, 171 to 188)
- SEND Policy
- DfE Use of Reasonable Force Policy Guidance
- Staff Code of Conduct
- Staff Disciplinary and Grievance procedures
- School information published on the website
- Visitors Policy
- Whistle Blowing Policy
- Guidance for NSPCC helpline and usage (KCSiE 2025; when to call the police guidance from the NSPCC)

- LRSCP Neglect Toolkit

The arrangements in place to respond to any disclosures or incidents involving sexual violence and child sexual harassment are identified in the separate Child on Child Abuse Policy.

Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: <https://lrsrb.proceduresonline.com/index.htm>

22. Raising Awareness - Roles and Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, always, what is in the best interests of children. All staff in school are responsible in keeping children safe. They all receive regular training and updates to this training to ensure they have the necessary knowledge in their role. At Moira Primary School there are three DSLs and staff will refer to one of the DSLs. There is always a DSL who can be contacted at all times. Supply staff are briefed by the Safeguarding lead to ensure they have the information they 'need to know' and are able to refer to the DSLs if necessary.

All staff within our school are particularly important as they are able to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn. All our staff contribute to enabling a safe environment when both in and when out of school, such as on a school trip. Trips are always risk assessed and authorised by the EVC (Educational Visits Co-ordinator) and the Headteacher who have both received the relevant training. The needs of individual pupils are considered as part of the planning and preparation for the trip.

All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the DSL and understand they may be required to support other agencies and professionals in assessments for early help.

Parents/ carers are always encouraged to come into school to seek support or advice and should do this through the class teacher or one of the DSL's or the Headteacher.

As a school we acknowledge the importance of children and social workers meeting during the school day where required and DSLs work with social care and safeguarding partners to ensure children subject to child protection, child in need and LAC plans are kept safe, and the child's needs are met.

The school uses the website, class dojo, posters and emails to sign post children, parents, and carers to for support.

23. Safeguarding Training

All our staff are aware of systems within Moira Primary School and these are explained to them as part of staff induction, which include our Child Protection Policy; the staff Code of Conduct and the role of the DSLs and KCSiE 2025.

Our school uses an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

The Headteacher, as well as other resources such as the NSPCC and the Local Authority training keep staff up to date with any local or national changes to safeguarding guidance.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments.

Advice is always sought to support staff from outside sources and staff are aware of how to access the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP).

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the DSL and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

24. Staff responsibilities

All staff have a key role to play in identifying concerns and provide early help for children.

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school's online safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks.

In agreement with the Governing Board:

- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2025.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to "keep a secret."
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

- Understand early help and be prepared to identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

At Moira Primary School, we engage in learning opportunities or partnership work with a range of professionals, including the NSPCC, Police Community Support Officers (PCSOs), a trained Youth Worker and other Health Professionals.

25. Senior Leadership Team responsibilities

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children guidance 2023.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the Governing Board such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2025 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.
- Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

Note: KCSiE 2025 paragraphs 187 to 202, 'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs. We will work with Social Service and other external agencies to address safeguarding and child protection. We will continue to contact agencies should our concerns not be address.

26. Teachers (including ECTs) and Headteachers – Professional Duty

- The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.
- The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders

or who were adopted from state care outside England and Wales.

27. Designated Safeguarding Leads

We have a Senior DSL who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Senior DSL is a senior member of the school leadership team, and their responsibilities are explicit in their job description.

We also have Deputy DSLs, who will provide cover for the Senior DSL when they are not available. Our Deputy DSLs have received the same training as our Senior DSL. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior DSL in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our DSLs will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.

28. The Senior DSL is expected to

Manage Referrals:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service. There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence (KCSiE 2025 paragraphs 154 and 348).

Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty. Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Arrangements are in place for the DSL and Deputy DSLs to meet on a regular basis so each is fully informed and able to respond to the needs of children subject to safeguarding concerns.

Please note:

The Senior DSL remains responsible for oversight children on placements or alternative education arrangements. From September 2022 Ofsted will inspect these arrangements as part of 'the child's journey' and form a judgement regarding the safeguards in place.

See KCSiE 2025 Annex C for clarity on the role and responsibilities of the DSL and team.

28.2 Work with others

- Liaise with the headteacher/principal (where the Senior DSL role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (Part Four of KCSiE 2025) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2023 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, DSLs and Governing Board are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.
- The DSLs feedback to staff to raise awareness of emerging threats and risks through sharing the termly safeguarding updates provided by the LA.
- The DSL/ staff team contributes to developing the curriculum and learning experiences for children and staff through staff meetings, bulletins, staff notice board, pupil noticeboard briefings, and arranging additional classroom learning opportunities. This includes links with agencies such as the NSPCC, local PCSO/Police

Undertake training

- Formal DSL training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Senior DSL is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior DSL is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the DSL to

- Understand the assessment process for providing early help and intervention through the Thresholds to access to services.
- Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the child protection policy and procedures.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns, **decisions** and referrals.

- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2025 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2025 Part Two – The Management of Safeguarding and paragraph 134-143).
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the Governing Board is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

29. Child Protection file - The Senior DSL is responsible

- For ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the Governing Board annually.
- For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2025.

The DSLs ensure all concerns and incidents are reported, recorded, responded to using CPOMs. The school has clear processes in place for the transfer of information and individual case files, should a child move school or leave to go to either Elective Home Education, alternative education placement, or college.

29.1 Availability

During term time the Senior DSL (or a Deputy) will always be available (during school) for staff in the school to discuss any safeguarding concerns. In the absence of the DSLs a member of the senior leadership team will be nominated to provide cover. [Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in [DfE KCSiE 2025 Part Two and Annex C](#)].

30. Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Board, (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by all staff.

- The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- All staff, including supply teachers and volunteers, have access to and read and understand the requirements placed on them through: - the school's Child Protection Policy; the Staff Code of Conduct.
- There are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2025.
- Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2025. If the allegation is against the Headteacher, then the Chair of the Governing Board will manage the allegation – see below.

31. Governing Board

- We recognise our Governing Board has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSiE 2025, ensuring policies, procedures and training in our school are effective and always comply with the law.
- The Governing Board will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:
 - Ensuring there is an individual member of the Governing Board to take leadership responsibility for safeguarding and champion child protection issues in the school.
 - Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2023) as well as with local LRSCP guidance and monitors the school's compliance with them.
 - Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
 - Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2025 Annex C page 172 to 173 and paragraphs 56 to 57, 115 to 121, 375 to 390, 476, 540 and 544 and page 158, the additional clarification about GPDR and withholding information.
 - Ensuring cooperation with the local authority and other safeguarding partners.
 - Appointing a Senior DSL from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
 - Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2025 Part One and/or Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
 - Ensuring that the Governing Board understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as

the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'

- All members of the Governing Board will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.
- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.
- The Governing Board will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2025 and LRSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2025 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- When the school's premises are used for non-school/college activities the Governing Board will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Headteacher. This will apply regardless of whether or not children who attend the provision are on the school or college roll.

- Any safeguarding concerns involving outside organisations will be addressed through our school/college safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures.
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Inform any new prospective employees' candidate that our school will carry out online checks (KCSiE 2025 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

32. Looked After Children – The Role of Designated Teacher and the DSL

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The DSL will also have details of the child's social worker and the name of the Assistant Headteacher of the Virtual School. The DSL will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.
- The Headteacher of the Virtual School includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should recognise that these children may required additional support to be successful in school.

Our school responds to the children's needs and in accordance with local LRSCP procedures and KCSiE 2025 paragraph 189 to 200).

33. Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse, neglect and exploitation for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child-on-child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Staff should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the DfE:

SEND Code of Practice 0 to 25 years, and Supporting Pupils at School with Medical Conditions.

Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

34. Acting where concerns are identified

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior DSL, to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the DSL being informed of the referral.

If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible.
- Questioning should not be extensive or repetitive.
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.

- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The DSL will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved, especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.

35. Confidentiality

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the DSL and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Headteacher or Senior DSL will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the DfE Data Protection guidance for schools (DfE, 2024b).

We acknowledge further guidance can be found by visiting Leicestershire and Rutland Safeguarding Children Partnership website: <https://lrsb.org.uk/>

36. Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, December 2023).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- DfE KCSiE 2025 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
- Working Together to Safeguard Children 2023 paragraphs 28 to 33 and on pages 18 - 20.

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).
- Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.
- Staff training records show those staff who have completed GDPR training, including information sharing training.

37. Records and Monitoring

(KCSiE 2025 paragraphs 66 to 68, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. As well as keeping records of concerns, discussions and decisions, DSLs should keep record of the rationale for any decisions made.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., First Response or the child's social worker if already an open case to social care. Where we make referrals or engage with statutory agencies including Social Care, Early Help, Police, CAMHS, Health and other services, the relevant 'marker' on CPOMS is added to the information to reflect the child's journey through the safeguarding system.

The DSL undertakes regular reviews of the children's safeguarding information to ensure that the monitoring of cases is carried out in a timely way, with clear end points of monitoring shown and concerns 'closed' when appropriate.

Our school will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

38. Why recording is important

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Moir Primary School uses CPOMS for all reporting of safeguarding incidents.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

39. The Child Protection (CP), Child in Need (CiN) or Confidential file
(KCSiE 2025 Annex C pages 166 to 170 and paragraphs 68,102,122, 123, 540 and 543).

Our school will keep electronic records of concerns about children even where there is no need to refer the matter to First Response/Children's Social Care (or similar) immediately, but these records will be kept on CPOMs.

CPOMs is set up to record in accordance with statutory guidance.

Records will be kept up to date and reviewed regularly by the DSL, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be scanned and uploaded (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The electronic CPOMs file can be active or closed in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the chronology of incidents. If future concerns arise, they can be re-activated and indicated as such on the child's chronology as new information arises.

40. Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

Our school will adopt the file transfer guidance contained in KCSiE 2025 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2025 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

Our Senior DSL will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2025 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

When a child attends Alternative Provision, the safeguarding file will remain with the child's school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child. [KSCiE 2025 Annex C].

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

NOTE: There are templates attached within the appendices, which include a case record, chronology sheet, record of concern disclosure sheet and body maps and guidance.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

The DSL will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

41. Educating Young People – Opportunities to teach safeguarding

(KCSiE 2025 paragraphs 124 to 139, Annex A & Annex C Online Safety paragraph 140 to 150).

As a school we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, **fake news, disinformation and conspiracy theories**, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness.

The education we provide for online safety will take into account the need for children to learn using online technologies **to include generative artificial intelligence** in a safe environment whether that be in school, in the home or in a community environment. This will

also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our mobile and smart technology policy. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (ie, 3G, 4G and 5G).

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

Through RSHE and PSHE lessons (SCARF), we educate our children about online safety. We also recognise national events, such as Internet Safety week and use assemblies to promote this and raise awareness.

To support families, we hold parent workshops around online safety and share resources via our whole-school Class dojo, school website and via email.

Children and parents are made aware of on-line safety to minimise the safeguarding risks technology can pose. This will be delivered to pupils in lessons, assemblies and. For example, when recognising national awareness days/events. The pupils are also signposted to help and support including the use of a pupil safeguarding notice board. Parents are advised via email, Class Dojo and updates to newsletters and the school website, including where they can seek advice and support. For children who access education from home refer to the remote education policy.

42. Helplines and reporting

Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

The following appendices are a part of this policy:

Appendix 1	LCC LA Flow Chart 2024-2025 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.
Appendix 2	Template: Case Record and Chronology form.
Appendix 3	Template: Logging a concern about a child's safety and welfare.
Appendix 4	Template: Body Maps Guidance and Body Maps.
Appendix 5	Existing Injuries Form – Tool to support reflection.

Appendix 1 MOIRA PRIMARY SCHOOL

Name of School/Academy/AP Child Protection & Safeguarding Flow Chart 'What to do if you are worried a child is being abused, at risk of harm or neglect'

Actions where there are concerns about a child's welfare in and outside of school.

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, sexual harassment, online harm, exploitation.

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.**

Discuss concerns with the Designated/Named Safeguarding Lead

- The DSL will consider further actions including consultation with First Response (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

Still have concerns - Refer to First Response (MARF)

Have child/families' personal details to hand and be clear about concern/allegations. Complete referral form.

Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up needed. actions.

First Response 0116 305 0005

Where safe consider **Early Help Service**

If the child is at immediate risk dial **101** and ask for assistance
Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Leicestershire and Rutland Safeguarding Children Partnership procedures.
lrsdp.proceduresonline.com/index.htm

NSPCC Whistle blowing
Tel: 0800 028 0285
Police Tel:101

Unmet needs identified

Decide what actions are needed to support the child.

Consult with the child young person, family, and relevant agencies: Agree support, refer to LRSCP guidance
Thresholds for access to services (September 2021)

Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) CFS-LADO@leics.gov.uk Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005

LA Safeguarding and Compliance Lead Charlotte.Davis@leics.gov.uk 0116 305 6314

Appendix 2
Case Record/Chronology
Sheet Number:

CONFIDENTIAL

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date:	Information/Details of concerns or contact:	Print Name & Signature:

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth: FORM:
Date and Time of Incident:	Date and Time (of writing):
Name: Print: Job Title:	
Signature:	
Note the reason(s) for recording the incident.	
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?	
Professional opinion where relevant (how and why might this have happened?)	
Note actions, including names of anyone to whom your information was passed.	
Any other relevant information (distinguish between fact and opinion).	

**Check to make sure your report is clear to someone else reading it.
Please give this form to your Senior DSL**

Part 2 (for use by the Senior DSL (DSL))

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation, and advice given).		
Action taken (referral to First Response (MARF completed)/children's social care/monitoring advice given to appropriate staff/EHAF etc. with reasons. Note time, date, names, who information shared with and when etc.		
Parent's informed Y/N and reasons.		
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).		
Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?		
Should a concern/ confidential file be commenced if there is not already one? Why?		
Signed		

Printed Name		
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Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g., First Response or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

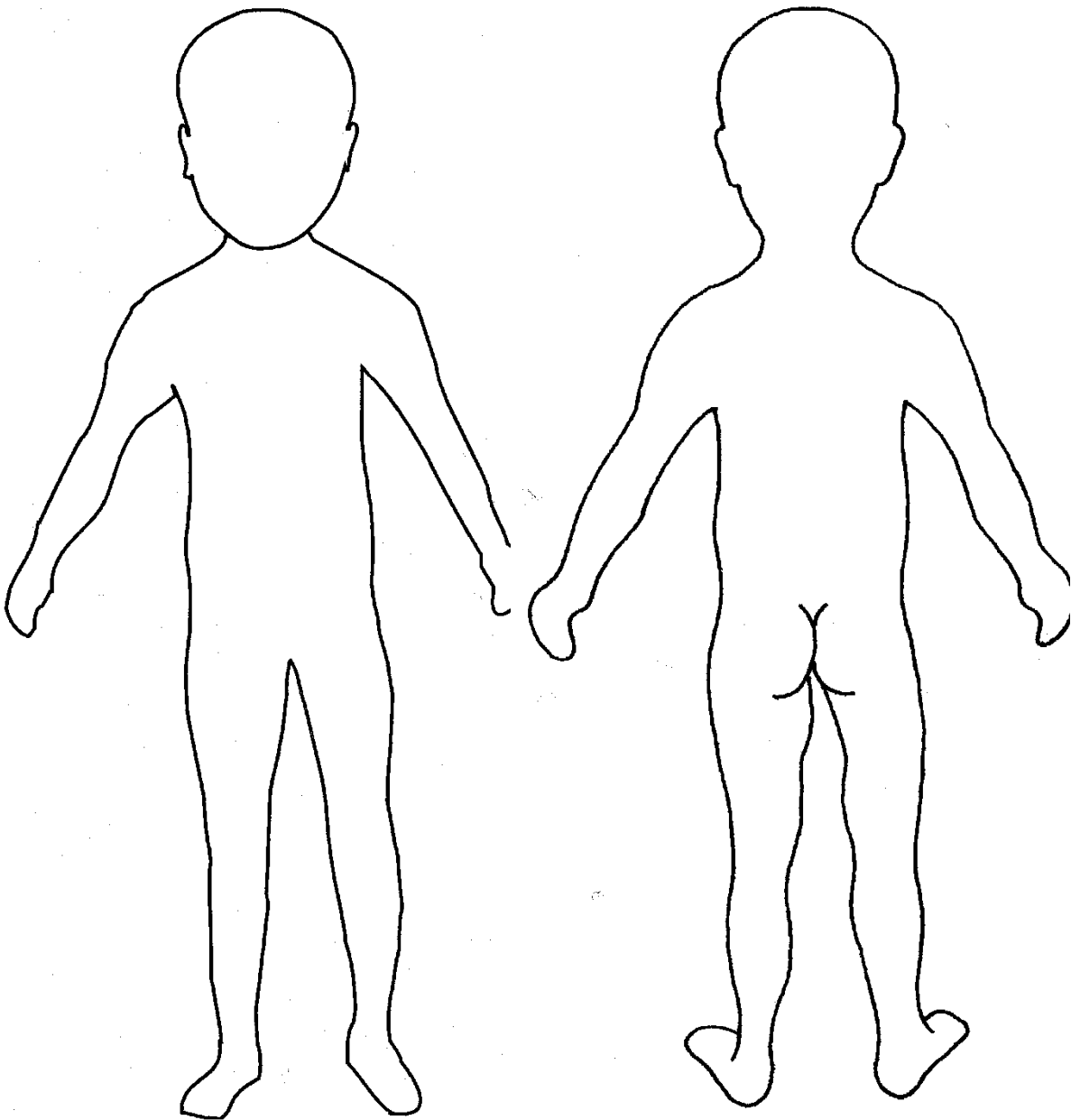
Ensure First Aid is provided where required and record.

A copy of the body map should be kept on the child's child protection file.

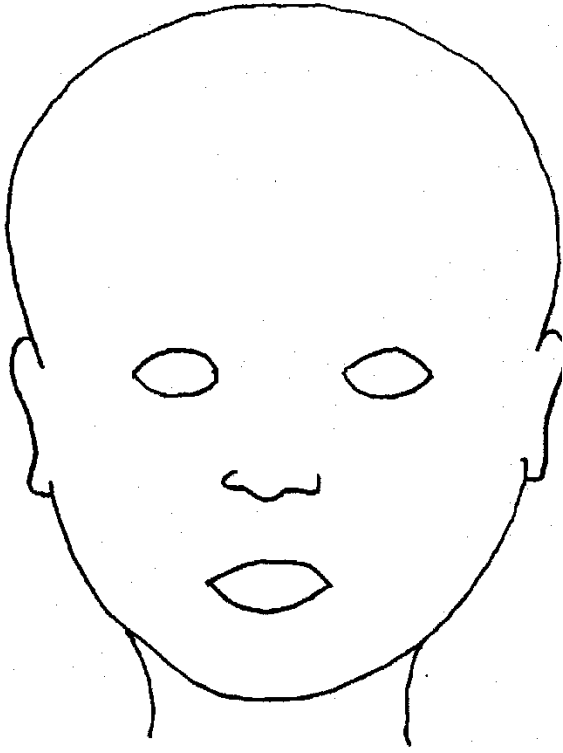
BODYMAP

(This must be completed at time of observation)

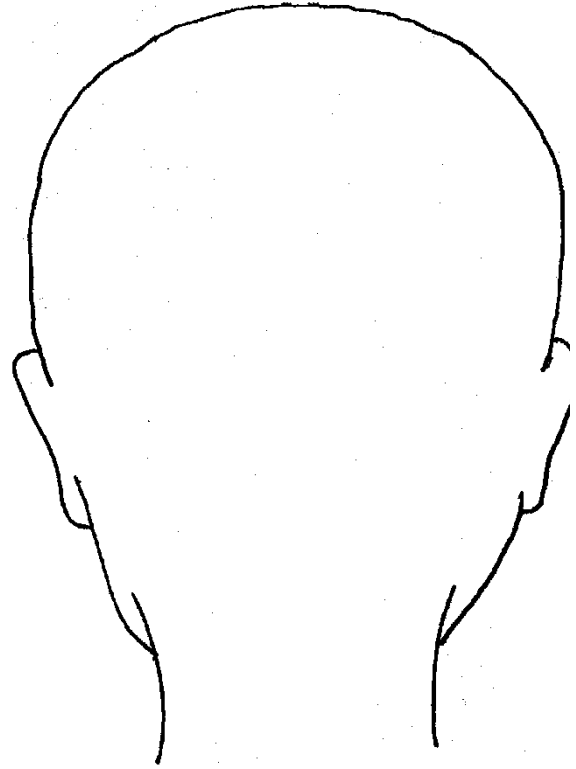
Names for		Date of	
Child:		Birth:	
Name of		Agency:	
Worker:			
Date and time of			
observation:			



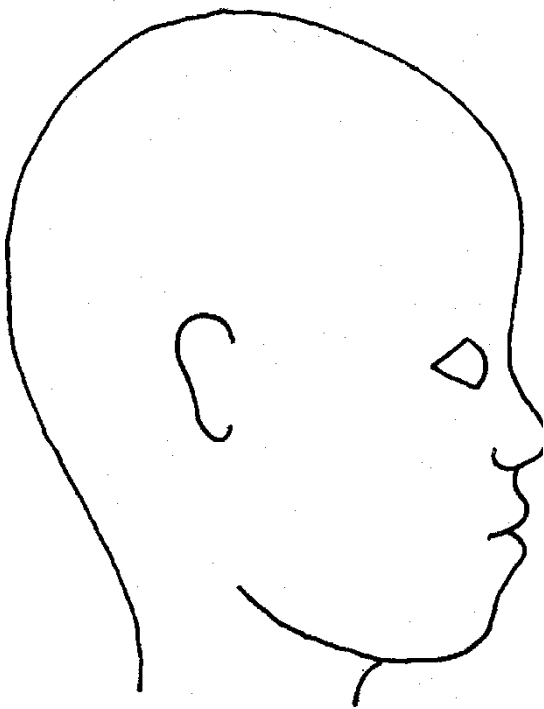
Name of		Date of	
Child:		observation:	



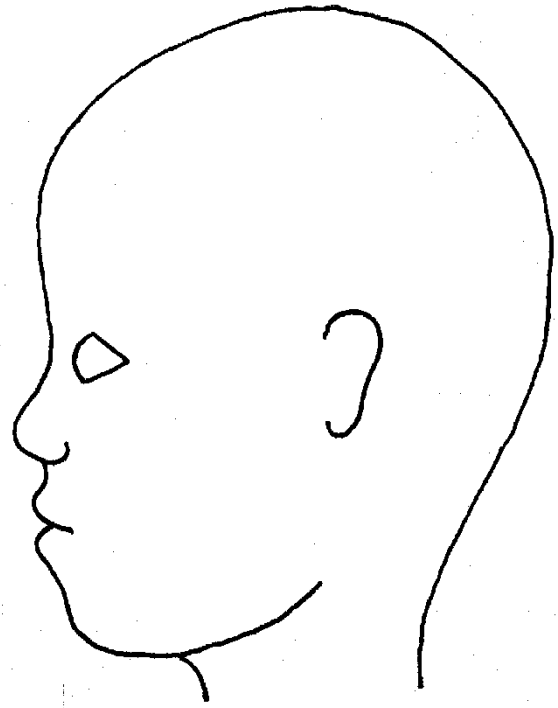
FRONT



BACK



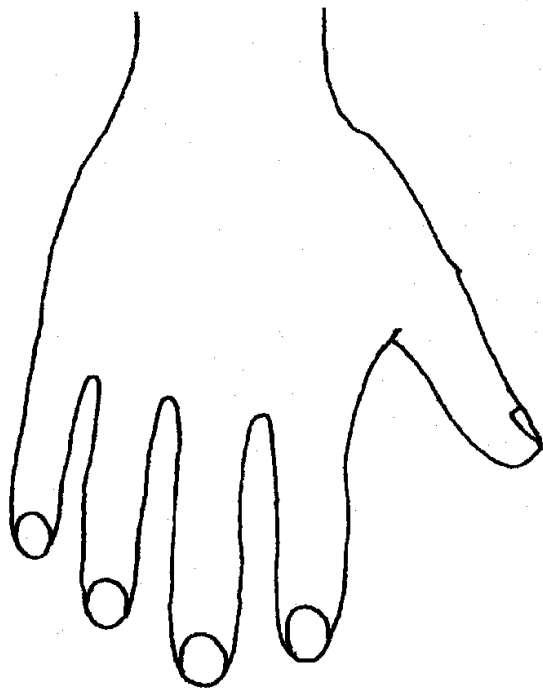
RIGHT



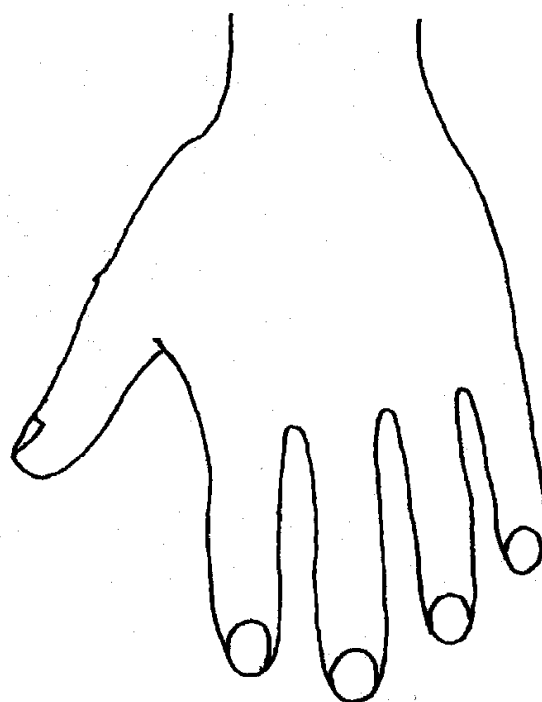
LEFT

Name of Child: _____

Date of
observation: _____



R
BACK



L

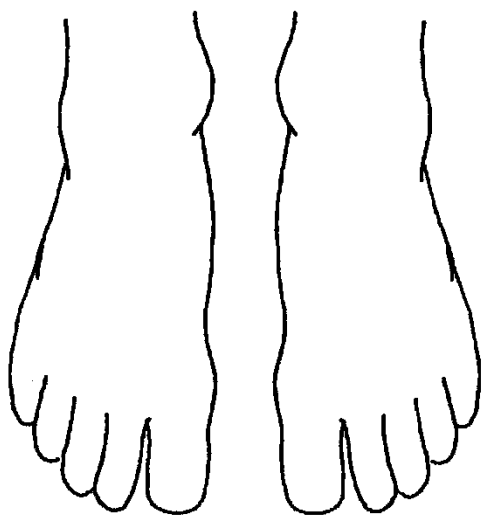


R
PALM
Name of
Child: _____



L

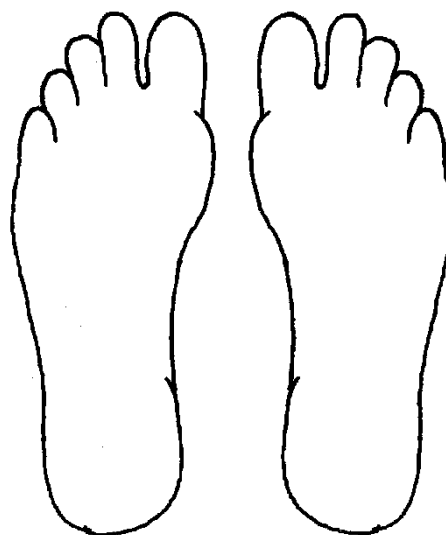
Date of
observation: _____



R

TOP

L



R

BOTTOM

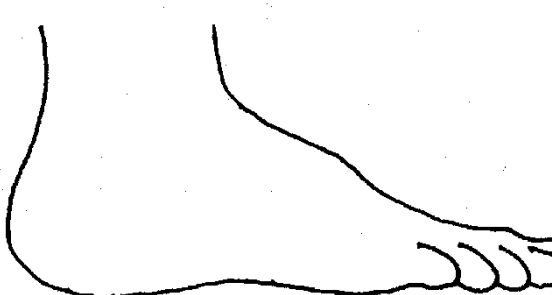
L



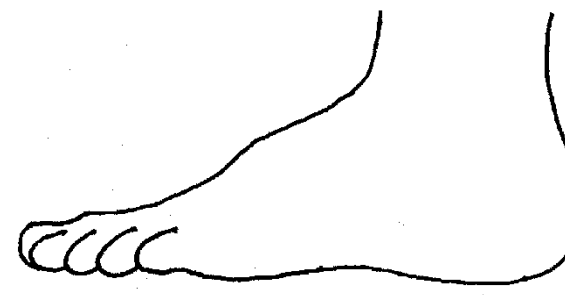
R
INNER



L



R
OUTER



L

Printed Name
and Signature of
worker:

Role of
Worker:

Other information:

Date:
Time:

Appendix 5 – Existing Injuries Form – Tool to support reflection.

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:
Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
Interpretation of level of risk	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. What, By who, By when Referral to First Response Y/N	
Signed by.... Role....	Reviewed by (e.g., DSL) Date....

Date	
------	--