



Appleford School

SAFEGUARDING CHILDREN - CHILD PROTECTION POLICY

Review Cycle	Date of Current policy	Author of current policy	Review date
Annual	September 2026	Julia Hendrickse DSL	September 2027 or when new legislation is in place

Ratification and Key Contacts:

Role	Name	Email	Date
Proprietor	Dr. P. Gardner	headspa@appleford.wilts.sch.uk	Sept 2026
Proprietor appointed Nominee for safeguarding	Mr. Bill Brown	info@edpa.org.uk	Sept 2026
Headmaster	Mr. James Langan	headspa@appleford.wilts.sch.uk	Sept 2026
Designated Safeguarding Lead (DSL) Prevent Lead Designated teacher for Looked after Children	Mrs. Julia Hendrickse	juliah@appleford.wilts.sch.uk	Sept 2026
Deputy DSL	Mrs. Iona Gray	ionag@appleford.wilts.sch.uk	Sept 2026
Deputy DSL Medical / Allergy Lead	Mr. Dudley Manning	dudelyma@appleford.wilts.sch.uk	Sept 2026

Confidential Safeguarding Mailbox: safeguarding@appleford.wilts.sch.uk

The key Safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2026)

Any Changes to key personnel / holiday / emergency contacts will be shared with the appropriate agencies.

Contents	Page Number
Part 1: Policy	
1.1 Definitions	2
1.2 Introduction	3
1.3 Equality	4
1.4 Overall Aims	4
1.5 Professional expectations, roles and responsibilities	5
1.6 Safeguarding Training for Staff	7
1.7 Safeguarding in the curriculum	8
1.8 Safer Recruitment and Safer Working Practice	10
Part 2: Procedures	
2.1 Reporting Concerns	13
2.2 Information Sharing	13
2.3 Identifying and monitoring the needs of vulnerable learners.	13
2.4 Multi Agency Working	14
2.5 Suspensions, permanent exclusions, and commissioning alternative provisions	15
2.6 Children Missing from Education	16
2.7 Responding to allegations of abuse made against adults working in the school	17
2.8 Children at greater risk of harm	18
2.9 Responding to incidents of child-on-child abuse	19
2.10 Mental health and wellbeing	20
2.11 Online Safety	21
2.12 Gender-questioning children	22
2.13 Safeguarding children with medical conditions	23
2.14 Specific actions to take on key safeguarding areas	23
Appendices	
Appendix 1 – Main responsibilities of the Designated Safeguarding Lead (DSL), Deputy DSL, Advisory Board member for safeguarding and the Headmaster	
Appendix 2 – The role of the local authority designated officer	

PART 1: Policy

1.1 Definitions

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2026 as:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing impairment of children's mental and physical health or development.

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

Child Protection is part of safeguarding and promoting the welfare of children and is defined in Working Together to Safeguard Children as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.

Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare. Effective safeguarding is anti-discriminatory and anti-racist. All practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability which can impact children and families' lives.

1.2 Introduction: At Appleford School

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who encounters children, their families, and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned.
- **Everyone** who encounters children has a role to play in identifying concerns, sharing information, and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Appleford School is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by Appleford School will be in accordance with current legislation and guidance. The following safeguarding legislation and guidance has been considered when drafting this policy:

- [Education Act 2002 Section 175 \(maintained schools only\)](#)
- [Education Act 2002 Section 157 \(Independent schools incl Academies and CTC's\)](#)
- [The Education \(Independent School Standards\) \(England\) Regulations 2003](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education](#)
- [Information Sharing 2026](#)
- [What to do if you're worried a child is being abused](#)
- [Filtering and monitoring standards in schools and colleges \(DfE\)](#)
- [Use of reasonable force and other restrictive interventions guidance](#)
- Local Guidance from the Local Safeguarding Children Partnership: [Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - Home page](#)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- [Generative artificial intelligence \(AI\) in education - GOV.UK](#)

This policy should be read in conjunction with the following policies:

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff/ Staff Behaviour Policy
- Complaints Procedure
- Anti Bullying (Countering Bullying) Policy (including measures to prevent child on child bullying)
- Behaviour Policy (including harmful sexual behaviour, cyberbullying, prejudice-based discriminatory bullying, suspensions and exclusions)
- Relationships, Sex and Health Education/ PSHE
- Filtering and Monitoring policy
- Online Safety Policy, E- Safety
- Self-Harm
- Policy on Supporting Children in Care
- Attendance (including the safeguarding response to children who are absent or are missing from education)
- Health and Safety including Risk Assessment
- Mental Health and Wellbeing Policy
- Mobile Phone, Smart Technology, and Devices policy
- Low-level concerns policy
- Restrictive Physical Intervention Policy (Including the use of restrictive interventions policy guidance, reasonable force and seclusions)
- Prevent Policy

Through regular monitoring, Headmasters should ensure that the above policies and procedures, adopted by the Advisory Board, are accessible, understood and followed by all staff.

1.3 Equality and diversity: With regards to safeguarding we will consider our duties under the [Equality Act 2010](#) and our general and specific duties under the [Public Sector Equality Duty](#). General duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under Appleford School's equality statement and measurable objectives. Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy.

Appleford School also adheres to the principles of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

We have an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.

1.4 Overall Aims: This policy will contribute to the safeguarding of children at Appleford School by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, volunteers, g Advisory Board, learners, and their families;

- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; and that our learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice, and are listened to;
- Understanding extra-familial risks, recognising that the setting's site can be a location where harm can occur;
- Setting expectations for developing knowledge and skills within the setting's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them;
- Early identification of need for vulnerable learners and provision of proportionate interventions to promote their welfare and safety and
- Working in partnership with learners, parents, and other agencies in the Local Safeguarding Partnership including Early Help/Family Help.

Appleford School is named as a relevant agency in the Local Safeguarding Partnership. This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Wiltshire Safeguarding Children Partnership's professional expectations, roles, and responsibilities.

1.5 Professional expectations, roles and responsibilities

1.5.1 Role of all staff

- All staff will read and understand Part 1 of Keeping Children Safe in Education (2026) in full. Those working directly with children will also read Annex A (Further information).
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing or are absent from education; and the role of the Designated Safeguarding Lead (DSL).
- Know who and how to contact the DSL and any deputies, the Chair of the Advisory Board, and Safeguarding Member of the Advisory Board.

All staff will be able to identify vulnerable learners and take action to keep them safe. Information or concerns about learners will be shared with the DSL where it includes those:

- who may need a social worker and may be experiencing abuse or neglect.
 - requiring mental health support.
 - may benefit from early help.
 - where there is a radicalisation concern.
 - where a crime may have been committed.
- Be clear as to the setting's policy and procedures about child-on-child abuse, children missing or absent from education and those requiring mental health support, and the impact of technology in relation to online safety including online filtering and monitoring processes.
 - Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable learners and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
 - Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
 - Be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.
 - Recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Staff understand such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff are alert to the signs and impact of prejudice based harm and ensure that concerns are considered within safeguarding practice where appropriate.

1.5.2 Role of the Designated Safeguarding Lead (DSL) and Deputies (DDSL): Duties are further outlined in Keeping Children Safe in Education (2026, Annex B)

Details of our DSL and Deputy DSL and how to contact them are available on the **Appleford School** website, our newsletters, the notice board in reception and on posters throughout the school. **We also have a confidential safeguarding mailbox safeguarding@appleford.wilts.sch.uk**

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within our school.
- The DSL (and any deputies) have undertaken the Wiltshire Child protection Training to ensure they are compliant with the Wiltshire Council requirement for DSLs.
- The DSL works with the Headmaster, and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs.
- Manages early identification of vulnerability of learners and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manages referrals to local safeguarding partners where learners with additional needs have been identified. These can include those –
 - who need a social worker and may be experiencing abuse or neglect;
 - requiring mental health support;
 - who may benefit from early help/family help;
 - where there is a radicalisation concern and
 - where a crime may have been committed.

The DSL will also:

- work with others – acting as a point of contact for outside agencies about safeguarding;
- support and advise other staff in making referrals to other agencies;
- when required, liaise with the case manager and the Local Authority Designated Officer (LADO) Service in relation to child protection cases which concern a staff member;
- coordinate regular safeguarding training and updates and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.

The DSL also helps promote educational outcomes by sharing information about vulnerable learners with relevant staff. This includes ensuring that staff:

- Know who these children are.
- Understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Are supported to identify the challenges that children in this group might face.
- Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.

Additionally the DSL:

- ensures the secure transfer of the Child Protection File when a child moves to a new setting-within 5 days for in year transfer or the first 5 days of the start of a new ter;.
- arranges adequate and appropriate cover arrangements for any out of hours/out of term activities, e.g. attendance at Strategy and Initial Child Protection Conferences out of term time and share out of term time contact details with the Local Authority;

- works with the SLT member who has lead responsibility filtering and monitoring systems to monitor and ensure their effectiveness and know how to escalate concerns when identified. Support the Filtering and Monitoring lead in conducting an annual review on filtering and monitoring which is presented to the Proprietor;
- supports the role and duties of the named lead for health, safety and site security;
- understands and reflect the views, wishes and experiences of children.

1.5.3 Role of the Proprietor: Duties are further outlined in Keeping Children Safe in Education (2026, Part 2). There is a member of the Advisory Board who takes responsibility for the school's safeguarding to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements.

- The Proprietor's appointee for Safeguarding and Child Protection will liaise with the Headmaster and the DSL to produce an annual report for the Proprietor and also complete the annual audit required by Wiltshire Council This Section 175/157 audit is a statutory safeguarding self-assessment that schools and educational settings in England must complete to prove they keep children safe.

The Proprietor ensure that:

- the school remedies any actions brought to its attention without delay.
- this document is updated annually (or earlier if there are significant updates)

The Proprietor in consultation with the Headmaster also ensures that:

- the DSL is an appropriate senior member of the school's senior leadership team and ensure that they have the appropriate status, authority, skills and experience within the school to carry out the duties of the post;
- they attend Wiltshire training and that safeguarding learning for the school community is robust and effective;
- learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)
- teachers, including supply teachers, trainee teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (DfE 2026, Part 3);
- there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns;
- systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback;
- the school has systems in place to prevent, identify and respond to child-on-child harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices including filtering and monitoring;
- a designated teacher is appointed to promote the educational achievement for children in care and other care arrangements and
- the DSL undertakes an annual filtering and monitoring assurance report and review the effectiveness of arrangements.

1.6 Safeguarding training for staff: The Proprietor will ensure that all staff members undergo safeguarding and child protection (including online safety and cybersecurity) training at induction.

1.6.1 All staff: Will receive appropriate safeguarding and child protection refresher training at least annually (via formal training, email e-bulletins and staff meetings). Any member of staff not present at this whole school session will undertake this statutory training requirement on their return.

- Will receive online safety and cybersecurity training annually.

- Must complete Female Genital Mutilation (FGM) awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- Must complete PREVENT awareness training annually. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Will receive training which includes clear reference to staff codes of behaviour and professional boundaries, and on the reporting of low-level concerns, internal whistleblowing policy and guidance for escalation. All staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

1.6.2 Designated Safeguarding Lead and deputies:

- will undergo formal training provided by the Wiltshire Council to provide them with the knowledge and skills and training (including online safety) required to carry out the role. The training will be updated every two years;
- deputies will be trained to the same level as the DSL and
- the DSL and any deputies will liaise with the SVPP and SEA team to ensure that their knowledge and skills are updated. This could be via e-bulletins, attending DSL forum meetings, attending additional training and taking time to read and digest safeguarding developments.

1.6.3 Other training considerations:

- The Proprietor will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009.
- Members of the senior leadership team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.
- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The mental health lead has access to appropriate training.
- Training around safeguarding issues including online safety and filtering and monitoring will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. Appleford use Team Teach.
- The Proprietor and the Advisory Board receive appropriate safeguarding and child protection training at induction.

1.7 Safeguarding in the curriculum: Appleford School is dedicated to ensuring that children are taught about how to keep themselves and others safe, including online. Online Safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training (including at induction) and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND.

Appleford School ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. Parents and carers are offered advice and guidance in support of identifying the risks that may be present to children online, including providing links to current advice and guidance on Internet Safety, social media and online radicalisation risks through [Internet Matters](#) and the national Child Exploitation and Online Protection (CEOP) www.ceop.police.uk. Parents are provided links to current advice and guidance on internet safety via the Parent Portal.

In planning curriculum input in relation to online safety, we will ensure materials are differentiated to take account of the different ages, levels of understanding and vulnerabilities of our pupils so that all pupils are enabled to access this input effectively. This includes the rise of [harmful online challenges and online hoaxes](#), which the school educates about within our online safety curriculum. The breadth of issues classified within online safety are considerable but can be categorised into **four** areas of risk:

- **CONTENT:** being exposed to illegal, inappropriate or harmful content;
- **CONTACT:** being subjected to harmful online interaction with other users;
- **CONDUCT:** personal online behaviour that increases the likelihood of, or causes harm, such as the sending of explicit images or online bullying;
- **COMMERCE:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

A culture of listening to children: We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. Appleford School's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via forums and surveys including the School Council, this data informs our practice and policies.

We recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND). This is part of a broad and balanced curriculum. This includes:

- Working within statutory guidance in respect to [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#).
- Personal, Social, Health and Economic (PSHE) Education,
- Sex and Health (RSHE) education specifically includes the following objectives:
 - developing pupil self-esteem and communication skills;
 - developing strategies for self-protection including online safety;
 - developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent);
- exploring key issues at an age-appropriate stage such as:
 - healthy and respectful relationships;
 - boundaries and consent;
 - stereotyping, prejudice and equality;
 - body confidence and self-esteem;
 - how to recognise an abusive relationship, including coercive and controlling behaviour;
 - the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and FGM, and how to access support, and
 - what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- a whole-setting preventative education approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict;
- appropriate filtering and monitoring systems are in place to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. (Further information can be found in KCSIE 2026);
- the curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the DSL and safeguarding team (e.g., to respond to an increase in bullying incidents);

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- providing engagement opportunities with parents and carers to consult on key aspects of the curriculum and
- enabling learners to inform the curriculum via discussions with the [school council, pupil voice and student body – confirm wording for your setting].

1.8 Safer recruitment and safer working practice:

1.8.1 - Safer recruitment: Appleford School pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education, Part Three' (2026), ensuring we maintain an accurate Single Central Record (SCR).

- This includes scrutinising applicants, by verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and identifying any gaps within this, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- It also includes undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity. An enhanced DBS with barred list check will be completed for all volunteers taking part in regulated activity in line with The Crime and Policing act 2026.
- Applicants must provide an application form and Curriculum Vitae will not be accepted as a stand-alone.
- As a school we will conduct online searches as part of our due diligence checks on short listed candidates and inform them of this.
- All recruitment materials will include reference to Appleford School's commitment to safeguarding and promoting the wellbeing of learners.
- Where applicable, third party assurances are sought for contractors who are required on site, including identification checks on arrival.
- Under no circumstances will a volunteer/employee/contractor on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

1.8.2 – Work Experience: Where a person supervising a child on a work experience placement for a child under the age of 16, provides teaching, training, instruction, care or supervision frequently, on more than 3 days in a 30-day period, or overnight, this is regulated activity and an Enhanced DBS with barred list check will be requested.

Appleford School cannot request an enhanced DBS check with barred list information from a work experience provider for staff supervising children aged 16 to 17; instead, Appleford School will seek assurance that the placement provider has appropriate safeguarding policies and procedures in place before any placement begins.

1.8.3 Visitors: All visitors complete the Inventory signing in/out process, wear a school lanyard with ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school. Scheduled visitors in a professional role (e.g. fire officer, police, LA staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

Careful consideration is given to the suitability of any external organisations. Professionals may also be required to provide a letter of assurance from their organisation that safer recruitment checks have been completed. If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity and confirm the reason for the visit.

1.8.4 Site Safety: Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings. [After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/after-school-clubs-community-activities-and-tuition-safeguarding-guidance-for-providers)

Where the school's premises are hired or rented to another organisation, Appleford School will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place, including inspecting these where needed, and will ensure there are arrangements for the provider to liaise with the school on safeguarding matters. Safeguarding requirements will be included as a condition of use in any lease or hire agreement, and failure to comply with this could lead to termination of that agreement.

The school maintains comprehensive emergency preparedness plans to respond to emergencies and critical incidents, in line with the requirements of Martyn's Law. These plans include procedures for evacuation to an alternative premises, invacuation to a designated safe internal area, lockdown arrangements. Regular practice drills are conducted to ensure staff and children are familiar with emergency procedures and can respond effectively.

Child absconding/missing from site: Any incident where a pupil leaves the school site without permission, leaves staff supervision, or where their whereabouts become unknown will be treated as a safeguarding incident. The school's response will be proportionate to the child's age, understanding, vulnerabilities and level of assessed risk. The DSL will be informed immediately, a search of the school grounds should be undertaken, parents/carers contacted, and where vulnerability factors are identified, the police and Children's Social Care will be notified. All incidents will be recorded as safeguarding, reviewed and used to inform future risk assessment and safeguarding planning.

1.8.5 Off site visits and exchange visits: We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

1.8.6 Use of restrictive interventions: At Appleford School, our aim is to create a safe, secure and supportive environment for all our pupils and staff. There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers.

In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance [Use of reasonable force and other restrictive interventions guidance](#)
- There is robust recording and reporting of any incident where restrictive interventions including reasonable force and seclusion have been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.
- Further details can be found in our behaviour policy/use of restrictive interventions policy.

1.8.7 Whistleblowing procedures: Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

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- General guidance can be found at: Advice on whistleblowing <https://www.gov.uk/whistleblowing>.
- The NSPCC whistleblowing helpline is available [here](#) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct and staff notice boards).
- Appleford has a whistleblowing policy

Concerns and allegations management: The Proprietor is responsible for liaising with the Local Authority Designated Officer (LADO) and other partner agencies in the event of an allegation of abuse being made against the Headmaster. See also 'Managing concerns and allegations against staff'.

Audit: The Chair of the Advisory Board's nominated member of the Advisory Board for safeguarding collaborates with the Headmaster and the D/DSL to complete an annual safeguarding audit this is in a cycle which consists of peer review and submission to the local authority.

As the key strategic decision maker and vision settler for the school, the proprietor will make sure that our policies and procedures are in line with national and local safeguarding requirements. The Proprietor will work with the Headmaster to make sure the following safeguarding essentials are in place:

Training/ Teaching	Policy/ Procedures	Key safeguarding roles
• Whole school approach to broad and balanced curriculum embedding safeguarding teaching. • D/DSL training • Designated teacher training • KCSiE (2026) Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children) • Staff training, including regular safeguarding updates • Children taught about keeping safe online • Online safety training for staff • Preventing radicalisation • Teaching staff confidence to deliver RSHE/ PSHE to all pupils • Annual review of online safety arrangements	• Child-on-child abuse • Pupil voice • Online safety • Whistleblowing • Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct • Early help • Mental health • Multi-agency working • Children who are absent and/or missing from education • Children with SEND and a physical health issue • Reporting abuse, incl. dealing with a child at immediate risk • Female genital mutilation (FGM) • Behaviour policy • Relationships, Sex and Health Education (RSHE) policy • Staff contribution to policy • Safeguarding policy review	• Designated Safeguarding Lead (DSL) who is a senior member of the leadership team. • Deputy Designated Safeguarding Lead (DDSL) • Designated teacher for looked-after children (even if there are none on roll) • Mental health leads • Pastoral and well-being staff • Proprietor's appointee for Safeguarding and Child Protection • Nominated member of staff for filtering and monitoring and online safety. • Filtering and monitoring & online safety lead. • Attendance monitor • Attendance champion

PART 2: Procedures

2.1 Reporting concerns: All staff are clear about recording and reporting concerns to the DSL/Deputy DSL in a timely way. In the case a learner is in immediate danger, staff should phone the police. All staff are aware of and follow the procedures to respond to a concern about a child. This includes responses to child-on-child harm and learners who present with a mental health need. At Appleford School children can raise their concerns via any member of staff and they will be treated seriously. Appleford School is committed to work in partnership with parents and carers. In most situations, the DSL will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime and
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

2.2 Information Sharing: Appleford School is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018, UK General Data Protection Regulations and the Data (Use and Access) Act 2025. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the school are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- They should refer to [Information Sharing for Safeguarding Practitioners 2026](#).

There may be times when it is necessary to share information without consent such as:

- to gain consent would place the child at risk;
- by doing so will compromise a criminal investigation;
- It cannot be reasonably expected that a practitioner gains consent and
- if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when Appleford School will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt Appleford School will seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent 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 safeguard and promote the welfare and protect the safety of children.

2.3 Identifying and monitoring the needs of vulnerable learners: The DSL and Deputy DSL will regularly review and monitor those children who have been identified as vulnerable and those children who are potentially at greater risk or harm. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information is shared with teachers and school and college leadership staff to promote educational outcomes.

- Learners who currently have, or have had, a social worker, including those in kinship care, will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

2.4 Multi-agency working: We recognise that education providers have daily contact with most children and families, and we are uniquely placed to identify concerns and, with partners as appropriate, address them early.

Appleford School will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2026](#).

All staff are aware of the criteria and process for community-based Family Help assessments including the level of need, for when a case should be referred to Family Help support and services provided at:

- Targeted early help level (under sections 10 and 11 of the Children Act 2004), and
- Statutory services delivered under section 17 of the Children Act 1989 (children in need, including how this applies for disabled children)

All staff are aware of the criteria and process, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989 (reasonable cause to suspect a child is suffering or likely to suffer significant harm)

- Section 31 of the Children Act 1989 (care and supervision orders), and
- Section 20 of the Children Act 1989 (duty to accommodate a child)

Referrals in these cases should be made by the DSL (or Deputy DSL) to Children's Social Care in the Local Authority in which that child resides.

Appleford School will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes providing written reports and ensuring representation at inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

2.4.1 Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to part-time timetable, the school will consult with relevant agencies and the virtual school.
 - the setting will liaise with the Police who will consider a proportionate response.
 - If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](#) can be helpful or contact the local PCSO/School Link Officer/Neighbourhood Team.
 - If we are managing a critical incident involving a child, Wiltshire Council will be contacted.

A critical incident may be defined as any sudden and unexpected incident or sequence of events which cause trauma within a school community, and which overwhelms the normal coping mechanisms of that setting.

Critical Incidents affecting settings may include:

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- property failure;
- the death of a pupil(s) or member(s) of staff through sudden accident, murder, terminal illness or suspected suicide;
- a serious accident involving pupils and setting personnel on or off premises;
- a violent attack or violent intrusion onto premises, e.g. involving an armed intruder or a bomb alert;
- fire, flood, building collapse or major vandalism in setting;
- a hostage situation and
- a significant event in the community, e.g. transport accident, terrorism.

Whatever the scale of the incident, the effect on the individuals involved can be equally devastating. Further advice and guidance can be found here [Critical Incident Support | Right Choice](#) or contact their dedicated response teams directly.

2.5 Suspensions, permanent exclusions, and commissioning of Alternative Provisions.

(To be read in conjunction with the Behaviour Policy.) Appleford School recognises that children who are suspended or permanently excluded may be vulnerable to a range of safeguarding concerns and that such actions can increase a child's risk of harm, exploitation, poor mental health, serious violence, criminal involvement, and becoming missing from education.

The school will ensure that safeguarding remains central to all decision-making relating to suspensions and permanent exclusions. Staff will consider whether a child's behaviour may be an indicator of unmet safeguarding needs, abuse, neglect, exploitation, trauma, mental health concerns, family difficulties, or special educational needs and disabilities (SEND).

Appleford School will exercise its legal duties in relation to their interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of [Children Act 1989](#);
- that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#));
- and takes into consideration the learner's rights under the [Human Rights Act 1998](#) and
- Interventions will be consistent with statutory guidance [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#).

2.5.1 Actions to take:

- Ensure safeguarding considerations form part of all decision-making processes.
- Consider whether behaviour is linked to an underlying safeguarding concern or unmet need.
- Involve the Designated Safeguarding Lead (DSL) where safeguarding concerns are identified, suspected, or known.
- Consider whether Early Help, Children's Social Care, mental health support, or other multi-agency interventions are required.
- Notify the Statutory Virtual School of a suspension or permanent exclusion of a Looked After Child
- Remain alert to the heightened risk of children who are suspended or permanently excluded becoming missing from education, experiencing child criminal exploitation, child sexual exploitation, or becoming involved in serious violence.
- Work collaboratively with parents/carers, the local authority, alternative providers, and other relevant agencies to promote the child's safety and welfare.
- Ensure that safeguarding arrangements remain effective throughout any suspension period and during transitions to alternative provision or other educational settings.

- Transfer child protection records, safeguarding files, risk assessments, and any other relevant welfare information securely and without delay when a child moves to another education provider following permanent exclusion.

The school acknowledges that a permanent exclusion should never be viewed solely as a behaviour matter and will take all reasonable steps to identify, assess, and address any underlying safeguarding vulnerabilities affecting the child.

2.5.2 Commissioning Alternative Provisions: When commissioning Alternative Provision we will have regard to statutory and non- statutory guidance:

[Alternative provision - GOV.UK](#)

[Non-school alternative provision: voluntary national standards - GOV.UK](#)

[Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](#)

In accordance with KCSIE 2026, if a pupil who is on role at Appleford School attends an Alternative Provision, we will continue to be responsible for the safeguarding of that pupil and ensure that we are satisfied that the provision is meeting the needs of the pupil. Before one of our pupils attends an alternative provision, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of our own staff. The school will remind the provider of their duty to notify us of any staff changes or risks. We understand that good practice highlights the importance of a member of school staff visiting the setting before placement is confirmed, to meet the provider, carry out visual checks and complete an Individual Placement Agreement.

We will ensure there is a clear agreement of roles and responsibilities to maintain safeguarding and daily monitoring of attendance arrangements for learners who are not taught on site. An accurate record will be kept of where the child is, including all sites attended through Alternative Provision. When a child who is on role at Appleford School is attending an alternative provision, half-termly visits will be undertaken by a member of school staff to see that child to ensure the safety and suitability of the provision. Where possible, we will always look to use an alternative provision that are on Wiltshire Alternative Provision Approved Register [Alternative Provision Service Information | Right Choice](#). If a safeguarding concern arises for a child within their Alternative Provision, the school will look to immediately review or end the placement.

2.6 Children Missing from Education: (To be read in conjunction with the Attendance Policy.) A learner missing or absent from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing or are absent from education, particularly on repeat occasions. These should be reported to the DSL and reviewed in line with [2.3 Identifying and monitoring the needs of vulnerable learners](#)

Appleford School will follow the guidance detailed in [Children Missing Education \(2016\)](#), [Working together to improve school attendance 2026](#) and Wiltshire Council policy for Children Missing from Education. We will comply with submitting attendance returns to the Local Authority within the agreed timescales.

This will include notifying the local authority in which the child lives:

- 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,
- or who has been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

2.6.1 Elective Home Education: Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, Appleford School, and other key professionals will work together to coordinate a meeting with parents/carers where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child is subject to a child protection plan or has an Education, Health and Care plan this will need to be reviewed with the local authority, working closely with parents and carers.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 Appleford School will notify the Local Authority when a pupil's name is deleted from the admission register. Safeguarding concerns will be shared with the Education Welfare Service and where required, a request for additional support from children's services will be made in line with the Children Act 1989.

2.7 Responding to allegations of abuse made against adults working in the setting: Staff must report any concerns or allegations about a professional's behaviour (including supply staff, trainee teachers, volunteers, and contractors and those from organisations or individuals using the school premises) where they may have;

- 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.

On being advised of an allegation which meets any or all of the above criteria, the designated safeguarding lead / case manager (schools) should contact the Local Authority Designated Officer (LADO) within **ONE working day**.

2.7.1 Immediate action must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues and visitors must be reported directly to the Headmaster who will follow guidance in Keeping Children Safe in Education (DfE 2026, Part four: Safeguarding concerns or allegations made about staff, including supply teachers, trainee teachers, volunteers and contractors).
- If the concern relates to Headmaster it should be reported to the Proprietor, who will liaise with the Local Authority Designated Officer (LADO) - Wiltshire Council and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.
- If allegations are regarding a member of supply staff, the school will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Where allegations concern a trainee teacher, the school will progress the matter with the LADO in the same way as for any other member of staff, while continuing to liaise with the initial teacher training (ITT) provider (KCSIE 2026, Part Four).
- [If concerns relate to the Headmaster who is the Proprietor of Appleford School, allegations should be referred to the LADO
- Allegations regarding foster carers should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The school should not undertake any investigation unless the LADO advises this.

2.7.2 Low level concerns: This should be read in conjunction with the staff code of conduct and Keeping children Safe in Education (2026). A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

The setting provides a clear procedure for sharing low level concerns. Reports should be made to the DSL (or the Headmaster if it is regarding the DSL).

- Appleford School creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive, sensitive, and proportionate handling of such concerns when they are raised.
- The DSL will review and correct any deficits in the setting's safeguarding system.

2.8 Children at greater risk of harm: Whilst all children should be protected, all staff and the Chair of the Advisory Board recognise that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups:

- children who need a social worker;
- children who are absent from education;
- elective home Education;
- children requiring mental health support;
- looked after children and previously looked after children;
- care leavers;
- young carers;
- children in the court system;
- children affected by parental offending/imprisonment;
- children in Kinship Care;
- children with special educational needs, disabilities or health issues;
- children with medical conditions;
- children who are lesbian, gay or bisexual;
- children who are questioning their gender and
- children with Special Education Needs and Disabilities (SEND) or physical health issues. Appleford School never assumes that behaviour, mood or injury relates to the child's additional needs without further exploration.

There are also specific areas of safeguarding that can impact on children and families and their ability to keep safe:

- child Exploitation- including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking;
- cybercrime;
- domestic Abuse;
- homelessness;
- honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage);
- online Safety;
- mental health;
- child on child abuse;
- radicalisation;
- serious Youth Violence;
- substance Misuse and
- private Fostering

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education Annex A (DfE 2026); the [NSPCC website - Types of Abuse](#). Localised resources for education settings can be accessed through Wiltshire's [Safeguarding Effectiveness Resource Page | Right Choice](#)

2.9 Responding to incidents of child-on-child abuse (including harassment and violence) and extra-familial safeguarding concerns

2.9.1 Child-on-child abuse: All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child abuse and child-on-child sexual violence and sexual harassment, including those that have happened outside of the school, and/or online.

Child-on-child abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. The different forms of child-on-child abuse is likely to include, but not limited to:

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice based incidents.
- abuse in intimate personal relationships between peers (teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.

We recognise that, for some (but not all) forms of child-on-child abuse, it is more likely that girls will be victims and boys perpetrators; however, all child-on-child abuse is unacceptable and will be taken seriously regardless of the sex of those involved (KCSIE 2026, para 191).

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator, who may themselves need support; it is preventable, and staff have a responsibility to report any concerns to the DSL regardless of whether the incident happened on or off site. Sexual harassment and violence between children can be linked to wider cultures of misogyny. Appleford School will consider this link when planning its curriculum and pastoral response.

Consequently, child-on-child abuse is dealt with as a safeguarding issue and recorded as such, not managed through the systems set out in the behaviour policy.

- Any child who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the setting’s safeguarding team and pastoral system and the support will be regularly monitored and reviewed.
- We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.
- We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education,
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously,
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern,
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school DSL/ Deputy DSL.

2.9.2 Child-on-child sexual harassment and sexual violence: The DSL will follow local and national guidance when there has been signs, reports or concerns of Harmful Sexual Behaviour (HSB), child-on-child sexual

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harassment and sexual violence having due regard of Part 5 of Keeping Children Safe in Education. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for children who are identified as posing a potential risk to other children.

The Wiltshire Harmful Sexual Behaviours protocol [Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - Policies and guidance](#) should be utilised to inform assessment of risk and what actions to subsequently take. Any assessments need to take an extra-familial safeguarding approach to consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

Appleford School will consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. A concurrent referral to social care must also be made.

Where a report includes an online element, we will follow [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#) and [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

- The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.
- The Lucy Faithfull Foundation can provide support to anyone with concerns about child sexual abuse [Helpline - Stop It Now](#)
- The Lucy Faithfull Foundation's, Shore Space, offers a confidential chat service for teenagers worried about sexual behaviour. [Home - Shore](#)

2.9.3 Extra familial safeguarding approach to child-on-child abuse: Appleford School will minimise the risk of child-on-child abuse by understanding extra-familial risks and will increase safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child abuse, the DSL will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics in the curriculum.

ROTH (Risk Outside The Home) [Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - Policies and guidance](#)

2.10 Mental health and wellbeing: Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. 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, and or may require early help support or the involvement of a more specialist service.

This can include self-harm, signs of an eating disorder, suicidal ideation or suicide. Where a mental health concern may indicate that a child is suffering, or is at risk of suffering, abuse, neglect or exploitation, staff will follow the setting's usual safeguarding reporting route to the DSL without delay, so the concern can be assessed alongside any other information held about the child (KCSIE 2026, para 225).

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how

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- these experiences can impact on children's mental health, behaviour and education.
- they have a duty 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.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Appleford School will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.

The setting will take a 'whole school approach' to:

- deliver high-quality teaching around mental health and wellbeing on the curriculum;
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;
- making sure children and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing and
- being committed to child and parent participation.

Appleford School:

- has a mental health lead who supports the development of knowledge and acts as a point of expertise to promote the wellbeing and mental health of learners. They have sufficient training in mental health **and** safeguarding for them to carry out their role effectively;
- reviews attendance, behaviour, attainment, and safeguarding records at least on a termly basis to enable early identification of vulnerability to mental health problems;
- ensures that learners can report and share concerns in line with section 'Reporting a concern' of this policy.
- ensures staff follow a safeguarding process in terms of reporting concerns so the DSL (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered and
- responds to the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.

Additionally:

- The DSL will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section 'Multi-Agency Working'.
- Appleford Communicates and works with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- The DSL liaises with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team access specialist advice through targeted services.
- We utilise the Mental Health in Schools Team (MHST) for early intervention and advice, and signpost staff, learners and families to NHS Every Mind Matters and the Hub of Hope, the UK's mental health support database (KCSIE 2026, paras 230-232).

2.11 Online Safety: Online safety is an integrated and interwoven theme with other safeguarding considerations. The DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager. Appleford School is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- ensuring that online safety is included in relevant policies and procedures;

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- online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners;
- acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section Responding to incidents of child-on-child harm and read in conjunction with Appleford School's policy on the use of mobile smart technology;
- provision of education via remote learning will comply with governmental advice [Safeguarding and remote education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/advice/safeguarding-and-remote-education);
- the effectiveness of the setting's ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually;
- preparing children with information for any online challenges and hoaxes, sharing information with parents and where to get help;
- being alerted to emerging online risks, including AI-generated content, deepfakes and nude apps which can be used to create fake sexual images of a child, and the spread of misinformation and disinformation online;
- helping children understand how to protect their personal information online and think carefully before sharing images of themselves or others;

Appleford School operates as a mobile phone-free environment by default; pupils do not have access to their mobile phone during the school day, including lessons, the time between lessons, breaktimes and lunchtime, other than by exception. [See Appleford School's Mobile Phone Policy for full details.];

Our DSL takes lead responsibility for filtering and monitoring, and Appleford follows the DfE Filtering and monitoring standards, currently in force. We use 'Smoothwall' on our devices and networks. We also make every effort to meet the Cyber Security Standards;

- Paragraph 162 to 182 of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online;
- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk and
- Where there have been established cases of online abuse or grooming, we will alert - **Child Exploitation and Online Protection command (CEOPS)** <https://www.ceop.police.uk/ceop-reporting/>

2.12 Gender-questioning children: Appleford School has a statutory duty to safeguard and promote the welfare of all children, including any child who is questioning their gender, as well as their peers, and will consider the impact of any decision on all children affected risk/needs assessments will be considered (further information can be found in KCSIE 2026, para 251-282).

Where a child asks for support with social transition, we will:

- engage parents/carers as a priority and give their views considerable weight, except in the rare circumstances where doing so would place the child at greater risk – in which case the DSL will determine what action is needed to safeguard the child before parents/carers are contacted;
- take a careful approach, recognising that social transition is an active intervention that may have significant effects on a child's wellbeing and longer-term outcomes, and that primary-aged children in particular are very unlikely to be supported in a full social transition;
- consider what is in the best interests of the child and of other children, drawing on clinical and non-clinical professional advice (for example from the SENCo) where relevant, and taking into account any wider health issues or neurodiversity;
- document the decision-making process and keep records, including where a request is not agreed to; ensure that toilets, changing rooms, and boarding/residential accommodation designated for one biological sex are not made available to a child of the other biological sex, including as a form of social transition, and

- comply with the setting's duties under the Equality Act 2010 and the Human Rights Act 1998, considering whether any policy would place a gender-questioning child at a disadvantage relative to other children, and linking this consideration to the setting's wider inclusion and equality processes (see section 3, Equalities Statement, of this policy).

2.13 Safeguarding Children with medical conditions: An incident relating to the management of a child or young person's medical condition (including allergies) would not, in itself, warrant a referral to local safeguarding partners. However, we will make a referral to statutory services where an incident indicates the child may be at increased risk of neglect, abuse or exploitation connected to their medical condition – for example, where relevant medical information is not provided to the setting, or a child is repeatedly sent without essential medication. Further information: DfE statutory guidance Supporting pupils at school with medical conditions, and Allergy safety in schools (KCSIE 2026, para 250).

2.14 Specific actions to take on key safeguarding areas: General or national guidance is not included here. A summary of specific duties is in [Keeping children safe in education 2026 Annex A](#). It is recommended that school and college leaders and those staff who work directly with children should read this Annex. In recognition that the threshold of child protection is 'likely to suffer' significant harm, Appleford School may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner or others at further risk of harm or compromise a criminal investigation. It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Weapons and Serious violence: We recognise that success in learning is one of the most powerful indicators in the prevention of youth crime.

All staff are 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 educational 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.

- Any member of staff who becomes aware that a pupil is carrying a weapon, has used a weapon, is in possession of a weapon, or has expressed an intention to use a weapon must report this immediately to the Designated Safeguarding Lead (DSL) or a deputy DSL.
- Concerns relating to weapons will be treated as safeguarding concerns and assessed by the DSL in line with the school's child protection procedures.
- The DSL will consider appropriate action, including risk assessment, parental involvement, referrals to children's social care, Early Help, and/or liaison with the police where appropriate.
- The school recognises that possession or use of a weapon may be an indicator of serious violence, child criminal exploitation, gang involvement, or other safeguarding concerns and will respond accordingly.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive. Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be susceptible to exploitation and getting involved in gangs, as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks. We teach about the dangers of gang membership using PSHE Association accredited resources.

Child Exploitation – both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Appleford School will ensure that early help intervention is provided as soon as a concern of exploitation is identified. We will utilise the SVPP's [Wiltshire Safeguarding Vulnerable People Partnership \(SVPP\) - Policies and guidance](#) and seek advice from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions. We will seek advice from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

- If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, Appleford School will share information with the police and with the Emerald Team. This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- If the learner is at risk of CCE information should be shared with the police. Targeted support maybe available to disrupt learners from getting involved with criminality.
- Agencies will share 'Missing persons' notifications (when a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Further support and information can be found here: [Preventing Child Sexual Exploitation | The Children's Society](#)

Domestic Abuse: All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass is a national operation where local police forces notify education settings when the police are called to an incident of domestic abuse. Education Settings will be notified when the police have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. When a setting is concerned about the amount of police notifications they receive or disclosures of domestic abuse they should consider seeking further advice and completing an Early Help Assessment or DASH to support the family.

The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. [Homepage - National Domestic Abuse Helpline](#) provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [How to Protect Children From Domestic Abuse | NSPCC](#)
- [What is domestic abuse? - Refuge](#)
- [Safe Young Lives | Young people & domestic abuse - SafeLives](#)
- [Domestic abuse: specialist sources of support - GOV.UK](#)
- [Home : Operation Encompass](#)

Female Genital Mutilation

Mandatory reporting duty: [Click here for government guidance](#)

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There is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

1. are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. observe physical signs which appear to show that an act of FGM has been carried out on.

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

Teachers must personally report to the police where they discover, through a disclosure from the child or visual evidence, that FGM appears to have been carried out on a girl under 18. Informing the DSL does not discharge the teacher's personal statutory duty. Unless there is good reason not to do so, the teacher should also discuss the case with the DSL or Deputy DSL, who will provide support and consider involvement of Children's Social Care as appropriate. Suspected or at-risk cases where FGM has not been discovered will be managed through the school's usual safeguarding procedures.

Child Sexual Abuse

Mandatory reporting duty: There is a legal duty for those taking part in regulated activity to report if they:

- are told that a child (person under the age of 18) has been sexually abused, either by a child or an adult involved
- witness child sexual abuse in person
- see or hear it in the form of images, videos or audio recordings.

These cases must be referred to the DSL who will support staff to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

Generative AI: Appleford School recognises the safeguarding, data protection and intellectual property considerations arising from the use of Generative AI (whether teacher-facing or pupil-facing) in education. Staff will have regard to the Department for Education's guidance on [Generative artificial intelligence in education](#), and to related sector resources on identifying and mitigating the associated safeguarding risks, when considering the use of AI tools in the setting (KCSIE 2026, paras 165-166). Staff should also be aware that images or videos of a sexual nature generated using AI are treated in the same way as other nudes and semi-nudes for safeguarding purposes. It is important that all staff are aware of the risks posed by AI tools, and that risk assessments are carried if new AI tools used by our school. Any use of AI to access harmful content or bully pupils will be treated in line with this policy and our anti-bullying (countering bullying) policy

The Prevent Duty: All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training,
- IT policies.

Private Fostering: A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence. Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers: A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. Support for Young Carers can be accessed by completing an EHA.

Sport and single-sex provision: KCSIE 2026 sets out that schools, further education institutions and 16-19 academies (covered by Part 6 of the Equality Act 2010) may separate children by biological sex for single-sex sport and competitive activity where physical strength, stamina or physique would otherwise create a safety or fairness disadvantage. Some sports may need to be single-sex from a certain age for safety reasons, in which case there must be no exceptions. Requests relating to how a child participates will be considered against the guidance on 'considering requests for support with social transition', taking into account the best interests of the child, the impact on other children, and the aim of creating a safe and fair environment (KCSIE 2026, paras 95-98).

Toilets, changing rooms and boarding/residential accommodation: Appleford School will not allow children into toilets, changing rooms or overnight/boarding accommodation designated for the opposite biological sex, including in response to a request to support social transition. Separate toilets are provided for boys and girls aged 8 and over, and separate changing accommodation for pupils aged 11 and over, in line with the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014.

Where a gender-questioning child does not wish to use the facilities designated for their biological sex, Appleford School will consider whether an alternative, self-contained facility can be provided without compromising single-sex provision for other children. Any such arrangements will be recorded, communicated appropriately, and reviewed regularly. [Delete/adapt the boarding and residential accommodation references if not applicable to your setting.] (KCSIE 2026, paras 105-116 and 197-202).

APPENDIX 1 – MAIN RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DSL), DEPUTY DSL, ADVISORY BOARD MEMBER FOR SAFEGUARDING AND THE HEADMASTER

Main Responsibilities of the DSL: The Proprietor, who is the chair of the Advisory Board, ensures that a member of the Senior Leadership Team, is appointed to the role of the DSL and has the appropriate status and authority within our school to carry out the duties of the post including maintaining an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding

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tasks and duties as specified by the DSL in accordance with the details set down below.

The DSL takes **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL has the additional time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable these duties will be carried out by the Deputy DSL. Whilst the activities of the DSL may be delegated appropriately to the DDSL, the ultimate **lead responsibility** for child protection, as set out above, inclusive of online safety, remains with the DSL, and this should not be delegated.

Deputy designated safeguarding lead (DDSL): Appleford school has appointed a deputy DSL, trained to the same standard as the DSL. The job role of the deputy DSL is the same as that of the DSL, whilst accepting that the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility is not be delegated except when the DSL is absent.

Availability: During term time, our designated safeguarding lead (or a deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns, either in person or via phone/video call. The school will organise adequate and appropriate cover arrangements for any out of hours/out of school time activities, including when the school is closed.

Managing Referrals includes: The DSL is expected to:

- refer cases of suspected abuse to the Local Authority children's social care as required, the LADO for child protection allegations which concern a member of staff or volunteer, the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
- support staff who make referrals to Local Authority children's social care and the Channel programme;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required. NSPCC- When to call the police gives guidance on when to consider calling the police and what to expect when working with the police.

Work with others: The DSL is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the three safeguarding partners; Wiltshire Children's Services, the local NHS commissioning group and Wiltshire Police.
- liaise with the Headmaster to inform them of issues- especially ongoing inquiries under section 47 of the Children Act 1989 and police investigations (including the requirement for children to have an Appropriate Adult) - [PACE Code C 2019](#);
- as required, liaise with the "case manager" (as per Part four) and the Local Authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, and the special educational needs co-ordinator (SENCO), on matters of safety and safeguarding and welfare (including online and digital safety): when deciding whether to make a referral by liaising with relevant agencies and so that children's needs are considered holistically;
- liaise with the mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children

in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children's attendance, engagement and achievement at school;

- ensuring that the school knows the cohort of children who currently need a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to feel confident to provide additional academic support or make reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Undertake training, which includes: The Headmaster, DSL and deputy DSL undergo specialist training to be updated every 2 years (including Prevent awareness training). In addition, they continually (and at least annually) refresh their knowledge and skills to keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments and social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the filtering and monitoring systems the school has in place, ensuring they are compliant with the Filtering and Monitoring Standards and reviewing these regularly to ensure effectiveness;
- understand when a crime may have been committed and at what stage to contact the police;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part time staff; are alert to the specific needs of children in need, those with special needs and young carers; can keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them and
- attend regular meetings of the local safeguarding network for contextual safeguarding in schools.

Information sharing and managing the child protection file: The DSL is responsible for ensuring that child protection files are kept up to date and stored securely. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part One and Part Two of (KCSIE: September 2026).

Where children leave the school (including in year transfers) the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSL and SENCOs or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any additional information with the new school or college, in advance of a child leaving, in order to help them to put in place the right support to safeguard the child and to help the child thrive in the school or college. For example, information

that would allow the new school, or college, to continue supporting children who have had a social worker and been victims of abuse, and to have that support in place when the child arrives.

Raising Awareness – The Designated Safeguarding Lead will:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementations are updated and reviewed regularly, and work with the Proprietor regarding this;
- ensure the Child Protection Policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role should include ensuring that the staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Training, knowledge and skills: The DSL and deputy undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The DSL undertakes Prevent awareness training. This training provides the DSL with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so that they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's Child Protection Policy and procedures, especially new and part-time staff;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, we give time for their knowledge and skills be refreshed (this might be via e-bulletins, meeting other DSLs, or through reading and digesting safeguarding developments) at regular intervals, as required, and at least annually, supporting the DSLs' understanding and keeping up with any developments relevant to their role.

Understanding processes and procedures: It is incumbent upon Wiltshire that training does provide DSLs with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, in order to:

- understand the assessment process for providing early help and statutory services, including local criteria for action and Local Authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so and
- understand the importance of the role the DSL has in providing information and support to children's social care in order to safeguard and promote the welfare of children.

Providing support to staff

Training supports the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure each member of staff has access to, and understands, the school's Child Protection Policy and procedures, especially new and part-time staff and
- ensure that staff are supported during the referrals processes; and support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children: It is important that all children feel heard and understood. Therefore, DSLs (and deputies) will; be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information: The critical importance of holding, using and sharing information effectively is set out in (Parts One and Two of KCSIE: September 2026), and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and/or colleges on transfer including in-year and between primary and secondary education, and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the [Data Protection Act 2018](#) and the General Data Protection Regulation and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

In line with KCSIE (DfE: 2026) when students leave our school, the DSL ensures their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 years of the start of a new term to allow the new school or college to have support in place for when the student arrives. The designated safeguarding lead (DSL) ensures secure transit, and confirmation of receipt is to be obtained. This is transferred separately from the main student file. The receiving school or college should ensure key staff such as the DSL and special educational needs co-ordinators (SENCOs) or the named persons with oversight for special educational needs and disabilities (SEND) in a college are aware as required.

Responding to specific needs and harms: Training will give the DSL the knowledge and skills to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk. This includes to:

- be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health needs and young carers;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- understand and support the school with regard to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school and
- recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and be confident they have the capability to support children with SEND to stay safe online.

Advisory Board: The Advisory Board, who receive from the DSL a safeguarding report at each meeting has a corporate responsibility for all safeguarding matters relating to the pupils of the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To this end, the Advisory Board will:

- liaise with the senior leadership of the school, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding and also liaise with the LSCP and LADO as and when required by this policy;
- with the DSL, jointly produce the written annual review/audit and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review, which is shared with the Local Authority;
- check the staff's understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols; monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a Local Authority;
- find out, on each visit to the school, if the policy is known in practice, by talking to a number of staff and volunteers right across the school to see if they would know who to report to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHE and
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (WT) (HM Government: 2026) through effective communication and cooperation with local agencies.

The Headmaster and the DSL will:

- ensure that the Safeguarding and Child Protection Policy and procedures adopted by the Advisory Board are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith; ensure that pupils' safety and welfare are addressed through the curriculum; be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers;
- ensure that all staff feel able to raise concerns about poor, or unsafe practice, and that such concerns are handled sensitively and
- clarify that wrongdoing by staff in the workplace, that does not involve safeguarding and welfare of pupils, is dealt with in accordance with the school's Whistleblowing procedures.

APPENDIX 2 - THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in [Working Together to Safeguard Children \(2026\)](#) and is governed by the Authorities duties under section 11 of [the Children Act 2004](#) and [Wiltshire and Isles of Scilly safeguarding children partnership](#). This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has: behaved in a way that has harmed or may have harmed a child; possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates they may pose a risk of harm to children. There may be up to three strands in the consideration of an allegation these are: a police investigation of a possible criminal offence; enquiries and assessment by children's social care about whether a child needs protection or services; consideration by an employer of disciplinary action in respect of the individual. The LADO is responsible for:

Managing Allegations by:

- acting as the first point of contact for employers, managers, HR and partner agencies seeking advice about an allegation or concern involving an adult who works or volunteers with children;
- providing immediate, expert advice on whether a concern meets the threshold for a formal allegation and on the appropriate initial response, including any immediate safeguarding action required;
- determining, in consultation with police, children's social care and the employer as appropriate, whether a strategy discussion or evaluation meeting is required, and chair or co-chair these meetings;
- overseeing and monitoring the progress of individual cases from initial referral through to resolution, ensuring investigations by employers, police or other agencies proceed without unnecessary delay;
- ensuring that all relevant agencies fulfil their responsibilities in relation to information-sharing, risk assessment and safeguarding action while an allegation is being considered;
- advising on and monitoring any interim safeguarding measures (such as redeployment or suspension) ensure they are proportionate, necessary and kept under review and
- ensuring timely and accurate referrals are made to the Disclosure and Barring Service and relevant professional regulators where the threshold for referral is met, and monitoring compliance with statutory referral duties.

Advice, Guidance and Consultation by:

- providing professional advice and consulting schools, colleges, early years settings, health providers, faith and voluntary organisations, sports and activity clubs, foster carers, other employers and agencies of the children's workforce;
- support organisations to understand and apply safer recruitment, allegations management and whistleblowing procedures.
- offer guidance on managing low-level concerns that do not meet the threshold for a formal allegation but still require a proportionate response and
- acting as a source of professional challenge where an organisation's proposed response to an allegation does not appear proportionate or consistent with statutory guidance.

Recording, Reporting and Quality Assurance by:

- maintaining accurate, confidential and legally defensible records of all consultations, allegations, decisions and outcomes, in line with data protection legislation and information-sharing protocols;
- producing regular management information and thematic analysis on allegations activity for the Local Safeguarding Children Partnership, senior leaders and relevant scrutiny;
- identifying patterns, trends and learning from allegations casework and contribute to case reviews, audits and lessons-learned processes and
- contributing to the partnership's quality assurance framework, including audits of practice by partner agencies

in relation to allegations management.

Training, Development and Partnership Working through:

- designing and delivering, or commissioning, multi-agency training and briefings on allegations management, safer working practice and the role of the LADO;
- building and maintaining effective working relationships with police, children's social care, education, health, HR and professional regulatory bodies to support a coordinated, multi-agency response;
- representing the local authority and/or safeguarding partnership at relevant regional and national LADO networks, sharing and adopting good practice and
- contributing to the development and review of local multi-agency policies and procedures for managing allegations.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist Appleford School in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.