



Safeguarding and Child Protection Policy

Policy Author / Reviewer	Stephen Doughty
Approval Date	September 2025
Policy Level	Local
Staff Groups Affected	All Staff

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1. Monitoring and Review

The Policy Author will undertake a formal review of this policy no later than one year from the date of approval. An earlier review may be conducted if there are significant changes to safeguarding systems or arrangements, or if updates to legislation, regulatory requirements, or best practice guidance necessitate it. The review will assess the effectiveness of the policy and the extent to which related duties have been fulfilled.

Signed:



Stephen Doughty

Date: 03.09.2025

Bletchley Park School Safeguarding Team

The Designated Safeguarding Lead and deputies undertake refresher training at least every two years, in accordance with KCSIE 2025. Records of training dates are maintained by the school.

Role	Name
Head Teacher (DSL Audit)	Laura Sharman
Designated Safeguarding Lead	Stephen Doughty
Deputy Designated Safeguarding Lead(s)	Carey Chandler Michele Nicholas Rose Pre Kouadio Johanna Coker Karen Truman (LAC)

2. Introduction

This policy applies to all adults working in or on behalf of Cambian Bletchley Park School, including volunteers.

Safeguarding and promoting the welfare of children is everyone's responsibility. All professionals who come into contact with children and their families must adopt a child-centred approach, always considering what is in the best interests of the child.

As defined in Keeping Children Safe in Education (KCSIE) 2025, safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, including online harm
- 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
- Taking action to enable all children to have the best outcomes

Safeguarding encompasses not only protection from deliberate harm but also the promotion of pupils' health, safety, emotional wellbeing, and online safety, including addressing risks such as misinformation, disinformation, and harmful content.

This document provides an operational summary of safeguarding procedures at Bletchley Park School. The full Safeguarding and Child Protection Policy is available on the school website, staff shared drive, or by request from the school office.

3. School Commitment

The Designated Safeguarding Lead (DSL) is: Stephen Doughty

Deputy DSLs: Carey Chandler, Johanna Coker, Karen Truman, Rose Pre Kouadio, Cresta Plummer, Michele Nicholas

Cambian Bletchley Park School is committed to safeguarding and promoting the welfare of all pupils. We recognise that children with SEND, Autism, and physical health needs may be especially vulnerable. We also acknowledge that children who have experienced abuse may display challenging behaviours or may harm others.

We adopt a trauma-informed, sensitive, and inclusive approach to support all pupils and ensure their safety and wellbeing.

The school adheres to Milton Keynes Safeguarding Children Board (MKSCB) policies, procedures, and practice guidance.

4. Roles and Responsibilities

Proprietor

- Ensures a whole-school approach to safeguarding
- Provides the DSL with sufficient authority, time, training, and resources
- Ensures compliance with safer recruitment practices and statutory checks
- Maintains procedures for managing allegations against staff, including the Head Teacher

Head Teacher

- Implements safeguarding policies and procedures
- Liaises with the LADO and external agencies regarding allegations
- Undertakes regular safeguarding training

Designated Safeguarding Lead

- Fulfils responsibilities as outlined in KCSIE 2025
- Leads safeguarding and child protection across the school
- Maintains up-to-date child protection records via MyConcern
- Refers cases to children's social care and the Disclosure and Barring Service as required
- Promotes engagement with families and listens to children's voices
- Reviews and updates the safeguarding policy annually

All Staff and Volunteers

- Maintain a 'it could happen here' mindset
- Report concerns to the DSL immediately
- Read Part One or Annex A of KCSIE 2025, as directed
- Understand school safeguarding systems and whistleblowing procedures
- Refer concerns about staff to the Head Teacher, and concerns about the Head Teacher to James Imber (Regional Lead)

5. Identifying Children at Risk

Staff are well-placed to observe signs of harm, including physical, emotional, behavioural, or online indicators. Trusting relationships between staff, pupils, and families can lead to disclosures or alerts to concerns.

6. Safeguarding Procedures

- Immediate reporting of concerns to a DSL
- Objective recording on MyConcern, including:
 - Factual observations
 - Diagrams of injuries
 - Exact words used by the child
 - Non-verbal behaviours
- DSL team triages concerns and determines next steps
- May include:
 - Educational activities to promote safety
 - Monitoring and follow-up
 - Referral to MK MASH or liaison with social workers
- Monitoring arrangements are reviewed and documented clearly

8. Additional Safeguarding Measures

Online Safety and Digital Safeguarding

Cambian Bletchley Park School recognises the importance of safeguarding children in the digital environment. The school employs robust filtering and monitoring systems to protect pupils from harmful online content.

Staff are trained to identify and respond to online risks, including cyberbullying, grooming, and exposure to misinformation or disinformation.

Pupils are supported through the curriculum to understand safe online behaviour, with particular attention to the needs of children with SEND who may be more vulnerable to online harm.

Contextual Safeguarding

Staff are encouraged to consider risks to children that may arise outside the home or school environment. This includes peer-on-peer abuse, exploitation (e.g., criminal, sexual, county lines), and harmful cultural practices.

The school works collaboratively with external agencies to assess and respond to contextual safeguarding concerns.

Low-Level Concerns Policy

The school promotes a culture of openness and transparency by encouraging the reporting of low-level concerns about staff behaviour.

All staff are expected to report any behaviour that may be inconsistent with the school's values or professional standards, even if it does not meet the threshold for formal intervention.

Low-level concerns are managed in accordance with the school's Low-Level Concerns Policy, which supports early intervention and safeguarding.

Safeguarding Training and Supervision

All staff receive safeguarding and child protection training at induction and regular updates thereafter, at least annually.

Volunteers and temporary staff are also provided with appropriate safeguarding guidance.

DSLs and pastoral staff are offered supervision and reflective practice opportunities to support their wellbeing and effectiveness in safeguarding roles.

Voice of the Child

The school is committed to listening to children and ensuring their views inform safeguarding practice.

Pupil voice is captured through surveys, key worker sessions, and the use of communication aids for non-speaking pupils.

Staff are trained to recognise and respond to both verbal and non-verbal indicators of concern.

Safeguarding in the Curriculum

Safeguarding themes are embedded across the curriculum, including PSHE lessons, assemblies, and therapeutic interventions.

Pupils are taught about healthy relationships, consent, online safety, and how to seek help when needed.

The curriculum is adapted to meet the needs of pupils with SEND, ensuring accessibility and relevance.