

Safeguarding Suite – School Level Appendix

Contact Details

Role	Name	Contact Details
Headteacher	Ben Ringrose	mevagisseyhead@mev.celtrust.org
Designated Safeguarding Lead (DSL)	Ben Ringrose	dsl@mev.celtrust.org
Deputy DSL(s)	Ben Ringrose Lauren Rees Jo Bailey Shelley Farmer	dsl@mev.celtrust.org dsl@mev.celtrust.org dsl@mev.celtrust.org sfarmer@mev.celtrust.org
Safeguarding Team members	Ben Ringrose Lauren Rees Jo Bailey Shelley Farmer	dsl@mev.celtrust.org dsl@mev.celtrust.org dsl@mev.celtrust.org sfarmer@mev.celtrust.org
Mental Health Lead	Lauren Rees	lrees@mev.celtrust.org
Young Carer Lead	Lauren Rees	lrees@mev.celtrust.org
Medical First Aid Lead	Tracey Gilbert	tgilbert@mev.celtrust.org
Health Care Plan Lead	Tracey Gilbert	tgilbert@mev.celtrust.org
Online Safety Lead	Ben Ringrose	mevagisseyhead@mev.celtrust.org
Member of SLT responsible for supporting children with medical needs	Ben Ringrose	mevagisseyhead@mev.celtrust.org
Designated Teacher for children in care	Ben Ringrose	mevagisseyhead@mev.celtrust.org

Trust contact details

Role	Name	Contact Details
Director of Inclusion	Amy Daniels	dsl@celtrust.org
Trust Safeguarding Lead	Heidi Spurgeon	dsl@celtrust.org
CELT Lead Attendance Officer	Emily Bennett	attendance@celtrust.org
Inclusion Officer	Rebecca Soby	rsoby@celtrust.org
Safeguarding Trustee	Jon Newnes	jnewnes@gov.celtrust.org
Chair of Trustees	Stuart Radnedge	sradnedge@gov.celtrust.org

Local contact numbers

Role	Name	Contact Details
Safeguarding Concerns	Multi Agency Referral Unit (MASSH):	0300 1231 116 Out of hours: 01208 251300
Safety	Police	999

Contextual Issues

Our local contextual information:

Three main issues identified in our locality are:	Our additional actions or strategies in place to mitigate the threat to our children are:
Attendance	Some parents in the community face challenges in bringing their child into school. School run a walking bus x2 per week to support with this. The befriending scheme is also designed to support families with attendance.
Child on Child	The main contextual issue we support children with are relationships outside of school in the community. Children from our school spend time socialising with older children in the village. The importance of healthy relationships are taught through PSHE. Children are taught to speak to a trusted adult if they experience Child on Child abuse.
Mental Health	We work closely with an NHS Mental Health Practitioner. The support provided for children focuses predominantly on anxiety and transitions. We also have a small number of children who are supported with feelings of anger and frustration. A Trauma Informed Schools approach is used to support children who have experiences early childhood trauma.

Child on Child Abuse

How do Learners report concerns:	Pupils are taught to speak to a trusted adult. Pupils have worry boxes in their classrooms	
How do parents and Carers report concerns:	Parents and Carers make contact with the class teacher, either on the door at drop off or pick up, or via our messaging system, Seesaw. Parents and Carers can also request meetings with the Senior Leadership Team.	
Online reporting link:	Parents email teachers or headteacher to raise a concern	
Anti Bullying Lead:	Ben Ringrose	

Online Safety

IT Lead:	Ben Ringrose
How do Learners report online concerns:	Pupils are encouraged to speak to a trusted adult. Pupils have worry boxes in their classrooms
How do parents and Carers report online concerns:	Parents and Carers make contact with the class teacher, either on the door at drop off or pick up, or via our messaging system, Seesaw. Parents and Carers can also request meetings with the Senior Leadership Team.
Filtering Provider:	Smoothwall
Monitoring Provider:	Smoothwall
Staff receiving safeguarding monitoring alerts:	Ben Ringrose Lauren Rees Jo Bailey
Date of most recent filtering and monitoring review:	Smoothwall provides weekly reviews, informing Senior Leaders of Level 3 events in past 7 days and past 12 months.

Attendance Information

Role	Name	Contact Details
Senior leader responsible for the strategic approach to attendance	Ben Ringrose Lauren Rees	bringrose@mev.celtrust.org lrees@mev.celtrust.org
Attendance Officer	Lauren Rees	lrees@mev.celtrust.org
The name and contact details of school staff who pupils and parents should contact for more detailed support with attendance	Anna Keevil/Harriet Round (School Admin)	mevagisseyssecretary@mev.celtrust.org

Attendance Registration Times

Learners are expected to be in school at a good time for the start of the morning register. This means they should arrive at school at least 10 minutes before the register is taken.

Where a learner attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter in accordance with the behaviour policy and engage parents/carers where necessary.

- The start of the school day is 8.30am.
- Learners are expected to arrive at the school site between 8.30am and 8.40am.
- There is breakfast club available from 7.45am
- The register opens at 8.40am and closes at 9.10am. Pupils arriving after registration opens but before registration closes are deemed as late 'before registration closes'.
- Learners arriving after registration closes (8.40am) are considered 'late after registration has closed'. They will lose their mark for the whole session and the absence is recorded as 'unauthorised'.
- Afternoon register is taken at 12.45pm and closes at 1.15pm.
- The school day ends at 3.10pm.

Parents are expected to inform the school by 8:30am if their child is absent by calling 01726 843522 or by emailing mevagisseyssecretary@mev.celtrust.org giving the reason for absence.

How the school is promoting and incentivising good attendance

- Positive welcome for all children daily at the learner entrance with a number of staff available to meet and greet Learners.
- Providing a sense of belonging for learners through the learning and teaching framework
- Welcoming children back after they have been absent for any reason.
- Regular assemblies and newsletter items promoting good attendance.
- Clear communication to parents/carers regarding attendance.
- Rewarding learners for positive trends in attendance