



**The Telford Langley School**  
**ENSURING EXCELLENCE**

**Appendix 1 – School-specific Safeguarding Information and  
Procedures 2025/26**

Approved: Autumn 2025

## **Appendix 1 – School-specific Safeguarding Information and Procedures 2025/26**

<b>Policy Name:</b>	Appendix 1 – School-specific Safeguarding Information & Procedures 2025/26
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# 1. Overview

This document sits alongside our full Child Protection and Safeguarding Policy, which is fully in line with Telford and Wrekin Safeguarding's procedures; it details the additional school-specific safeguarding systems and processes that we follow at The Telford Langley School. In addition, this document outlines the key contextual issues that we take into account to ensure our students are fully safeguarded at all times.

The information detailed in this document is as follows:

- Safeguarding in the local community
- The DSL Team
- Site security
- Priorities – Intent and Implementation
- Priorities – Measuring impact/Review

## 2. Safeguarding in the local community

The Telford Langley School draws the majority of students from the local community. The community has grown in recent years with the increase of our PAN to 240. The majority of pupils walk to school or are transported by car, there are a minority of pupils from the Brookside, Woodside and Sutton Hill communities who need to travel to school on public transport. There are few concerns raised about safety on the way to or from school; complaints regarding behaviour in the local community is rare and when reported are dealt with rapidly by the school in liaison with parents/carers and the Local Authority. The school has a good relationship with the local community and safeguarding concerns are occasionally raised by members of the public which are followed up rapidly by the Safeguarding Team in school.

## 3. The DSL Team

There are twelve members of the Safeguarding Team at The Telford Langley School. Their roles, responsibilities and locations are highlighted to all students at the start of every year, as well as to all staff members at induction and at least annually as part of annual safeguarding training. Safeguarding staff are highlighted on class posters which are placed in all classrooms and key locations around school. All visitors, including supply teachers, receive a leaflet upon arrival which details our safeguarding systems and approach, and which identifies the Safeguarding Team members, their location and what they must do if they are concerned about the welfare of a child. The leaflet also contains the school's whistleblowing policy which contains the NSPCC whistleblowing number. All pastoral house bases alongside our SEND base have a DDSL.

## 4. Site Security

All external doors in the school are key card controlled to ensure secure access throughout the day. All staff wear school lanyards to confirm they are part of the school community. All visitors to the school must wear a lanyard to confirm they are permitted access. Red lanyards identify visitors who must be escorted while green lanyards are used to identify those who are DBS checked and are permitted to move around the school unescorted. All visitors are challenged if they are not wearing a lanyard.

Pupils arrive to school using the main entrance and leave the school, at the end of the day, via the gates at either end of the school. These are staffed with at least 2 staff to ensure suitable site safety. Student social areas are suitably distanced from the front of the school

and social times are well staffed. On very rare occasions a student may choose to leave school without permission; on these occasions parents are notified immediately and communication remains regular until the student is located and returned to site. Reasons for leaving site are always ascertained and plans are put in place to prevent repeat occurrences, including Risk Assessments where appropriate.

Site staff undertake a weekly safeguarding walk to ensure no defects to site security are apparent. On the rare occasions that defects arise in the fencing they are rectified immediately.

## **5. Priorities – Intent and Implementation**

Early Help Assessments – Currently there are a number of students receiving support through EHAs. The DSL regularly monitors the progress of students receiving support via EH with a focus on ensuring progress is rapid and if not, escalating those cases to attain greater support for the child via a referral to social care. School have recently employed an early help lead to increase awareness of our schools early help offer.

Mental Health need and capacity - Following a steep rise in mental health ill health post lockdown, the school has appointed a mental health lead, and full-time school counsellor. The Telford Langley School has a whole school proactive approach to addressing mental health concerns as well as providing bespoke in school support for lower-level mental health needs. The school is also continuing to engage with the Mental Health in Schools Team to ensure proactive work is undertaken with lower-level needs students to help address need before problems escalate. Every four weeks the school's wellbeing panel assess school mental health referrals and assign bespoke support. We also lead mental health trailblazer referral triage meetings every three weeks to support pupils to access CAMHS for low-level support. Timetabled Kooth support is available for pupils who cannot currently access support.

Child on Child abuse – In full acceptance of the Ofsted 2021 finding that child-on-child abuse happens in all schools even if unreported, the school continues its focus on a proactive approach to addressing this topic. The school ensures all members of the school community are regularly reminded of its zero-tolerance approach to child-on-child abuse and are clear on how the school deals with instances of abuse in terms of providing support to those affected by it and in dealing with and supporting those who instigate it. The whole school ethos is designed around ensuring all students have at least one 'go to' person and that relationships are strong so that all students feel they can disclose knowing they will be fully supported, and that the school's response will be rapid and effective.

Response to bullying - Support for those experiencing prejudice and particularly LGBTQ students – Bullying in general is a key focus for the school and particularly that of LGBTQ students. The school has put in place a regular support group for LGBTQ students and their friends. Students are given a platform to share their views and to suggest change. The named member of staff who is available to provide support to, and be an advocate for, LGBTQ students is Mr Houlston. A safe space for LGBTQ students is available in all pastoral bases. The school recently appointed an Equality, Diversity and Inclusivity Coordinator who will oversee support.

Other instances of bullying and prejudice are also followed up by our pastoral team of Behaviour Managers, Heads of House and Assistant Heads of House, all of whom work closely with the Safeguarding Team to ensure those affected by prejudice feel fully supported and are not subject to reprisals. The school has a reporting system through a QR code which can be found on our website and on screens around the school.

Attendance support – The post pandemic impact on attendance has been an issue which reflects the national picture. In response to this - and understanding that persistent absence can lead to increased safeguarding concerns - the school is reviewing its approach to

addressing persistent absence in conjunction with other Trust schools and through employing new strategies as suggested by the DfE in recent guidance. All attendance intervention is in line with that outlined in the Attendance Policy, the Trust Attendance Strategy and the attendance section of the main Child Protection and Safeguarding Policy, including the section entitled children Missing Education.

Cost of Living Crisis – School works in partnership with Telford Crisis which provides support for parents/carers currently experience financial hardships. This support could be for uniform, food, bills, debt management etc. Telford Langley School will never see any child go hungry and will support pupils not eligible for FSM. Breakfast club is open from 8am each day and includes a free breakfast for all pupils eligible for FSM.

## **6. Priorities – Measuring Impact/Review**

All of the above actions are currently in the process of either being implemented or are embedding. All will be reviewed at appropriate intervals throughout the academic year. Students, staff and parents will be involved, as appropriate in different elements of review and further actions will be initiated in response. The impact of these changes will be reported back to governors, along with all other reviews of safeguarding via the DSL meetings with the safeguarding governor.

## **7. Links to School Policies and References**

This document links to the following policies and procedures:

- Child Protection and Safeguarding Policy
- Whistleblowing Policy
- Community Academies Trust Attendance Strategy
- Attendance Policy