Appendix 1 - The Telford Langley School Child Protection and Safeguarding Policy

Additional School-Specific Safeguarding Information and Procedures[1]

21.13. Key Safeguarding Personnel at Telford Langley School

Role	Name	Contact details
Headteacher	Emma Blount	email: emma.blount@telfordlangleyschool.co.uk tel: 01952 386700
The Designated Safeguarding Lead (DSL)	Katie Shewring	email: katie.shewring1@telfordlangleyschool.co.uk tel: 01952 386700
Deputy Designated Safeguarding Lead (DDSL)	Lucy Evans	email: lucy.evans1@telfordlangleyschool.org.uk tel: 01952 386700
CSE Designated Safeguarding Lead	Donna Smith	Email: donna.smith1@telfordlangleyschool.co.uk Tel: 01952 386700
Other staff members trained to undertake the functions of the Designated Safeguarding Lead	Kelly Thomas Donna Smith Hervinder Kaur Tara Gwynne Holly Ford Kylie Evison Maria Hayward Lisa Welch	email: kelly.thomas4@telfordlangleyschool.co.uk donna.smith1@telfordlangleyschool.co.uk hervinder.kaur@telfordlangleyschool.co.uk tara.gwynne@telfordlangleyschool.co.uk holly.ford@telfordlangleyschool.co.uk kylie.evison1@taw.org.uk maria.hayward1@telfordlangleyschool.co.uk lisa.welch1@telfordlangleyschool.co.uk tel: 01952 386700
Mental Health Lead	Abi Smith	email: abi.smith1@telfordlangleyschool.co.uk tel: 01952 386700
Designated Teacher for Looked After and Previously Looked After Children	Lucy Evans	email: lucy.evans1@taw.org.uk tel: 01952 386700
Nominated Safeguarding/ Prevent Governor	Helen Rumbles	email: langley.clerk@taw.org.uk tel: 01952 386700
Chair of School Standards Committee (Co-Chair)	Beverly Rizzotto / Julie Marriott	email: langley.clerk@taw.org.uk tel: 01952 386700

[1] **Further school-specific safeguarding information and procedures can be found in the main Child Protection and Safeguarding Policy, available by clicking on the hyperlink on our school website**

21.14. Implementation

At The Telford Langley School, safeguarding is everyone's responsibility and is embedded within every aspect of school life. Our approach is proactive, preventative and child-centred, ensuring that all pupils, particularly those who may be vulnerable, receive the support, protection and intervention they need to thrive.

Meeting the Needs of Our Community

We recognise that safeguarding risks are unique to our local context and therefore tailor our provision accordingly. Through robust analysis of safeguarding, attendance, behaviour, exclusion, SEND and pastoral data, we identify emerging trends and vulnerabilities and adapt our practices in response.

Our pastoral model is built around strong relationships between pupils, families and staff. House Leaders, Heads of House, Pastoral Support/SEND Support Officers, Education Welfare Officer, SEND staff and safeguarding leads work collaboratively to identify barriers at the earliest opportunity and provide coordinated support. We operate a graduated response model that ensures concerns are addressed swiftly and proportionately.

Our Family Help offer is integral to our safeguarding provision. Through regular engagement with families, multi-agency working and early intervention, we support parents to overcome barriers that may impact attendance, wellbeing, behaviour, emotional health or safety. Early Help assessments as part of our Targeted Early Help offer, Early Help Support Plan meetings and targeted support plans ensure children receive help before concerns escalate.

Removing Barriers for Vulnerable Pupils

We recognise that some pupils are more vulnerable to abuse, neglect and exploitation due to individual circumstances. Particular attention is paid to:

- Children with SEND.
- Children in Need and those subject to Child Protection Plans.
- Children who have previously been known to social care.
- Young carers.
- Pupils experiencing poor attendance or persistent absence.
- Pupils with mental health needs.
- Looked After and Previously Looked After Children.
- Pupils experiencing disadvantage.
- Pupils who have been suspended from school
- Pupils with significant Adverse Childhood Experiences (ACES)

This is not an exhaustive list.

Our safeguarding systems ensure that barriers to reporting concerns are minimised as part of our 'You Matter, We Care' initiative. Pupils have multiple trusted adults available to them, including form tutors, pastoral leaders, safeguarding staff and SEND professionals. Pupils also have access to a QR code where they can report their concerns online. Information is communicated through a range of formats, including visual supports, adapted resources and targeted interventions to ensure accessibility for all learners.

Attendance as a Safeguarding Priority

We recognise that absence can be both an indicator and cause of safeguarding vulnerability. Attendance is therefore treated as a safeguarding issue.

Daily attendance monitoring identifies concerns immediately, enabling early intervention. Attendance data is reviewed alongside behaviour, SEND and safeguarding information to identify patterns and risk factors.

Targeted support plans, parental engagement, home visits and external agency involvement are implemented where required.

The curriculum reinforces the importance of attendance by helping pupils understand the links between school attendance, wellbeing, future opportunities and personal safety.

Preventing Child-on-Child Abuse

In line with our whole-school approach to safeguarding, child-on-child abuse is never dismissed as "banter", "part of growing up" or accepted behaviour. The school promotes a culture of respect, inclusion and positive relationships.

To prevent child-on-child abuse, we:

- Deliver age-appropriate safeguarding and healthy relationship education through our Personal Development curriculum.
- Teach pupils about consent, respectful relationships, online safety, sexual harassment, harmful sexual behaviour and exploitation.
- Challenge discriminatory language, misogyny, prejudice and harmful attitudes.
- Provide staff training to ensure concerns are recognised and responded to consistently.
- Use contextual safeguarding approaches to identify locations, times and circumstances where risks may arise.
- Encourage pupils to report concerns through trusted adults and established reporting mechanisms, You Matter, We Care.
- Conduct risk assessments and implement support plans for both victims and those displaying harmful behaviours where appropriate.

Staff are trained to recognise that child-on-child abuse can occur both online and offline and that technology may facilitate harassment, exploitation, bullying and harmful sexual behaviours.

Safeguarding Culture and Compliance

Safeguarding remains a standing agenda item across leadership and governance structures and forms a large part of the school's CPD calendar.

The Designated Safeguarding Lead (DSL) and Deputy DSLs undertake regular monitoring of safeguarding systems, records, referrals, action plans and interventions. Safeguarding audits are completed throughout the year and findings are used to drive improvement.

We ensure safeguarding continually evolves through:

- Regular safeguarding briefings and updates for all staff.
- Whole-school safeguarding training.
- Safeguarding updates aligned with KCSIE and local authority priorities.
- Learning reviews following significant incidents.
- Quality assurance of safeguarding records.
- Multi-agency working and challenge where necessary.
- Governor safeguarding monitoring and scrutiny.

Safeguarding practice, emerging risks and local contextual issues are regularly reviewed to ensure that local provision remains effective and responsive.

Curriculum Contribution to Safeguarding

The Personal Development curriculum is a key safeguarding tool and is designed around local intelligence, pupil voice, safeguarding data and emerging risks.

Curriculum content is reviewed regularly to ensure it remains responsive to:

- Online safety risks.
- Child-on-child abuse.
- Mental health and emotional wellbeing.
- Exploitation and grooming.
- Healthy and unhealthy relationships.
- Consent and respect.
- Attendance and school engagement.
- Diversity, equality and protected characteristics.
- Community and contextual safeguarding concerns.

The curriculum is adapted to meet the needs of all pupils, particularly those with SEND. Resources are differentiated, delivered using accessible approaches and revisited through targeted interventions where additional support is required.

21.15. Impact

Our safeguarding approach ensures that pupils feel safe, listened to and supported.

When our safeguarding strategy is implemented effectively, we see:

- Strong and trusting relationships between pupils and staff.
- Increased confidence among pupils to report concerns.
- Early identification of safeguarding risks.
- Timely support for vulnerable pupils and families.
- Improved attendance and engagement.
- Reduced safeguarding vulnerabilities.
- Positive behaviour and respectful relationships.
- A culture where discrimination, harassment and abuse are challenged appropriately.
- Improved outcomes and wellbeing for children.

Pupils understand how to keep themselves safe both online and offline and know how to access support when they need it.

Monitoring by Leaders

The DSL, Deputy DSLs and senior leaders undertake systematic monitoring through:

- Weekly safeguarding reviews.
- Case supervision and quality assurance.
- Monitoring of safeguarding referrals and outcomes.
- Attendance, behaviour and exclusion analysis.
- Vulnerability and safeguarding dashboards.
- Child Protection, Child in Need and CATE tracking.
- Review of actions from multi-agency meetings.
- Evaluation of safeguarding interventions and support plans.
- Learning walks and pupil discussions.

Our leadership team routinely triangulates safeguarding, behaviour and attendance information to ensure that risks are identified and addressed promptly.

Governance and External Assurance

Governors play an active role in safeguarding oversight and accountability.

Governance assurance includes:

- Regular safeguarding reports from the DSL.
- Safeguarding governor visits and monitoring activities.
- Review of safeguarding audits and action plans.
- Scrutiny of attendance, behaviour and exclusion data.
- Monitoring of policy compliance and statutory requirements.
- Annual safeguarding reviews.
- External challenge and quality assurance through the Trust, Local Authority and safeguarding partners.

Governors ensure that safeguarding remains a strategic priority and seek assurance that statutory duties are met and that safeguarding culture is effective across the school.

Pupil and Parent Voice

Pupil and parent voice is fundamental to evaluating safeguarding effectiveness.

Evidence is gathered through:

- Annual safeguarding surveys.
- Parent questionnaires.
- Focus groups and pupil panels.
- Student leadership forums.
- Behaviour and wellbeing surveys.
- Feedback from Early Help and safeguarding interventions.
- Parent and pupil feedback following support or agency involvement.
- Informal discussions during pastoral meetings and review processes.

Feedback is analysed alongside safeguarding data to identify strengths, areas for development and emerging trends.

Effective pupil and parent voice demonstrates that:

- Children know who they can talk to if they are worried.
- Pupils feel safe in school.
- Parents have confidence in the school's safeguarding systems.
- Families know how to access support.
- The safeguarding culture is visible, trusted and effective across the whole school community.

This evidence provides assurance that safeguarding is not simply compliant, but embedded within the ethos, culture and daily practice of The Telford Langley School.

21.16. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

We recognise that exploitation exists on a continuum of need. Concerns may present as vulnerable, complex or acute within the Telford & Wrekin Pathway to Support. Early identification, information sharing, timely intervention and effective multi-agency working are essential to preventing escalation and safeguarding children from harm.

Staff will consider indicators of exploitation using the schools 'Explore More' document alongside other safeguarding information and, where exploitation is suspected, will follow the Telford & Wrekin Child Abused Through Exploitation (CATE) pathway, utilise the Pathway to Support Guidance, and seek advice from Family Connect, the CATE Team and other relevant safeguarding partners as appropriate. Staff will avoid assumptions or stereotypes regarding victims or perpetrators and will focus on evidence and safeguarding need.

Any concerns will be followed through sensitively and appropriately with fellow professionals and the appropriate referral form will be completed. In relation to the CATE Risk Panels, where concerns are expressed around a child attending our setting, we will ensure attendance whenever possible as part of the established multi-agency process.

We will take a proactive approach to minimising the risk of all types of exploitation. We will engage with lived experience work to benefit the whole-school/college community, including staff, children and parents. All staff will receive training and updates on child exploitation.
As a secondary school/college provider our curriculum includes a programme of appropriate exploitation awareness, especially CSE raising awareness.

The DSL, CSE DSL or a deputy DSL will exchange any relevant information with local partners in relation to exploitation as required to enable all professionals to react, monitor and protect children. As a secondary school the CSE DSL attends the CSE DSL network.

As a secondary school the DSL will work with their CSE DSL to focus on child exploitation, especially CSE and provide any required information to partners. The CSE DSL will be known to parents and children. We will ensure the CSE DSL is accessible to children.

We will carry out an annual review to consider the adequacy of our site security provision, including monitoring and recording any unauthorised access to our site, to ensure that our pupils are protected from potential perpetrators of child exploitation, especially CSE while at school. Any concerns will be shared as required with the police and/or Family Connect. Our site security audit findings will be used to update and review our site security risk assessment.

We will use the Telford & Wrekin Partnership Pathway to Support Guidance, this includes the Child Exploitation Risk Threshold Indicator and 'explore more' document to identify the care and support needs of children involved in exploitation. Where care and support needs are identified as 'vulnerable,' 'complex' or 'acute,' we will refer to Family Connect. We will complete the West Mercia Police Protected Partner Intel form to share any relevant exploitation intelligence; this will be emailed to protect@westmercia.pnn.police.uk. In emergencies we will report information to the police via 999 for non-emergencies we will report information to the police via 101 or contactus@westmercia.police.uk

We will provide additional support to children who have been exploited to help maintain them in education.

21.17. Local Contextual Safeguarding Risks and Vulnerabilities

Online Safety, Filtering and Monitoring

Online safety is an integral part of safeguarding at The Telford Langley School. We recognise that technology plays an increasingly significant role in the lives of children and young people and that safeguarding concerns can occur both online and offline. The school utilises Senso and Lightspeed to help protect pupils from accessing illegal, inappropriate or harmful content and to identify safeguarding concerns linked to online activity.

The Designated Safeguarding Lead (DSL), working alongside senior leaders and those responsible for information technology, maintains oversight of filtering and monitoring arrangements. The school completes annual reviews of filtering and monitoring systems, informed by DfE filtering and monitoring standards.

Safeguarding concerns identified through monitoring processes are reviewed promptly by the DSL or a Deputy DSL and responded to in accordance with safeguarding procedures, risk assessments and referral pathways where necessary.

Staff understand their responsibilities in relation to online safety and receive annual training covering online harm, filtering and monitoring expectations, cyber safety, social media risks, artificial intelligence (AI) and emerging technologies. Governors receive assurance that filtering and monitoring arrangements remain effective and compliant with statutory expectations.

We recognise that emerging online risks continue to evolve and may include:

- AI-generated content, deepfakes and manipulated imagery
- Online exploitation and grooming
- Harmful online challenges and extremist content
- Gaming-related risks and inappropriate online communication
- Social media misuse, cyberbullying and online harassment
- Sharing of images, including nudes and semi-nudes
- Financial exploitation, scams and online coercion.

Online safety education forms an integral part of the school's Personal Development curriculum and is regularly reviewed to ensure it reflects current local and national safeguarding concerns. This is consistent with the school's wider safeguarding curriculum and online safety arrangements.

Local Contextual Safeguarding Risks

The school recognises that children may experience abuse, neglect, exploitation and harm outside the family home and that safeguarding concerns can arise within peer groups, local communities, public spaces and online environments.

All staff remain alert to local and emerging contextual safeguarding risks, including:

- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines activity
- Serious violence and youth violence
- Knife crime and weapon carrying
- Missing and absent children
- Harm experienced while travelling to and from school
- Risks within local parks, open spaces, transport routes, shopping areas and community settings
- Risks arising from peer groups, social networks and online environments.

The school recognises that exploitation and serious violence may be linked and that children can be targeted through both face-to-face and online methods. Staff understand that indicators of risk may include changes in attendance, behaviour, peer associations, unexplained possessions, substance misuse, missing episodes, carrying weapons, online activity or unexplained injuries.

Where concerns are identified, staff will work in accordance with the Telford & Wrekin Pathway to Support Guidance, local safeguarding procedures, the Child Abused Through Exploitation (CATE) pathway and relevant multi-agency processes. We will continue to work closely with Family Connect, West Mercia Police, safeguarding partners and community agencies to identify and reduce risk.

Prevent Duty, Radicalisation and Extremism

The Telford Langley School is committed to meeting its duties under the Prevent Duty and safeguarding children from the risk of radicalisation and extremism. All staff receive regular Prevent training and updates and are expected to remain vigilant to indicators that a child may be vulnerable to extremist ideology, radicalisation, terrorism or harmful online influence. Any concerns are reported immediately to the DSL or Deputy DSLs and managed in accordance with safeguarding procedures and local Prevent arrangements.

The DSL maintains oversight of Prevent-related concerns and works with relevant agencies where appropriate. The school actively promotes fundamental British values, critical thinking, respectful debate and tolerance through its curriculum, assemblies and wider school culture.

Safeguarding leaders monitor local and national safeguarding intelligence, including emerging extremist narratives, online trends and local safeguarding priorities, and ensure that these are reflected in staff updates, safeguarding training and curriculum planning.

Specific Vulnerable Groups

The school recognises that some children require additional safeguarding consideration because they may be more vulnerable to abuse, neglect, exploitation or barriers to accessing support.

In addition to those identified elsewhere within this appendix, particular attention is given to:

- Children with SEND
- Children in Need and those subject to Child Protection Plans
- Children with a social worker
- Looked After and Previously Looked After Children
- Young carers
- Children experiencing poor attendance, persistent absence or severe absence
- Children experiencing mental health difficulties, self-harm or emotional distress
- Children vulnerable to radicalisation or exploitation
- Gender-questioning children
- Children experiencing disadvantage or multiple vulnerabilities
- Children who have experienced significant trauma or adverse childhood experiences.

The school recognises that children questioning their gender may experience additional vulnerabilities, including bullying, social isolation, emotional distress or mental health difficulties. Any support provided will be child-centred, proportionate, based on individual need and managed in accordance with safeguarding responsibilities, Trust policy and statutory guidance.

Staff understand that children with a social worker, children experiencing mental health difficulties and children vulnerable to radicalisation may face additional safeguarding risks and barriers to learning. The DSL and wider safeguarding team maintain oversight of these pupils to ensure appropriate support, intervention and multi-agency working is in place where required.

21.18. Visitors and supply staff

Visitors and supply staff should report safeguarding concerns using the school's internal referral form or, if unavailable, the QR code which can be found in the visitor safeguarding leaflet. They must inform the DSL or a Deputy DSL without delay. A Cause for Concern form will then be submitted and uploaded to CPOMS or placed on the child's safeguarding record to retain a first-hand account.

21.19. What to do if you have safeguarding concerns about another staff member

If staff, visitors or volunteers have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, the following process must be followed:

- Refer immediately to the Headteacher;
- Where there are concerns/allegations about the Headteacher, refer to Jo Howell, the CAT Director of Behaviour and Safeguarding via enquiries@catschools.uk

Full details of the process to follow are detailed on the flow chart in Appendix 3 of our main Child Protection and Safeguarding Policy.

Any allegations that may meet the harm threshold will be addressed as set out in Part four, section one, of KCSIE 2026. Any concerns that do not meet the harm threshold, referred to, as 'low level concerns' will be addressed as in Part four, Section two of KCSIE.

When an allegation is made, the DSL will be responsible for ensuring that a child is not at risk and refer cases of suspected abuse to Family Connect or the child's local social care team. We will only undertake basic enquiries to help determine whether there is any foundation to the allegation.

The LADO will be informed of all allegations that come to our attention and meet the harm threshold criteria set out in Part Four, Section One of KCSIE, so they can consult police and children's social care services as appropriate. All LADO referrals must be made via Family Connect, unless the subject child is open to a social worker and then the LADO referral must be made via the child's allocated social worker.

We will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

21.20. What to do if you are concerned about another safeguarding practice in the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and know that such concerns will be taken seriously by our senior leadership team. Our Whistleblowing Policy is available on our website.

Where staff feel that they cannot report a concern through the above channels general guidance can be found at Advice on whistleblowing. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email help@nspcc.org.uk.

21.21. Protective Security and Preparedness

Embedding a Security Culture

We promote a whole-setting approach to security awareness and preparedness. All staff receive training to identify suspicious activity and understand their role in maintaining a secure environment. Security is embedded within the safeguarding culture and emergency planning processes.

Staff Roles in Protective Security

The Headteacher is designated as the Security and Incident Lead. All staff, including non-teaching staff, are briefed on their responsibilities in the event of an incident. These roles are defined in the emergency plan and reviewed annually.

Tailoring Emergency Plans to the Setting

The school's emergency plan is tailored to the site layout, pupil needs, and local risks. Vulnerabilities such as building access, location, and events are considered. Plans are tested annually through drills and reviewed following any incidents and/or drills.

RUN HIDE TELL Protocols

All staff and pupils are trained in the school's emergency procedures including reporting any suspicious activity and how to 'raise the alarm' to activate the emergency plan based on RUN HIDE TELL principles.

Grab Kits

Grab kits are maintained in the school office and include site maps, contact lists, first aid supplies, high-visibility vests, and emergency communication tools. These kits are checked termly and updated as needed.

Communication During an Incident

Procedures are in place for internal and external communication during incidents. The Headteacher or a designated deputy liaises with emergency services and the local authority. Parents are informed via the emergency communication system.

Post-Incident Welfare and Review

Welfare support is provided to pupils and staff following incidents, including access to counselling. A post-incident review is conducted to evaluate the response and update plans. Lessons learned are shared with staff and governors.

Training and Resources

Staff complete the SMARTLOG e-learning module annually. The setting uses the Protective Security and Preparedness self-assessment tool to review readiness. Staff receive annual safeguarding updates, which includes security preparedness.

21.22. Local Safeguarding Contacts

Current safeguarding contacts for Telford and Wrekin are as follows:

Telford and Wrekin Social Care Team - Family Connect	01952 385385
Out of office hours contact	01952 676500
Shropshire Social Care Team – First Point of Contact	0345 678 9021
Out of office hours contact	0345 678 9040
Staffordshire Social Care Team – Children's Advice and Support Service	0300 111 8007
Out of office hours contact	0345 604 2886
Wolverhampton Social Care Team - MASH	01902 555392
Out of office hours contact	01902 552999
All LADO referrals should be made via Family Connect	01952 385385
NSPCC Whistleblowing Advice Line	0800 028 0285

If you think a child is in immediate danger, **call the Police on 999** For non-Police emergencies, call 101		
Childline **0800 1111**	**NSPCC** **0800 800 5000**	**Public Protection Unit (West Mercia Police):** **0300 333 3000**

K. Shewring
DSL/Deputy Headteacher