



Safeguarding and Child Protection Policy

All8 Sensory Support fully recognises its responsibilities for safeguarding and child protection.

Policy agreed: 01.09.2026

Policy adopted: 01.09.26

Next review: 01.09.27, or earlier if statutory guidance, local safeguarding procedures or organisational arrangements change.

Key Safeguarding Personnel

Role: Proprietor Alison Alderton 07511 258396
info@all8sensorysupport.co.uk

Designated Safeguarding Lead

Alison Alderton 07511 258396
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Nominated Governor

Hannah Lindsey 07730583798
hannah@wiltshireequineassistedlearning.co.uk

Designated Teacher for Looked After Children

Alison Alderton 07511 258396
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Children's Social Care referrals:

Integrated Front Door Services
0300 456 0100
Out of hours: 0300 456 0108

If you believe a learner is at immediate risk of significant harm or injury, you must call the police on 999.

Key 2026 statutory guidance updates incorporated

- KCSIE 2026 replaces the 2025 guidance from 1 September 2026.
- All staff must read KCSIE 2026 Part One in full and apply it to their practice.
- Working Together to Safeguard Children 2026 replaces the 2023 guidance and strengthens Family Help, multi-agency working, information sharing and child-centred practice.
- Safeguarding practice must address online harms, generative artificial intelligence, AI-generated images, deepfakes, misinformation, disinformation, conspiracy theories and image-based abuse.
- The policy strengthens inclusive, anti-racist and anti-discriminatory practice, including challenge to racism, discrimination, disproportionality and victim-blaming.



Introduction

All8 Sensory Support is committed to safeguarding and promoting the welfare of its learners. All staff and any professional working on behalf of All8 Sensory Support must adhere to the expected safeguarding standards set out here. Safeguarding is everyone's responsibility and decisions must be child-centred, trauma-informed, inclusive and made in the best interests of the learner.

All staff will fulfil local and national safeguarding responsibilities by following guidelines set out in the following key documents:

- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education 2026 statutory guidance for schools and colleges
- The procedures of the Wiltshire Safeguarding Vulnerable People Partnership (SVPP)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers and current safeguarding information-sharing guidance, including the principle that data protection law does not prevent necessary safeguarding information sharing.
- Alternative Provision - Statutory guidance February 2025

The aim of this policy is to ensure:

- all learners we work with are safe and protected from harm.
- safeguarding procedures are in place to help learners feel safe and learn to stay safe.
- prospective and current parents and learners are aware of our responsibilities in relation to safeguarding and child protection.
- practice reflects current statutory guidance, including Family Help, online safety, information sharing, anti-discriminatory practice and the needs of children experiencing multiple or simultaneous harms.

Scope

Safeguarding children is defined as: providing help and support to meet children's needs 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; ensuring children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Safeguarding adults means protecting a person's right to live in safety, free from abuse and neglect. Safeguarding covers a range of measures that includes child protection procedures. It encompasses a preventative approach to keeping children and vulnerable adults safe that incorporates learner physical and mental health and safety; behaviour management and preventing bullying; supporting learners with medical conditions; social economic education; providing first aid and site security.

Consequently, this policy is consistent with my other policies and should be read alongside the following policies relevant to the safety and welfare of my learners:



- Equality Statement
- Health and Safety Policy
- SEND Policy
- Lone Worker Policy
- Safe Physical Contact Policy

For the purposes of this policy: Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, kinship carers, special guardians and adoptive parents. Child refers to all children I work with and any child under the age of 18 who encounters our organisation. This includes unborn babies where safeguarding concerns exist. Any safeguarding concerns or disclosures of abuse relating to a learner, during or outside operating hours, are within the scope of this policy.

Audit

I complete an annual safeguarding audit return to Wiltshire Council for monitoring purposes.

Mandatory Procedure

Professional Behaviour

All staff are committed to positive academic, social and emotional outcomes for learners underpinned by a strong safeguarding ethos and adhere to the highest standards of professional behaviour. Staff must not use their position to gain access to information for their own advantage and/or a learner's or family's detriment. All staff will maintain an inclusive, anti-racist and anti-discriminatory safeguarding culture and will challenge racism, discrimination, harassment, victim-blaming and any practice that prevents learners or families from receiving help.

- All staff are in a position of trust in relation to all children. Staff must ensure that the power imbalance is never used for personal advantage or gratification. Staff must avoid behaviour which might be interpreted by others as an abuse of the position of trust. This includes sharing personal contact details with learners or families.
- All staff have a legal duty to protect the interests of children and accept the obligations inherent in that responsibility.
- Staff must not establish or seek to establish social contact with learners to secure a friendship or to pursue or strengthen a relationship.
- It is an offence under the Sexual Offences Act 2003 for staff to engage in any form of sexual activity with a child under the age of 18.
- Harassment or discrimination based on any characteristic protected by the Equality Act 2010 is unacceptable.
- Staff must not swear, blaspheme or use offensive language in front of learners, nor use language which is discriminatory or demeaning in any way.



Communication with learners and parents, including social contact outside of the workplace

All staff must use professional judgement when requesting or accepting any social contact, including through social media. Staff must not accept any request from learners for contact via any social media platform, must not respond to requests made via social media channels by learners or parents/carers, and must direct new enquiries to appropriate channels. Staff must not engage in direct communication with a learner outside the hours of the commissioned sessions. Instead, staff must liaise with the commissioner, parent and any relevant agency, such as MASH, as necessary. This includes maintaining professional boundaries when using messaging apps, online platforms and any AI-enabled communication tools.

Staff must not make sexual innuendos or any comments of a sexual nature to any learner other than in the context of sex and relationship education in the PSHE curriculum, nor make any comments trivialising alcohol or drug abuse. Occasionally, learners may develop an infatuation for a professional. In such situations, staff must deal with these situations sensitively and appropriately to maintain the dignity and safety of the learner. Staff must be aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and therefore must make every effort to ensure that their own behaviour is beyond reproach. Staff must wait until after an ex-learner's 18th birthday before accepting any request on social media. In the case of ex-learners who were adults while working with All8 Sensory Support, staff must use professional judgement about the potential risks to the learner while making a decision. Staff must not give gifts to individual learners.

Physical contact including intimate/personal care and behaviour management

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one learner, in one set of circumstances, may be inappropriate in another, or with a different child or vulnerable adult. Any physical contact will be in response to the learner's needs, of limited duration and appropriate to their age, stage of development, background and any agreed support or care plan. The use of physical intervention, including the use of reasonable force, will always be in line with the following policies: Safe Physical Contact Policy and Lone Worker Policy.

- On a daily basis, it may be entirely appropriate and proper for me to have physical contact with learners and I do so in ways appropriate to my professional role and in relation to the learner's individual needs.
- Some learners are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Whenever possible, I seek the learner's permission before initiating contact and am sensitive to any signs that the learner may be uncomfortable or embarrassed.
- I have a responsibility to ensure the way I offer comfort to a distressed learner is age appropriate.
- I must never touch a learner in a way which may represent a misuse of authority or be considered indecent.
- Physical contact is never secretive or for my gratification.



- I will be aware of cultural or religious views about touching and be sensitive to issues of gender.

If I believe that an action by me could be misinterpreted as abusive, I will report the incident and circumstances immediately to the Local Authority Designated Officer (LADO) or adult MASH.

I understand that a learner who has suffered previous abuse or neglect may associate physical contact with such experiences. I recognise that such a child or vulnerable adult may seek out inappropriate physical contact and know to deter the learner sensitively to help them understand the importance of personal boundaries. I never indulge in play that involves rough-and-tumble or fun fights.

Learners with disabilities may require more physical contact to assist their everyday learning. The arrangements are understood and agreed by all concerned, justified in terms of the learner's needs, consistently applied and open to scrutiny. I always allow and encourage learners, where able, to undertake self-care tasks independently.

If a learner's behaviour presents a serious risk to themselves or others, a robust risk assessment and, where relevant, a physical intervention plan is always put in place and reviewed regularly. In all cases where physical intervention takes place, I record the incident and subsequent actions and seek additional advice and support from partner agencies as appropriate. For learners with sensory, communication or disability-related needs, I will make reasonable adjustments while ensuring dignity, consent, proportionality, transparency and careful recording.

One to one situations

I carefully consider the welfare needs of learners when with them in a one-to-one situation. All learning spaces are set up to allow activity to be easily observed by members of the public and other onsite provisions. Windows and doors are kept clear from display materials where possible and internal doors remain open when practicable. Learners are provided with age and developmentally appropriate advice about managing distressing feelings that may arise during one-to-one situations.

Transporting learners

I will not transport a learner in my own vehicle.

Photography and recording

I will not use my personal phone, camera or any personal device that can be used for photographing or recording learners when I am on duty for any purpose. Photographs may be taken on work devices for legitimate recording purposes only, such as evidencing learning, recording agreed support needs or maintaining safeguarding or professional records. Any photographs or recordings will be stored securely, accessed only by those with a legitimate need, retained only for as long as necessary, and managed in line with consent, confidentiality, data protection and child protection requirements. Any image, video, audio recording or AI-generated/AI-edited image relating to a learner must be treated as safeguarding sensitive.



Curriculum – teaching about safeguarding

I provide learners with a curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life. I provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

- Developing learner 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, including positive relationships and consent.

Family Help and early support

I can identify children who may benefit from support as a problem emerges and use the Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need. In line with Working Together to Safeguard Children 2026, I will refer to Family Help where appropriate. Family Help brings together targeted early help and support for children in need within a more seamless whole-family approach, while ensuring that concerns requiring statutory social care intervention are referred without delay.

Identifying the signs and responding to concerns/disclosures of abuse

I know how to recognise the signs of neglect and abuse. I will also remain alert to exploitation, domestic abuse, coercive control, teenage relationship abuse, child sexual abuse, harmful sexual behaviour, serious violence, group-based exploitation, online harms, mental health concerns and children experiencing multiple or simultaneous harms. When responding to a disclosure of abuse, I never take photographs of injuries, delay the opportunity for the learner to talk, take notes while the learner is speaking, ask the learner to write an account, investigate the allegation, promise confidentiality or approach the alleged abuser.

I record any concern about or disclosure by a learner of abuse or neglect using the standard form. The voice of the learner is central to my safeguarding practice and learners are encouraged to express and have their views given due weight in all matters affecting them. Records should include the learner's voice, lived experience, relevant family context, actions taken, decisions made, the rationale for decisions and any professional advice received.

Children who are absent and/or missing from education

In respect of any child who may be absent from education persistently, for prolonged periods or on repeat occasions, missing with whereabouts unknown, or missing education, I share any unauthorised or unexplained absence of children who have an allocated social worker within 24 hours. I discuss any unauthorised or unexplained absence of children looked after with the Virtual School when required.

Children who do not attend education regularly can be at increased risk of abuse and neglect. Where there is unauthorised or unexplained absence, and after reasonable attempts have been made to contact the family without success, I follow the SVPP procedure and consult or refer to



MASH as appropriate. Where there are no known welfare concerns, I follow my procedures for unauthorised absence and report concerns to the child's main registered school base or service commissioner. Attendance concerns must be considered as a potential safeguarding indicator, particularly where they occur alongside other vulnerabilities, exploitation risks, domestic abuse, mental health concerns or children experiencing multiple harms.

Learners with Special Educational Needs and Disabilities (SEND)

Learners with additional needs face an increased risk of abuse and neglect. I take extra care to interpret correctly apparent signs of abuse or neglect. I never assume that behaviour, mood or injury relates to the learner's additional needs without further exploration. I understand that additional challenges can exist when recognising abuse and neglect in learners with SEND, including communication barriers. I recognise that learners with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying. I will make reasonable adjustments so that learners with sensory, communication or disability-related needs can communicate concerns, understand safeguarding messages and access support.

Allergies, medical needs and emergency response

I recognise that allergies and medical needs can create safeguarding risks if they are not properly understood, planned for and responded to. Where a learner has a known allergy, medical condition or risk of anaphylaxis, I will ensure that relevant information is gathered from parents/carers, commissioners and the learner's main education setting, and that any care plan, risk assessment, medication arrangements and emergency procedures are understood before work begins.

I will take reasonable steps to reduce avoidable allergy risks during sessions, including checking planned activities, sensory resources, food-related activities, environmental triggers and any materials that may present a known risk to the learner. I will follow agreed procedures for medication and emergency action and will seek urgent medical help, including calling 999, where a learner shows signs of a serious allergic reaction or anaphylaxis.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. I will report to the police any known cases of FGM as required by law. I will also follow local safeguarding procedures and consult the Integrated Front Door/MASH where I suspect a learner may be at risk of FGM or has been affected by FGM.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used. Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial marriages as well as legal marriages. I will inform the Integrated Front Door/MASH immediately if I suspect a child is at risk of forced marriage or any other form of honour-based abuse.



Child-on-child abuse

All child-on-child abuse is unacceptable and is taken seriously. I recognise that children can abuse other children inside and outside education settings and online. Child-on-child abuse may include bullying, cyberbullying, gender-based violence, sexual harassment, sexual violence, harmful sexual behaviour, consensual and non-consensual sharing of nudes and semi-nudes, upskirting, initiation or hazing-type violence and abuse linked to gangs, weapons or serious violence. I will remain alert to misogyny, harmful gender stereotypes, violence against women and girls, and the way harmful attitudes can contribute to sexual harassment, harmful sexual behaviour and peer abuse.

I will not dismiss harmful sexual behaviour, sexist language, misogyny, sexual harassment or online abuse as “banter”, “just having a laugh” or normal peer behaviour. I will respond early and proportionately because unchallenged attitudes or behaviours can create a culture in which abuse is normalised and may escalate.

Consequently, I deal with suspected cases of child-on-child abuse as a safeguarding issue, record it as such and do not manage it solely through behaviour procedures. Any learner who may have been victimised and/or displayed harmful behaviours, along with any other learner affected by child-on-child abuse, will be offered support through Wiltshire Council Family Help, Early Support and social care as appropriate. I liaise with other professionals to develop robust risk assessments and appropriate specialist targeted work for learners who are identified as posing a potential risk to other children. For learners under 18 years, this is done using a contextual safeguarding approach to ensure assessments consider risks posed by wider environmental factors in a child’s life. This includes risks arising in neighbourhoods, schools, peer groups and online environments.

Domestic abuse

I understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between people aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional harm. I recognise that children can be victims of domestic abuse in their own right when they see, hear or experience the effects of domestic abuse, and that domestic abuse may be linked with coercive control, teenage relationship abuse and wider safeguarding concerns.

I liaise with partner schools/agencies as part of Operation Encompass in Wiltshire. When police are called to an incident of domestic abuse where there are children in the household who have experienced the domestic incident, I ensure that I receive relevant information about the child’s circumstances and provide emotional and practical support according to their needs.

Mental health

I am aware that mental health problems can be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation. I understand that abuse and neglect, or other potentially traumatic adverse childhood experiences, can have a lasting impact on learners’ mental health, behaviour and education throughout childhood, adolescence and into adulthood. I have a duty to observe learners day to day and identify those whose behaviour



suggests that they may be experiencing a mental health problem or be at risk of developing one. Where mental health concerns are linked to safeguarding risks, I will share information and seek advice or referral through appropriate safeguarding routes rather than viewing the concern in isolation.

Preventing radicalisation

Protecting learners from the risk of radicalisation is part of my wider safeguarding duties and is similar in nature to protecting learners from other forms of harm and abuse. I use my judgement in identifying learners who might be at risk of radicalisation and will always act proportionately. This may include making a referral to the Channel programme or to MASH. I undertake Prevent awareness training and remain alert to online radicalisation, extremist content, misinformation, disinformation and conspiracy theories where these may affect learner safety.

Serious violence

I am committed to success in learning for all my learners as one of the most powerful indicators in the prevention of youth crime. My curriculum includes teaching conflict resolution skills and understanding risky situations to help learners develop the social and emotional skills they need to thrive. I am trained to recognise both early warning signs that learners may be at risk of becoming involved in gangs and indicators that a learner is involved in serious violent crime. I will consider links between serious violence, exploitation, missing education, online activity, peer relationships, coercion and wider contextual safeguarding risks.

Exceptional operating circumstances

If I am required to change the way I offer provision to children due to unforeseen circumstances, for example during a pandemic lockdown or emergency disruption, my responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. I will work closely with social care and partner agencies to support learners, use relevant local and national guidance, and ensure learners and families are provided with written information about temporary changes to procedures, safeguarding arrangements and timescales. Where provision moves online or offsite, I will review online safety, professional boundaries, communication routes, recording arrangements and any additional safeguarding risks.

Record keeping and information sharing

I maintain comprehensive records and liaise with partner organisations, including schools and Wiltshire Council, to ensure safeguarding records for learners are shared on transition by the setting or organisation previously attended by the learner and by me when the learner leaves All8 Sensory Support. For any learner dual-registered with another school, setting or organisation, I liaise regularly with the DSL at that base to ensure information is shared in the best interests of the learner. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention within extra-familial contexts.

- I keep clear written records of all learner safeguarding and child protection concerns using a standard recording form, with a body map where appropriate, including actions taken and outcomes.



- I ensure all learner safeguarding and child protection records are kept securely in a locked location or secure system.
- I ensure records incorporate the wishes and views of the learner.
- Records include the learner's voice, lived experience, relevant family context, Family Help or child protection planning, risk information, decisions, rationale, professional challenge and multi-agency actions.

I act in accordance with information-sharing guidance and Wiltshire Council record keeping guidance, including details about file retention. I understand that data protection law does not prevent sharing information where this is necessary and proportionate to safeguard or promote the welfare of a child. I am committed to working in partnership with parents and carers as appropriate, but I will not share information where doing so would place a learner or adult at increased risk of harm, prejudice the prevention, detection or prosecution of a serious crime, or lead to unjustified delay in making safeguarding enquiries.

When I become aware that a child is being privately fostered, I remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. I follow this up by contacting Children's Social Care directly.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between agencies. I am able to professionally disagree and challenge decision-making as an entirely legitimate activity and as part of my professional responsibility to promote the best safeguarding practice. I will press for reconsideration if I believe a decision to act or not act in response to a concern raised about a learner is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary. If I am on the receiving end of a professional challenge, I see this as an opportunity to reflect on my decision making. Professional challenge and escalation will be recorded, including the concern, actions taken, outcome and rationale.

Training

The welfare of all learners is of paramount importance. The Designated Safeguarding Lead will attend multi-agency safeguarding training which is updated every two years as a minimum. All staff will receive safeguarding induction appropriate to their role, read KCSIE 2026 Part One in full, understand this policy, know how to report concerns, and receive regular safeguarding updates. Staff knowledge and skills will be refreshed at least annually, for example via e-bulletins, Wiltshire SVPP updates, safeguarding briefings or networking events with DSLs in Alternative Provision. I have attended a Wiltshire Integrated Front Door tour.

Monitoring and review

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The next review date is 01.09.27 unless an earlier review is required because of updates to statutory guidance, Wiltshire SVPP procedures, safeguarding risks or the operating model of All8 Sensory Support.



Appendix 1

Related legislation and key documents

Children Act 1989 and Children Act 2004: The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquiries made to safeguard their welfare. The Act places duties on several agencies to assist children's social care departments acting on behalf of children and young people in need under section 17, or enquiring into allegations of child abuse under section 47.

Education Act 2002: This requires organisations to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003: This Act sets out offences including abuse of trust, where an adult who is responsible for young people has a sexual or otherwise inappropriate relationship with a young person in their care.

Information sharing guidance: Information-sharing guidance supports frontline practitioners and senior managers who need to make decisions about sharing personal information on a case-by-case basis. Current safeguarding guidance makes clear that data protection law does not prevent information sharing where this is necessary and proportionate to safeguard or promote the welfare of a child.

Counter-Terrorism and Security Act 2015: Section 26 requires specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty.

Mental health and behaviour guidance: Guidance on mental health and behaviour supports education providers and alternative provision settings to identify and support learners whose mental health needs may affect behaviour, attendance, learning or safety. Mental health concerns should be considered alongside safeguarding indicators, including abuse, neglect, exploitation, trauma, domestic abuse and online harm.

The Teachers' Standards 2013: These set a baseline of expectations for professional practice and conduct for teachers in England and define the minimum level of practice expected.

Children Missing Education 2016: Statutory guidance for local authorities and advice for other groups on helping children who are missing education to return to education. Attendance, persistent absence, prolonged absence and missing education should be considered as potential safeguarding indicators, particularly where they occur alongside other vulnerabilities.

Sexual violence and sexual harassment between children in schools and colleges 2021: Advice for schools and colleges on how to prevent and respond to reports of sexual violence and sexual harassment between children. This should be read alongside current KCSIE 2026 expectations on child-on-child abuse, harmful sexual behaviour, misogyny, sexist language, online abuse, sexual harassment and the importance of not dismissing concerns as "banter".



Keeping Children Safe in Education 2026: Statutory guidance for schools and colleges in England. All staff must read Part One in full and understand their safeguarding responsibilities, including online safety, child-on-child abuse, children who are absent from education, information sharing, safer recruitment and responding to concerns.

Working Together to Safeguard Children 2026: Statutory guidance setting out how organisations and agencies should work together to safeguard and promote the welfare of children. It reinforces Family Help, multi-agency safeguarding arrangements, lawful information sharing, child-centred practice and anti-discriminatory safeguarding practice.

Alternative Provision statutory guidance, updated February 2025: Statutory guidance for local authorities, headteachers and governing bodies of settings providing alternative provision. This remains the current alternative provision statutory guidance referenced in this policy.