

## SAFEGUARDING AND CHILD PROTECTION POLICY

The purpose of this safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- **provide help and support to meet the needs of children as soon as problems emerge**
- protect children from maltreatment, **whether that is within or outside the home, including online**
- prevent the impairment of children’s mental and physical health or development
- ensure that children grow up in circumstances consistent with the provision of safe and effective care
- take action to enable all children to have the best outcomes

This policy will give clear direction to staff, volunteers, visitors and parents about expectations and our legal responsibility to safeguard and promote the welfare of all children at our school. The School fully recognises the contribution it can make to protect children from harm and to support and promote the welfare of all children who are registered pupils at our school. This policy applies to all pupils, staff, parents, volunteers and visitors.

At Moorland Junior School and Moorland Nursery 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 interest of the child.

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## [Ethos](#)

Moorland Junior School and Moorland Nursery recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of, or suffering abuse. We therefore ensure that:

- ALL staff, volunteers and proprietors contribute to an ethos where children feel secure and safe
- ALL children have opportunities to communicate and know that they are listened to
- ALL children's wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe
- ALL children know that they can communicate with any adult in school if they are worried or in difficulty
- Through PSHE lessons, pupils are reminded of their right to be listened to and they are made aware of sources of external help and information. Issues such as developing healthy relationships, awareness of domestic violence, bullying and abuse, recognising and managing risks including online and sexual exploitation, dealing with stress, positive body image, and mental health & wellbeing are all included in the PSHE scheme of work. This is based on the guidance within Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, February 2019). Pupils are made aware of how to be safe and responsible users of new technologies (online safety training) and the impact of new technologies on sexual behaviour, for example, the sharing of nudes or semi nudes.
- Children are taught how they can keep themselves and others safe, including online. We present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children who are victims of abuse, and children with special educational needs or disabilities.
- ALL staff and volunteers will contribute to providing a curriculum which will equip children with the skills they need to stay safe and be able to communicate when they do not feel safe
- ALL staff and volunteers will contribute to providing a curriculum which will help children develop an attitude which will enable them to enter adulthood successfully and reach their full potential
- ALL staff and volunteers will establish effective, supportive and positive relationships with parents, carers, pupils and professionals

## [Roles & Responsibilities](#)

Moorland Junior School and Moorland Nursery are committed to providing the relevant personnel with clear and explicit roles and responsibilities to ensure accountability when safeguarding children. We therefore ensure that:

All adults, including volunteers, working in or on behalf of the school will:

- Demonstrate an understanding that safeguarding is everyone's responsibility

- Maintain and demonstrate a mind set of "it could happen here"
- Do all they can within the capacity of their role, to keep ensure that children are protected from harm
- Do all they can within the capacity of their role, to ensure that children grow up in circumstances consistent with safe and effective care
- Do all they can within the capacity of their role, to ensure that children have the best outcomes
- Report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format
- Report lower level concerns to the DSL using the school and nursery's agreed formats
- Monitor all pupils, particularly those that are deemed vulnerable
- Report any concerns regarding adults conduct to the DSL or Headteacher
- Staff who have **even the slightest cause for concern** in any matter relating to the safety and wellbeing of a student **must** discuss their concerns **immediately** and should always speak to the DSL or Deputy, early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
- **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- All staff are aware that where a child is suffering, or is likely to suffer from harm, anybody can make a referral. In such cases immediate referral should be made to the Police (no parental consent is needed) and can be made by anybody.

#### The Proprietor will:

- Ensure that the policies, procedures and training in Moorland Junior School and Moorland Nursery are effective and comply with the law at all times
- Have oversight of all Safeguarding matters, through an annual review with the DSL and regular updates on safeguarding.
- Ensure that safeguarding policies and procedures are followed by all staff
- Put in place safeguarding responses in cases where children go missing from education
- Appoint a DSL and back-ups and ensure that they are provided with appropriate support, funding, resources and time to carry out their role
- Ensure the school and nursery contributes to inter-agency working in line with statutory guidance [Working together to safeguard children](#)
- Ensure that safeguarding procedures take into account local guidance including Risk Management Toolkit and Lancashire Continuum of Need and Thresholds Guidance
- Ensure that staff members undergo safeguarding training at induction
- Ensure that DSLs and all staff and volunteers are trained and updated regarding safeguarding regularly in compliance with [Keeping Children Safe in Education 2025](#)
- Ensure that children are safe online by ensuring that appropriate filters and monitoring systems are in place
- Ensure that children are taught about safeguarding
- Prevent people who pose a risk of harm from working with children
- Ensure there are procedures in place to handle allegations against teachers, headteachers, principals, nursery workers, volunteers and other staff
- Ensure staff in school are aware of, and policies reflect, an understanding of specific issues such as child on child abuse and safeguarding children with disabilities and special educational needs
- Ensure that all practice and procedures operate with the **best** interests of the child at their heart
- Appoint a designated teacher to promote the education of CLA
- Ensure that all staff are aware of safeguarding issues and vulnerabilities associated with CLA

The proprietor is Hayley Mosscrop and she can be reached at [hmosscrop@moorlandschool.co.uk](mailto:hmosscrop@moorlandschool.co.uk) or on 07718 988569. Hayley Mosscrop also has the responsibilities of a Safeguarding Governor.

The main DSL is Leah Redmayne, and can also be contacted in case of a safeguarding concern. She can be reached at [lredmayne@moorlandschool.co.uk](mailto:lredmayne@moorlandschool.co.uk) or on 07846 282276

The Deputy DSL is Hayley Mosscrop and she can be reached at [hmosscrop@moorlandschool.co.uk](mailto:hmosscrop@moorlandschool.co.uk) or on 07718 988569. Hayley Mosscrop has **dedicated responsibility** for safeguarding and child protection in the EYFS.

Leah Redmayne will take **lead responsibility** for safeguarding and child protection and online safety including understanding the filtering and monitoring system which is in place.

**The DSL will:**

- manage referrals to Children's Social Care, Police and other agencies
- work with others in order to improve outcomes for children
- attend DSL training every 2 years
- update their skills and knowledge on a regular basis, but at least annually
- raise awareness of safeguarding throughout school
- ensure that this policy is reviewed and updated annually or to reflect emerging issues and legislation and is available publicly
- maintain, update and amend the school's safeguarding portfolio regularly
- ensure that safeguarding records relating to a pupil leaving Moorland Junior School and Moorland Nursery are transferred to the child's new school within 5 days of confirmation that the pupil is on roll
- ensure that parents are aware of school's responsibilities regarding safeguarding and child protection
- maintain accurate safeguarding records that are stored securely
- be available during school hours
- arrange cover of DSL role for any out of hours/out of term activities
- represent school in multi-agency meetings
- be provided with appropriate support and supervision in order to carry out the role safely and effectively
- undertake Operation Encompass key adult training
- DSLs must take a holistic view to ensure wider environmental factors are considered which may be a threat to safety and welfare of children (Contextual Safeguarding).
- The DSL will consider when a child is moving school if it would be appropriate to share information in advance of the pupil moving.

The DSL should have details and liaise with the Local Authority Personal Advisors for any Care Leavers.

### **Induction, Training & Updates**

Moorland Junior School and Moorland Nursery are committed to providing staff and volunteers with the skills and knowledge needed to safeguard children. We therefore ensure that:

- ALL staff and volunteers will receive Level 1 & 2 Safeguarding Training on induction which includes Keeping Children Safe in Education (Part One and Annex B), Code of Conduct and Whistleblowing Policy.
- Staff induction must include Child Protection Policy, Staff Behaviour Policy, Role of the DSL and Deputies, Pupil Behaviour Policy and Safeguarding response to children who go missing from education
- Training is renewed every two years. Moorland School and Nursery may consider whether any staff need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting.

- All staff working in the EYFS receive training which is in line with Annex C of the Early Years Foundation Stage Statutory Framework and is appropriate to the age of the children being cared for.
- All staff and volunteers will receive and read a copy of this policy and of Keeping Children Safe in Education 2025– Parts 1, 4 and 5 and Annexes A & B. Staff will sign a record of issue to confirm that they have received and read these documents.
- The DSL/s will provide ALL staff, volunteers and advisory board members with regular safeguarding updates
- ALL staff, volunteers and governors will read and show an understanding of any updates that are provided
- DSLs will attend DSL training every 2 years
- DSLs will update their knowledge, skills and understanding of relevant safeguarding issues on a regular basis, consistent with the guidance set out in Keeping Children Safe in Education and Annex C of the EYFS Statutory Framework.
- The main DSL will undertake Prevent awareness training
- ALL staff, volunteers and governors will undertake additional training on matters such as Child Sexual Exploitation, Prevent, Child on Child abuse, Harmful Sexual Behaviour, child-on-child sexual violence and sexual harassment, Online Safety etc
- All staff are supported and confident to implement the safeguarding policy and procedures on an ongoing basis.
- The DSL provides support and guidance to staff on an ongoing basis.
- Any staff member may discuss any specific training requirements or gaps in knowledge or understanding with the DSL or Deputy.

### **Child Protection**

Moorland Junior School and Moorland Nursery are committed to **PREVENTING** abuse, **PROMOTING** the welfare of children, **PROTECTING** children from abuse and **SUPPORTING** those involved in cases of abuse. We therefore ensure that:

- ALL staff and volunteers understand the importance of teaching children how to keep themselves safe from all types of abuse
- ALL staff and volunteers seek out opportunities that are relevant to their role, to teach children the skills to keep themselves safe
- ALL staff and volunteers make and maintain positive and supportive relationships with children which enable children to feel safe and valued
- Safeguarding has a high status throughout school by being on the agenda at staff meetings/briefings, information being readily available on notice boards, regular updates
- ALL staff feel confident in approaching DSLs to raise concerns
- ALL staff and volunteers have an understanding of the categories of abuse.
- Staff are trained to be aware of additional vulnerabilities faced by children who are LGBTQ+. We actively promote an inclusive environment and provide appropriate support to ensure their safety and well-being.

The school recognises the growing use of AI in education. We assess and monitor any AI tools used by staff or students to ensure they do not present safeguarding risks, particularly regarding data protection, discriminatory bias, and potential misuse.

### **Abuse, Neglect And Exploitation**

All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the School or Nursery, inside and outside of the home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff should be aware that abuse, neglect, exploitation, 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.

All staff, but especially the DSL lead and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse, criminal exploitation, serious youth violence, county lines and radicalisation).

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing and misogynistic/misandrist 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.

**IN ALL CASES, IF STAFF ARE UNSURE, THEY SHOULD ALWAYS SPEAK TO THE DSL OR DEPUTY.**

### **Indicators Of Abuse And Neglect:**

**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. 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may be abused by an adult or adults or by another child or children.

**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 mental or physical health or development. Neglect may occur during pregnancy as a result 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 (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development or mental health. It may involve conveying to a child that 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 expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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 frequently 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 a high level of 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 masturbation, kissing, rubbing and touching outside of clothing. They may also

include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline 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 in education and all staff should be aware of it and of the School's policy and procedures for dealing with it.

**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.

- ALL staff and volunteers understand that there are other ways in which children can be abused such as: Bullying, including cyberbullying; Drugs; Fabricated or Induced Illness; Faith Abuse; Child Sexual Exploitation; Female Genital Mutilation; Honour Based Violence; Radicalisation; Trafficking; Slavery; Child on Child Abuse; Forced Marriage; Domestic Abuse; Gangs and Youth Violence; Gender-based Violence; Mental Health; Missing Children (from home or education); Private Fostering; Relationship Abuse; Sexting; Teenage Relationship Abuse, Serious Violence, Child Criminal Exploitation
- ALL staff are aware that 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.
- ALL staff and volunteers have the knowledge, skills and expertise to recognise the signs and symptoms of all types of abuse.
- All staff, if they have concerns, these should be acted on immediately: early information sharing being vital in keeping children safe. In exceptional circumstances staff should consider speaking to a member of SLT or Children's Social Care to discuss safeguarding concerns if the DSL is not immediately available.
- We are part of Operation Encompass, a system designed to provide early reporting to school of any domestic abuse that occurs outside of normal school hours. The police notify the relevant DSL (known as the Key Adult) as soon as possible if a domestic incident occurs that might have an impact on a child attending school. This enables the school to make provision for possible difficulties that might have an impact on a child attending school.
- DSLs keep up to date with emerging and specific safeguarding issues and update training and the School's Safeguarding Portfolio accordingly
- DSLs update staff and volunteers' knowledge and understanding of such issues in order for them to be able to identify children who are at risk of such specific safeguarding issues
- ALL staff and volunteers will maintain and demonstrate an attitude of "it can happen here"
- ALL staff and volunteers are child-centred in their practice and act in the best interests of the child at all times
- ALL staff recognise and understand that behaviour can be a child's way of communicating distress and changes to behaviour may be an indicator of abuse
- ALL staff and volunteers have the skills to respond appropriately and sensitively to disclosures or allegations of abuse
- ALL staff and volunteers report cases of suspected abuse to the DSL. This will be done as soon as possible using the school's agreed format
- where a child is at risk of immediate harm, ALL staff understand that they must refer to the Police or Children's Social Care
- ALL staff and visitors know how to refer to Children's Social Care
- DSLs will make a Section 47 referral to Children's Social Care where a child is in need of protection, has been significantly harmed or is at risk of significant harm, using the [Pan Lancashire Continuum of Need](#) to determine whether this threshold has been met
- This referral will be made by telephone and followed with a [CSC Referral](#) as soon as possible
- Consent from parents/carers and child (if age appropriate) will be sought prior to this referral, except where this will cause delay or place anyone at risk
- Where consent is not given, parents and carers are informed that a referral will still be made, except where this will cause delay or place anyone at risk

- DSLs adhere to policy, procedures and guidance from CSAP with regard to sharing information
- DSLs contribute to Strategy Discussions, Strategy Meetings, Initial and Review Child Protection Conferences, Core Group Meetings and other CP meetings
- DSLs or another appropriate member of staff, will attend CP meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs meet regularly to ensure that decisions made about children who are subjects of CP Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CP Plan is included in the child's individual safeguarding file
- ALL staff and volunteers will support victims and alleged perpetrators of abuse in a capacity that is relevant to their role. This will be determined by the DSL
- DSLs will determine what information staff members need to know in order to safeguard and support children. This may be different information for different staff
- Staff are offered appropriate support and/or supervision that is relevant to their role or involvement in particular cases
- Communication and work with parents and carers will always be undertaken in a supportive manner and in the best interests of the child
- ALL staff understand that children who perpetrate abuse or display harmful behaviour should be treated as victims first and foremost and supported in the same way a victim of abuse would be supported
- Specific programmes of work and support are offered to children and families who are vulnerable
- Risk Assessments will be undertaken where a child's behaviour poses a risk to others, themselves or the environment

### **What to do if a child discloses that they have been abused**

Disclosures or information may be received from pupils, parents or other members of the public. We recognise that those who disclose may do so with difficulty. All staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a record using CPOMS or, for Nursery, complete a 'pink sheet' Safeguarding Concern Form.

It is not easy for children to disclose information about abuse. If they do talk to you, it is because they trust you and feel that you will be able to do something to help:

#### **LISTEN sensitively; take what is said seriously; DO NOT promise confidentiality.**

Explain this in a positive way. You can say 'I can't promise you confidentiality but I can promise you that we will talk about what happens next' or 'I may need to pass on what you tell me but I promise I will tell you what I am going to do and why'.

Try to ensure that the person disclosing does not have to speak to another member of school staff. You could suggest that they continue the disclosure with the DSL. You should not investigate; only seek to clarify the situation. Allow them to speak freely. Try to keep questions to a minimum. Ask open, not leading questions e.g. "Can you tell me what happened?" rather than "Did x hit you?"

#### **REASSURE and support the child that the school will do everything in its power to help.**

Remain calm. Offer verbal comfort. Try not to show signs of shock, horror or surprise and not to express feelings or make judgements regarding any person alleged to have harmed the child. At an appropriate point explain sensitively what will happen next and that only those who 'need to know' will be told and that you have the responsibility to refer this information to the DSL. Offer to go with them.

#### **REPORT to the DSL who will explain what happens next.**

Do not discuss the situation with anyone other than a designated person.

**RECORD** the following information objectively as soon as possible, sign and date it and mark it private and confidential before giving to the DSL.

Use a Safeguarding Concern form if one is to hand, otherwise record the information on anything that is to hand. It is more important that you do this as quickly as possible after the conversation with the child. Do not break off from talking to them to retrieve a form and complete it whilst they are talking to you. You should record:

- What the child has said, including what happened and where
- What you said in reply
- Where you were and what was happening immediately beforehand
- Any relevant dates and times
- Where any injury is sited and what it looks like (use a body map form if required)
- Anyone else who was present.

Staff should share any concerns they have about a child with the DSL. However, it should be remembered that sometimes children will 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.

### Child in Need

Moorland Junior School and Moorland Nursery are committed to ensuring the appropriate level of support is offered to a "Child in Need" and their family. We therefore ensure that:

- DSLs will make a Section 17 referral to Children's Social Care where Early Help has not been successful in reducing risk and meeting unmet needs using the [Pan Lancashire Continuum of Need](#) and [CSC Referral](#)
- DSLs will make a Section 17 referral to Children's Social Care where there is evidence that the Level 3 threshold has been met on the Continuum of Need
- this will be determined and assessed by the DSL using the [Pan Lancashire Continuum of Need](#)
- DSLs will obtain parental consent for the referral and for information to be shared, prior to contacting Children's Social Care
- when consent is not given, DSLs will continue to offer Early Help with consent, gather evidence of engagement or lack thereof, disguised compliance, impact on the child, increase in risk or level of unmet need, improvements or deteriorations
- DSLs will review such cases regularly and assess whether there is evidence that meets Level 4 threshold on the Continuum of Need. In such cases Child Protection Procedures will be followed
- DSLs, or other appropriate member of staff, will contribute to Child in Need Meetings and Reviews
- DSLs, or other appropriate member of staff, will attend CiN meetings, produce and present reports, liaise with staff, work with parents, work with other agencies and ensure the voice of the child is evidenced throughout these processes
- DSLs will meet regularly to ensure that decisions made about children who are subjects of CiN Plans are agreed and a clear rationale for the decision is documented
- A copy of the child's CiN Plan is included in the child's individual safeguarding file

### Early Help

Moorland Junior School and Moorland Nursery are committed to providing our families with the right help at the right time. Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, care or from home;
- has experienced multiple suspensions, is at risk of. Being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;
- is misusing drugs or alcohol themselves;

- Is at risk of modern slavery, trafficking sexual and/or criminal exploitation;
- Is at risk of being radicalized or exploited;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has a parent or carer in custody, or is affected by parental offending;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is a privately fostered child.
- is absent from education
- is at risk of so-called 'honour' based abuse such as Female Genital Mutilation or Forced Marriage.

**We therefore ensure that:**

- ALL staff and volunteers can identify the risk factors that indicate a family or pupil may benefit from Early Help
- ALL staff and volunteers will use the school's agreed format for letting the DSL know about Early Help requirements
- DSLs will undertake a CAF assessment, when appropriate, to identify what Early Help is required
- DSLs will signpost and refer to appropriate support agencies
- DSLs will lead on TAF meetings where is it appropriate for them to do so
- DSLs will refer to CSC where Early Help has not been successful in reducing risk and meeting unmet needs using Lancashire Continuum of Need and Thresholds Guidance and [CSC request for support](#)
- DSLs will utilise Children and Family Wellbeing Service using the [CSC request for support](#)
- DSLs and other identified staff will identify and work with any organisations that are relevant in meeting the needs of pupils and their families
- DSLs and other identified staff will initiate and maintain positive and supportive relationships with parents and carers of children who may benefit from Early Help
- DSLs will generally be the lead for Early Help cases

**Specific Safeguarding Issues**

Moorland Junior School and Moorland Nursery are committed to keeping our children safe from specific forms of abuse. We therefore ensure that:

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, unexplained and/or persistent absences from education, serious violence (including that linked to county lines) radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues that all staff should be aware of. Additional information on these safeguarding issues and information on other safeguarding issues is included in Annexe B of Keeping Children Safe in Education.

**Concerns About Children’s Safety and Welfare**

At Moorland Junior School and MoorlandNursery, we put appropriate whistleblowing procedures in place for staff to raise about poor or unsafe practice in the setting’s safeguarding provision. This includes when and how to report concerns and the process that will be followed after staff report concerns. We ensure that staff are aware of our whistleblowing procedures and must ensure that all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other channels are open to them:

- NSPCC whistleblowing advice line is available. Staff can call 0800 028285 – 8am-8pm, Monday to Friday and 9am-6pm on weekends. The email address is: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Alternatively, staff can

write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London, EC2A 2NH

- Ofsted provides guidance on how to make complaints about a childcare provider: <https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure>
- General guidance on whistleblowing can be found via: <https://www.gov.uk/whistleblowing>

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

- ALL staff and volunteers will have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'
- ALL staff and volunteers will have a general understanding of how to identify a child who may be at risk of radicalisation
- ALL staff and volunteers will use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
- The school [Online Safety Policy](#) (ICT and Acceptable Use) will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- DSLs understand when it is appropriate to make a referral to the Channel Panel

#### **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. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

**Child Sexual Exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

#### **Indicators of child sexual exploitation may include:**

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);

- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

**Potential vulnerabilities include:**

(Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.)

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

The school curriculum (whereby SRE/PSHE is delivered) will include relevant information around the risks associated with CSE.

The school **ICT & Acceptable Use Policy** will ensure the safety of children by ensuring they cannot access inappropriate material when using the internet and that suitable filtering software is in place

**Child Criminal Exploitation (CCE)** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

**'County Lines'** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

## **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre – NCSC.GOV.UK](#)

**Domestic Abuse** The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- a) physical or sexual abuse;
- b) violent or threatening behaviour;
- c) controlling or coercive behaviour;
- d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

The definition can be found here: [Definition of Abuse Factsheet](#) Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Moorland Junior School and Moorland Nursery is a part of Operation Encompass, a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

**Honour Based Abuse (HBA)** so-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

**Forced Marriage** is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

**Female Genital Mutilation (FGM) is** encompassed within the term Honour Based Violence

- ALL staff and volunteers are aware of the "one chance rule" and will report all cases of suspected Honour Based Violence to the DSL immediately
- FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences
- ALL staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them
- Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

**Mental Health** All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also potentially a safeguarding concern, immediate action should be taken. In line with the School's Mental Health and Wellbeing Policy, involvement of both the DSL and a medical professional should be sought (in an emergency by calling 999).

**Modern Slavery** the Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL should then contact the NCA

**Child on Child Abuse** All staff should be aware that children can abuse other children (often referred to as child-on child abuse), and that it can happen both inside and outside of School and online. All staff should be clear as to the School and Nursery's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk

from it. All staff should understand that even if there are not reports in our school it does not mean it is not happening. It may be the case the abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse they should speak to the DSL or deputy. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature, examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as 'bust banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviour, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on child abuse is most likely to include, but may not be limited to

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence and sexual harassment;
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party;
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse. '
- consensual and non-consensual sharing of nudes and semi-nudes and/or videos (also known as 'sexting' or youth produced sexual imagery);
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

The Lucy Faithfull Foundation's ['Shore Space'](#) service offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

**Sexual violence and harassment, whether online or offline, are never acceptable and will not be tolerated. We recognise that these issues may occur between children of any age and will respond with a zero-tolerance approach as outlined in KCSiE 2025.**

The school recognises that even if there are no reported cases of child-on-child abuse, such abuse may be taking place and simply not being reported. Staff remain vigilant to such issues at all times.

#### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is incredibly important. How the school or responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of

unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Keeping Children Safe in Education 2025. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

- ALL staff and volunteers will undertake training in how to manage a report of child-on-child sexual violence and sexual harassment
- ALL staff and volunteers understand that children can abuse other children
- ALL staff and volunteers will inform the DSL of suspected child on child abuse or Harmful Sexual Behaviour in line with schools recording policy
- Child on Child abuse will be taken as seriously as any other form of abuse
- All staff understand that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up. All staff are aware that any and all instances of “banter” or any form of abusive behaviour that they see or are made aware of are to be challenged immediately
- All staff will be aware of the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.
- All staff will understand that pupils with SEND are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children and school will have extra pastoral support to address this.
- All staff will be aware that children absent from education or missing/absconding during the school day can also be a sign of a range of safeguarding concerns including neglect, sexual abuse, sexual exploitation or child criminal exploitation.
- Physical abuse between children will be managed under the school's Building Better Behaviour Policy.
- Emotional abuse between children will be managed under the school's Anti-Bullying Policy
- Harmful sexual behaviour will be identified and managed using AIM Toolkit and with support and guidance from LCC Schools Safeguarding Officer
- In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): [Sharing nudes and semi-nudes](#)
- Pupil behaviour issues or bullying will be deemed as a safeguarding concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.
- Children are aware that they can confidently report abuse, knowing that their concerns will be treated seriously.
- In cases of suspected or actual child on child abuse a risk assessment will be undertaken and appropriate and proportionate control measures put in place to manage and reduce risk. Seek advice from LCC Schools Safeguarding Officer
- In the event of a disclosure about pupil-on-pupil abuse all children involved, whether perpetrator or victim, will be treated as being ‘at risk’.
- Referrals to Children's Social Care, Police and/or other appropriate agencies will be made where thresholds are met
- DSLs understand that regarding child-on-child abuse, the victim and the perpetrator are likely to have unmet needs and require support and assessment to determine these.
- The DSL will assess on a case-by-case basis, supported by children’s social care and the police if required to ensure the most appropriate response for the children / young people involved.
- The DSL will consider:
  - the wishes of the victim in terms of how they want to proceed
  - the nature of the alleged incident
  - the ages of the children involved

- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

Risk assessments will be recorded and kept under review as a minimum termly.

**Serious violence** All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

**Children Missing from Education** can be a potential sign of abuse or neglect including sexual exploitation, undergoing female genital mutilation, forced marriage or travelling to conflict zones.

If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts are made to contact the child's parents and/or carers and alternative emergency contacts. The DSL will consider patterns and trends in a child's absences and their personal circumstances and use their professional judgement when deciding if their absence should be considered as prolonged. Consideration is given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns are referred to the local children's social care services and/or a police welfare check requested. Moorland Junior School and Moorland Nursery have attendance policies that we share with parents and/or carers. These include expectations for reporting child absences and the actions that Moorland School and Moorland Nursery will take if a child is absent without notification or for a prolonged period of time, for example: implementing the safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable. All absences will be logged.

Moorland Junior School follows the statutory guidance '[Working together to improve school attendance](#)'

- ALL staff and volunteers follow school procedures when a child misses education particularly on repeat occasions to help identify the risk of abuse and neglect. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.
- We monitor attendance carefully and address poor or irregular attendance without delay.
- The school [Attendance Policy](#) is up to date, reviewed annually and includes reference to CME
- There is an admissions policy and an attendance register
- The Local Authority is informed of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more
- **where reasonably possible** schools and colleges should hold more than two emergency contact number for their pupils and students.

- All staff will be aware that children going missing from education can be a warning sign of safeguarding considerations and act on these in line with the policy

### **Other vulnerable categories**

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

All staff will have read Annex A of Keeping Children Safe in Education and be aware of specific forms of abuse and safeguarding issues and vulnerable groups of children including;

- Children in the Court system;
- Children with family members in prison
- Homelessness

For all specific safeguarding issues, DSLs will seek advice from LCC Schools Safeguarding Officer and follow national and local guidance that can be accessed in the School's Safeguarding Portfolio:

- [Multi Agency Statutory Guidance on FGM](#)
- [Prevent Duty](#)
- [What to do if you suspect a child is being sexually exploited](#)
- [UK Council for Child Internet Safety](#)
- [Sexting in schools and colleges: responding to incidents and safeguarding young people](#)
- [Lucy Faithfull Foundation – HSB toolkit](#)
- [Children's Society – 'Preventing Child Sexual Exploitation'](#)

### **Mental Health**

All staff at Moorland Junior School and Moorland Nursery are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the Designated Safeguarding Lead or a Deputy.

### **Children with Social Workers**

At Moorland Junior School and Moorland Nursery we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. The Virtual Headteacher has responsibility to promote the education of children who have a social worker and the school will work with all external agencies and professionals on matters of safety and safeguarding.

## Operation Encompass

Moorland Junior School and Moorland Nursery is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

The DSL and Deputy DSL are Key Adults and have attended Operation Encompass training.

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

We are aware that we must do nothing that puts child/ren or the non-abusing adult at risk.

The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

## Online Safety

Moorland Junior School and Moorland Nursery are committed to keeping pupils safe online. We therefore ensure that all staff and volunteers understand that children can be harmed online via hurtful and abusive messages, enticing children to engage in age-inappropriate conversations, sharing and production of indecent images or encouraging risk taking behaviour.

In accordance with KCSIE 2025, we acknowledge emerging online safety risks, including those associated with generative artificial intelligence (AI) and deepfake content. Staff and Proprietors receive appropriate training to understand and manage these risks. We ensure that our filtering and monitoring service meets the DfE safety expectations to support schools to use generative artificial intelligence safely, as documented in guidance '[Generative AI: product safety expectations](#)'.

- Our [ICT & Acceptable Use Policy](#) details how we keep pupils safe when using the internet and mobile technology
- We teach pupils how to keep themselves safe online, using guidance from [Teaching Online Safety in School](#)
- Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognize when they are at risk and how to get help when they need it.
- Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our [Anti-bullying / Building Better Behaviour Policy](#)
- There is a clear and explicit procedure for dealing with mobile phones that are brought into school by children
- DfE advice; [Searching, Screening and Confiscation](#) is followed where there is a need to search a pupil for a mobile device
- When we become aware of an online safety issue that has occurred outside of school, it is managed in accordance with the school Online Safety Policy.

We have appropriate filters and monitoring systems in place regarding use of internet (3G and 4G) in school - these are detailed in the Online Safety Policy. Many children now have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the

internet using their own data plan. To minimise inappropriate use, as a school we maintain a policy of constant vigilance and education children regarding the safe use of the internet through our teaching and Online Safety Policy.

We make use of the DfE service 'Plan Technology for your School' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example: child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

### **Record Keeping**

Moorland Junior School and Moorland Nursery are committed to recording all matters relating to the welfare of children in a relevant format. We therefore ensure that:

- DSLs will refer to LCC Record Keeping Guidance to assist them in creating and maintaining accurate safeguarding records
- there is an agreed format for reporting all matters relating to child wellbeing, from an early help requirement to a disclosure of abuse
- all staff use the agreed format for passing on concerns
- concerns should be factual and evidence based
- concerns should be passed directly to the DSL
- all concern logs will be kept either in whole school safeguarding files or in an individual pupil safeguarding file
- a pupil will have an individual safeguarding file when there has been a number of concerns, an offer of Early Help or the family is, or has been at Level 2 or above on the Continuum of Need
- DSLs will record all discussions, decisions and rationale behind decisions and sharing of information in the child's records
- DSLs will record evidence of child's wishes, professional challenge, offers of early help and multi-agency working
- when individual pupils are discussed during staff meetings, such as supervision, staff updates or risk assessments etc. pupil information should be anonymised or stored in a secure manner
- all safeguarding records will be stored securely in a locked room/cabinet
- only DSLs and other named staff will have access to safeguarding records
- a pupil's safeguarding file will be transferred, in its entirety, to the educational establishment where the child moves to, unless there is ongoing legal action
- the safeguarding file will be hand delivered to the DSL at the receiving school. If this is not possible, the safeguarding file will be sent by recorded delivery
- a receipt will be obtained at time of transfer and the responsibility for the safeguarding records will pass to the receiving school

- the educational establishment where the pupil attends at statutory school leaving age (18) will securely retain the safeguarding records until the child's 25<sup>th</sup> birthday. Safeguarding records will then be destroyed securely
- advice will be sought from legal services and/or Schools Safeguarding Officer if any staff are unclear about any aspects of safeguarding record keeping

### **Information Sharing**

The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

### **Safer Recruitment**

Moorland Junior School and Moorland Nursery are committed to keeping pupils safe by ensuring that adults who work or volunteer in school are safe to do so. We therefore ensure that:

- Our Safer Recruitment Policy is adhered to, to ensure that there is a strong reference and commitment to safeguarding during advertisement, selection and recruitment of new staff
- shortlisted candidates will be informed that online searches may be done as part of due diligence checks
- All recruitment processes now include reasonable checks for AI-generated or fraudulent documentation and may include an assessment of publicly available online information, where relevant.
- There are at least 2 people on each selection panel
- Two references must be obtained prior to employment commencing. We will ensure that:
  - open references are not accepted (e.g. to whom it may concern)
  - we do not rely on applicants to obtain their reference
  - references are from the candidate's current employer, training provider or education setting and have been completed by a senior person with appropriate authority
  - we do not accept references from a family member
  - we will secure a reference from the relevant employer from the last time the applicant worked with children, if not currently working with children. If the applicant has never worked with children, then we will ensure a reference is from their current employer, training provider or educational setting.
  - electronic references originate from a legitimate source
  - referees are contacted to clarify content where information is vague or insufficient information is provided
  - we compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- We will establish the reason for the candidate leaving their current or most recent post and
  - ensure that any concerns are resolved satisfactorily before appointment is confirmed
  - obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.
- Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the school
- A Single Central Record is kept of checks that are undertaken on all adults who regularly work at, or visit the school or nursery–
- The SCR is stored securely and electronically, and only accessed by designated staff

- DSLs/HT/ evidence regular oversight/scrutiny of the SCR
- evidence of staff member's identity, required qualifications and the right to work in the UK is kept in individual personnel files
- covering (umbrella) letters are obtained from agencies and other employers that provide staff to work in school
- individual identity checks are undertaken on those staff obtained from agencies and other employers to ensure they are employees of the named agency/employer
- a transfer of control agreement will be used where other agencies/organisations use school or nursery premises and are not operating under our safeguarding policies and procedures
- adults who are involved in the management or provision of child care of children in Early Years, or in out of school provision for children up to 8 years old, will make a declaration that they are not disqualified under the Child Care Act 2006.
  - this declaration will be renewed annually and evidenced.
  - when an issue is declared, advice will be sought from Ofsted about the need to apply for a waiver. If a waiver is necessary, a risk assessment will be carried out and proportionate measures put in place until a waiver has been issued or matters resolved otherwise [disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk)
- Staff will monitor the conduct of all adults who come into contact with children at school and report any concerns to the DSL or Headteacher as appropriate
- Advice will be sought from Human Resources, LADO and/or Schools Safeguarding Officer if any staff are unclear about any aspects of Safer Recruitment
- References are provided for previous employees upon request in a timely manner. When asked to provide references, we ensure the information confirms whether we are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.
- Safeguarding training is delivered as a part of all new staff induction, and then regularly in-house by the DSL through inset days each September, upon new advice and statutory documents, and following The Key's safeguarding yearly planner for refreshing training. In Moorland Nursery, regular updates are shared and focussed on each month for staff to discuss, implement and knowledge share. This ensures that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis. Staff have access to '[What to do if you're worried a child is being abused: Advice for practitioners](#)'. The DSL may consider whether any staff need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting.

### **Allegations of Abuse**

**Moorland Junior School and Moorland Nursery understand that when an allegation is made against a member of staff, supply teachers, agency staff or volunteer, set procedures must be followed. We therefore ensure that:**

- all staff, supply teachers, agency staff and volunteers are aware of the requirement to, and process of referring allegations against staff to the Headteacher
- all staff, supply teachers, agency staff and volunteers are aware of the requirement to, and process of referring allegations against the Headteacher to the Proprietor or LADO.
- all staff are aware that should there be a concern regarding conflict of interest regarding an allegation then a report should be made directly to the LADO.
- The Headteacher and/or DSL will discuss allegations with the Local Authority Designated Officer (LADO)
- CSAP procedures for dealing with allegations against staff will be followed
- All staff and volunteers remember that the welfare of the child is paramount and that they have a duty to inform the DSL if any adult's conduct gives cause for concern

- All concerns of poor practice or possible child abuse by staff and volunteers should be reported to the Headteacher.
- Complaints about the Headteacher should be reported to the LADO
- All staff are aware of the school's [Whistleblowing Policy](#) which enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. This is part of our induction for all staff and is revised regularly through inset training.
- The school will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
  - the harm test is satisfied in respect of that individual;
  - the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
  - the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

All reports to the DBS will be followed by an internal review of the School's safeguarding procedures.

We will consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

We will inform Ofsted as soon as practicable and within 14 days at the latest, of allegations of serious harm or abuse by any person living, working, or looking after children at Moorland Nursery and the action taken in respect of such allegations.

The guidance in KCSIE (Part Four) will be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

### **Low Level Concerns about Staff Behaviour**

At Moorland Junior School and Moorland Nursery we recognise the possibility that adults working in the school or nursery may harm children, including volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Proprietor who can be contacted by telephone or email.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

All low-level concerns must be recorded, reviewed for patterns, and responded to in accordance with our safeguarding procedures. This includes concerns that may not meet the harm threshold but still raise a 'nagging doubt'.

## **Allegations**

It is an allegation if the person\* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Schools may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (e.g., Community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, schools should follow their safeguarding policies and procedures, including informing the LADO.

## **Low-level Concerns**

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear At Moorland Junior School and Moorland Nursery we recognise the possibility that adults working in the school may harm children, including volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Proprietor who can be contacted by telephone or email.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

### Visitors

Moorland Junior School and Moorland Nursery are committed to keeping pupils safe by ensuring that visitors to school do not pose a risk to children at our school. We therefore ensure that:

- all visitors sign in and wear identification badge to indicate they have done so
- all staff and children, where appropriate, will challenge visitors who are not wearing correct identification
- all visitors sign out and remove/hand in their identification when they leave the premises
- visitors are aware of who to speak to if they are worried about a child during their visit
- visitors are accompanied during their visit, when children are present, unless they have undergone relevant checks and these are accepted and verified by DSL or Headteacher
- visitors will behave in a way that is compliant with the school's Code of Conduct
- visitors will not use mobile phones or other similar electronic devices during their visit unless agreed by the Headteacher or DSL.
- visitors will not initiate contact or conversations with pupils unless this is relevant and appropriate to the reason for their visit
- when there are several visitors to the school or nursery at the same time (such as for an assembly etc) there will be adequate staff supervision of children and visitors. A risk assessment will be undertaken if deemed necessary or appropriate
- when visitors are undertaking activities with children, content of the activity will be agreed with the Headteacher or DSL, prior to the visit.

### Cameras, Mobile Phones and Devices

Moorland Junior School and Moorland Nursery are committed to keeping pupils safe by ensuring that electronic devices such as cameras, phones and tablets are used in an appropriate manner. School will therefore ensure that:

- parental consent is obtained to take and use photographs and/or videos of children
- parental consent is obtained for photographs to be taken by the media for use in relation to promoting or publishing the school
- separate parental consent is obtained if any other agency requests to take photographs of any child
- parental consent will be valid for 5 years but may be sought more regularly at the discretion of the Headteacher
- images will be uploaded to, and stored in a secure place for a relevant amount of time, this may be for longer than the child is at school if appropriate
- photographs and videos of children are only taken to provide evidence of their achievements for developmental records or for other school related purposes
- staff, visitors, volunteers and students do not use their own mobile phones to take or record any images of children
- the school's digital camera/s or memory cards must not leave the school setting unless this is agreed by the Headteacher for official school business
- photos are printed/uploaded in the setting by staff and once done images are immediately removed from the camera's memory
- parents are reminded frequently of the risks associated with posting images of children to social media
- parents are reminded frequently that they are not permitted to distribute or post images that contain children other than their own
- staff, volunteers and visitors will not use mobile phones in toilet or changing areas
- [The Code of Conduct](#) and/or [Staff Handbook](#) will outline when and where staff, volunteers and visitors can use their mobile phones

- ALL staff, volunteers and visitors will adhere to the above policies and failure to do so will be addressed appropriately by the Headteacher
- Pupils' use of mobile phones and other devices will be managed under the school's [ICT & Acceptable Use & Building Better Behaviour Policy](#)
- DFE Advice; [Searching, Screening and Confiscation](#) is followed where there is a need to search a pupil for a mobile device

### **Mobile Phones in the EYFS**

We recognise that people may wish to have their personal mobile phones at work for use in case of emergency. It is acknowledged that people may also have other technological devices in their possession or within their personal belongings.

Safeguarding of pupils within Early Years setting is paramount and it is recognised that personal mobile phones and technological devices have the potential to be used inappropriately.

Our policy, in line with the Statutory regulation The Early Years Safeguarding and Welfare Requirements (para 3.4), does not permit the use of personal mobile phones and cameras by staff where children are present.

Staff who refuse to comply with the policy or who are found with their mobiles during the school day will face disciplinary action.

If it is suspected that a staff mobile phone or technological device may contain unsuitable material, the nature of the material should be documented and the Nursery Manager, EYFS Area Manager and Designated Safeguarding Lead would be informed. The process outlined in the Safeguarding Policy will be followed, including taking advice from external agencies (e.g., police, LADO) as appropriate.

### **Safeguarding in the EYFS**

Moorland Nursery and Moorland Junior School EYFS follow the standards set out in the [Early Years Foundation Stage Framework \(September 2025\)](#)

### **Child Absences in the EYFS**

Child absences will be followed up in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts. Providers must consider patterns and trends in a child's absences and their personal circumstances and use their professional judgement when deciding if their absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns must be referred to local children's social care services and/or a police welfare check requested.

Our EYFS attendance policy is shared with parents and/or carers. This includes expectations for reporting child absences and the actions we will take if a child is absent without notification or for a prolonged period of time, for example: implementing our safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

### **Paediatric First Aid**

All members of EYFS staff must have a current paediatric first aid certificate. Moorland Junior School and Nursery are responsible for identifying and selecting a competent training provider to deliver their PFA training. Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if Moorland School is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.

## **Food and Drink facilities**

Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate.

Before a child is admitted to the setting, Moorland Junior School and Nursery must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information will be shared with all staff involved in the preparing and handling of food. At each mealtime and snack time, Moorland Junior School and Nursery is clear about who is responsible for checking that the food being provided meets all the requirements for each child.

We have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information is kept up to date and shared with all staff. Moorland Junior School and Moorland Nursery refer to the BSACI allergy action plan when appropriate. We ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time. Parents and staff may find it useful to refer to the NHS advice on food allergies: [Food allergy - NHS](#) and treatment of anaphylaxis: [Anaphylaxis - NHS \(www.nhs.uk\)](#)

Our staff have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age. Food is prepared in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child. The NHS has some useful advice to refer to: [Weaning - Start for Life - NHS](#).

Food is prepared in a way to prevent choking. This guidance on food safety for young children: [Food safety - Help for early years providers - GOV.UK](#) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years settings.

Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised. Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent therefore it is important for Moorland Junior School and Moorland Nursery staff to be alert to when a child may be starting to choke. Where necessary, staff sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking and be aware of any unexpected allergic reactions.

When a child experiences a choking incident that requires intervention, staff record details of where and how the child choked and parents and/or carers made aware. The records are reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action will be taken to address any identified concerns.

## **Toilet and intimate hygiene**

Moorland Junior School, Moorland Nursery and its staff ensure:

- There are an adequate number of toilets and hand basins available – including separate toilet facilities for adults.
- There are suitable hygienic changing facilities for changing any children who are in nappies or pull ups.
- Children's dignity and privacy is considered and balanced with safeguarding and support needs when changing nappies, pull ups and toileting.
- There is an adequate supply of clean towels, spare clothes, and any other necessary items.

## Key Personnel and Training Details

<b>Designated Safeguarding Lead (DSL)</b>	<b>Leah Redmayne</b>
<i>Date DSL Training Attended</i>	<b>6<sup>th</sup> November 2024</b>
<b>Back-up/Deputy DSL(s)</b>	<b>Hayley Mosscrop</b>
<i>Date DSL Training Attended</i>	<b>15<sup>th</sup> April 2025</b>
<b>Prevent Lead</b>	<b>Leah Redmayne</b>
<i>Date Prevent/WRAP training attended</i>	<b>2<sup>nd</sup> September 2024 &amp; 3<sup>rd</sup> January 2025 In house Prevent training and update</b>
<b>Headteacher</b>	<b>Ashleigh McKeown</b>
<i>Date safeguarding training attended (state type of training)</i>	<b>In house KCSIE updates Sept 2025, Safeguarding and child protection, Prevent</b>

## Useful Contacts

<b>LCC Schools Safeguarding Officer</b>	Victoria Wallace/Heather Fowler 01772 531196 <a href="mailto:victoria.wallace@lancashire.gov.uk">victoria.wallace@lancashire.gov.uk/</a> <a href="mailto:heather.fowler@lancashire.gov.uk">heather.fowler@lancashire.gov.uk</a>
<b>Local Authority Designated Officer (LADO)</b>	Tim Booth / Shane Penn / Donna Green - 01772 536694 <a href="mailto:LADO.admin@lancashire.gov.uk">LADO.admin@lancashire.gov.uk</a>
<b>Education Early Support Co-ordinators</b>	Matt Chipchase 01254 220989 <a href="mailto:matt.chipchase@lancashire.gov.uk">matt.chipchase@lancashire.gov.uk</a>
<b>Lancashire Children's Social Care</b>	0300 1236720 <a href="mailto:cypreferrals@lancashire.gov.uk">cypreferrals@lancashire.gov.uk</a>
<b>Whistleblowing</b>	01772 532500 <a href="mailto:WhistleblowingComplaints@lancashire.gov.uk">WhistleblowingComplaints@lancashire.gov.uk</a>

## Statutory & Non Statutory Guidance

- [Education Act 2002](#): Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- [Working Together to Safeguard Children 2025](#) sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies
- [Keeping Children Safe in Education 2025](#): Statutory guidance for schools and colleges issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply
- [What to do if you are worried a child is being abused](#)
- [Teaching Online Safety in School](#)
- [The Children Act 1989](#)
- [The Children Act 2004](#)
- [Children Act 1989 \(Amendment\) \(Female Genital Mutilation\) Act 2019](#)
- [The Prevent Duty 2023](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2025](#)
- [Children Missing Education – Statutory guidance for local authorities](#)
- [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- [Working together to improve school attendance](#)
- [Early Years Foundation Stage Framework \(September 2025\)](#)

## Policy Review

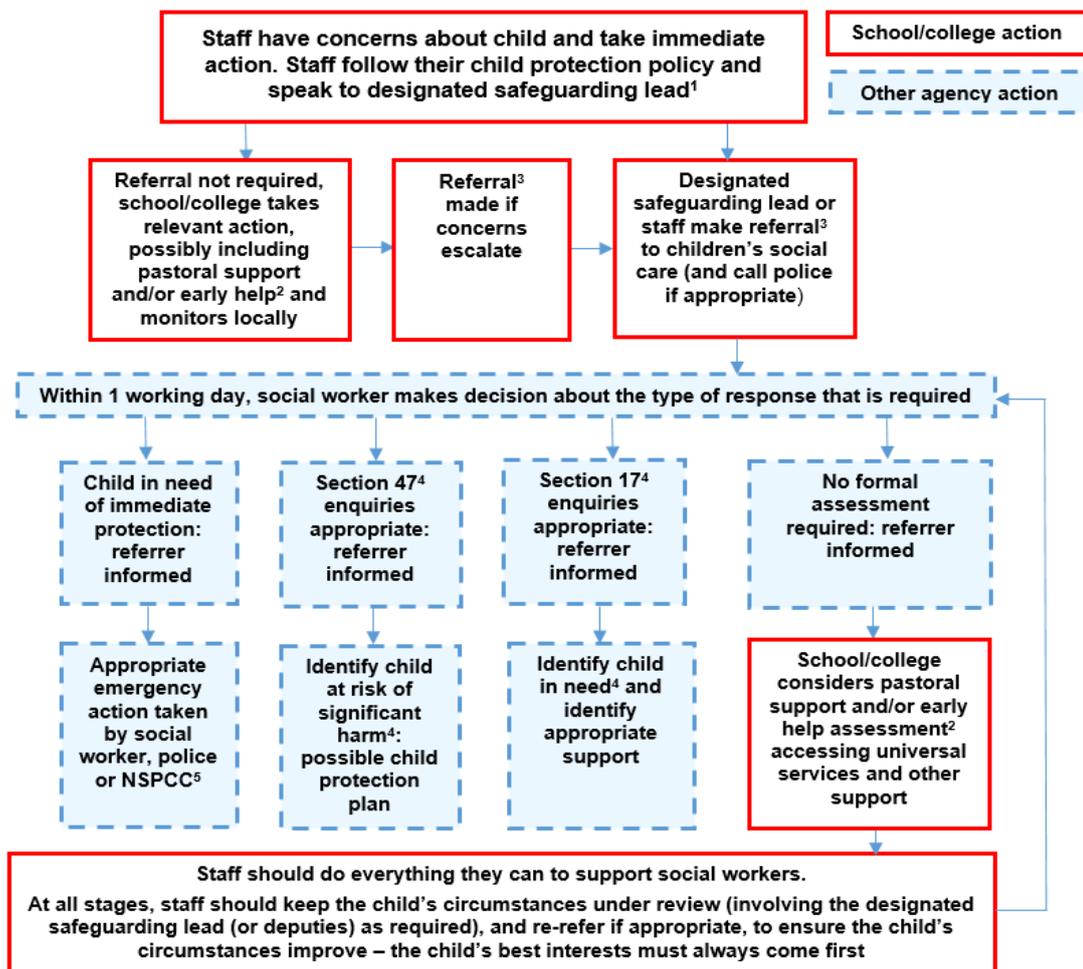
<b>Review Date</b>	<b>Details</b>
January 2024	Updated by Deborah Frost
September 2024	Updated by Deborah Frost & Hayley Mosscrop
November 2024	Updated by Deborah Frost
April 2025	Reviewed and updated by Leah Redmayne
September 2025	Reviewed and updated by Leah Redmayne
February 2026	Reviewed and updated by Leah Redmayne

## Flow Chart – Actions taken when there are concerns about a child

EXTRACT FROM KEEPING CHILDREN SAFE IN EDUCATION 2025

### A flowchart setting out the actions taken where there are concerns about a child

Figure 1



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

## Signs of child abuse and neglect

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

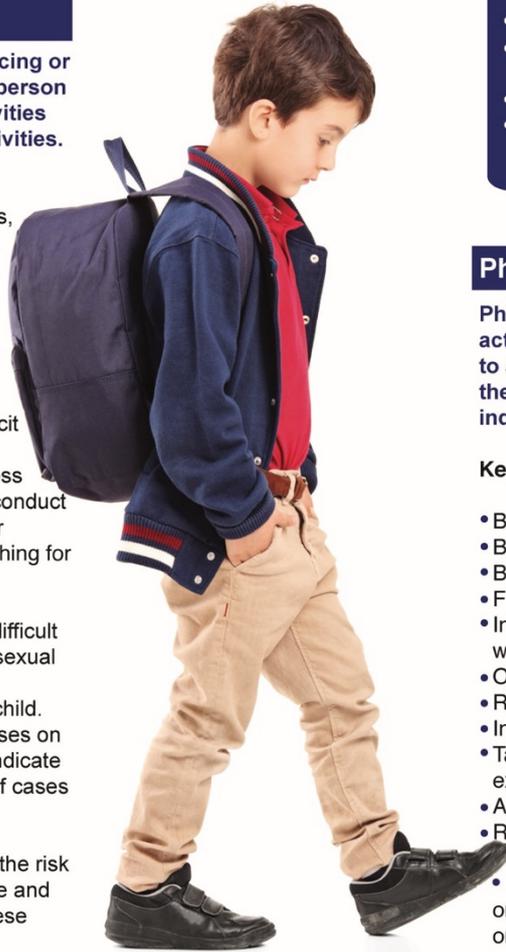
#### Key features

There are few physical signs, more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Promiscuity/ precociousness
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst the media often focuses on 'stranger danger', studies indicate that between 80 and 90% of cases involve a known adult.

The internet has increased the risk of non-contact sexual abuse and children must be alert to these dangers when online.



### High Risk Factors

- Families with complex needs
- Parental substance use
- Poor parental mental health
- Parents with learning difficulties
- Children with disabilities
- Families with past history of childhood abuse

### Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

#### Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non- mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctance to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

### Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

#### Key features

- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health
- Emotionally needy
- Persistently dirty with a body odour

### Further Information

The statutory guidance for schools is set out in the following documents:

**Keeping Children Safe in Education**

**What to do if you're worried a child is being abused (non-statutory)**

**Working Together to Safeguard Children**

### Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child.

#### Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.