



Localised Safeguarding and Child Protection Policy

Academic Year	2026-2027
Policy Level	Local
Policy Author / Reviewer	Stephen Doughty (DSL)
Approval Date	September 2026
Review Date	September 2027
Staff Groups Affected	All Staff

1. Monitoring and Review

This policy will be reviewed annually by the Designated Safeguarding Lead (DSL), or sooner following changes to legislation, statutory guidance, local safeguarding arrangements or school procedures.

The Headteacher and proprietor retain oversight of safeguarding arrangements and ensure that the school maintains effective procedures in accordance with Keeping Children Safe in Education (KCSIE) 2026.

Signed:



Stephen Doughty

Date: 01.09.2026

Bletchley Park School Safeguarding Team

The Designated Safeguarding Lead and deputies undertake refresher training at least every two years, in accordance with KCSIE 2026. 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 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 permanent, temporary and agency staff, volunteers and contractors.

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff must adopt a child-centred approach, acting in the best interests of students and maintaining an understanding that safeguarding concerns can arise in any setting.

In accordance with KCSIE 2026, safeguarding includes:

- Providing help and support 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 safe and effective care
- Taking action to enable all children to have the best outcomes

This localised policy outlines the school's safeguarding arrangements and should be read alongside Cambian's overarching Safeguarding and Child Protection Policy, relevant school procedures and current statutory guidance.

3. School Commitment

Cambian Bletchley Park School is an independent specialist school supporting children and young people with autism, special educational needs and disabilities (SEND) and complex learning communication and regulation needs.

We recognise that some students may experience additional barriers to recognising, communicating or reporting abuse, neglect and harm. These may include communication differences, dependence on adults for personal care, difficulties identifying unsafe situations and limited opportunities to independently seek help.

Our safeguarding approach is underpinned by positive relationships, consistency, professional curiosity and a thorough understanding of each student's individual needs.

We recognise behaviour is a form of communication and that changes in presentation, emotional regulation, engagement or relationships may indicate unmet needs, distress or potential safeguarding concerns.

Staff must never assume that indicators of possible abuse or neglect are solely attributable to a student's autism, disability or other identified needs.

The school is committed to:

- Maintaining a safe, inclusive and nurturing environment.
- Ensuring safeguarding concerns are recognised, reported and acted upon promptly.
- Listening to students through their preferred communication methods.
- Promoting dignity, autonomy, consent and appropriate personal boundaries.
- Working collaboratively with families, professionals and external safeguarding agencies.
- Challenging discrimination and maintaining high standards of professional conduct.

Safeguarding arrangements are informed by the Milton Keynes safeguarding partnership's procedures and relevant arrangements in other local authorities responsible for students.

4. Roles and Responsibilities

Proprietor

The proprietor is responsible for ensuring that appropriate safeguarding arrangements are in place, including effective policies, safer recruitment, staff training, oversight and compliance with statutory requirements.

Head Teacher

The Headteacher provides leadership and oversight of safeguarding practice, ensures procedures are implemented consistently and manages allegations involving staff in accordance with statutory guidance and organisational procedure.

Designated Safeguarding Lead

The DSL takes lead responsibility for safeguarding and child protection, including:

- Providing advice and support to staff.
- Managing and reviewing safeguarding concerns and referrals.
- Maintaining accurate, secure safeguarding records through MyConcern
- Liaising with children's social care, the police, the LADO and other relevant agencies.
- Promoting effective information sharing and multi-agency working.
- Ensuring safeguarding arrangements are responsive to students' SEND and communication needs.
- Supporting safeguarding training, professional development and policy review.

Deputy DSLs support these responsibilities and act in the DSL's absence.

All Staff and Volunteers

All staff must:

- Maintain an attitude that safeguarding concerns arise in any situation.
- Read Part One of KCSIE 2026 in full.
- Understand the school's safeguarding and reporting procedures.
- Report concerns immediately and record them accurately.
- Recognise verbal and non-verbal indicators of potential harm.
- Maintain appropriate professional boundaries.
- Follow procedures for allegations, low-level concerns and whistleblowing.

Staff must not assume that another professional will take responsibility for responding to a concern.

5. Identifying Children at Risk

All staff have a responsibility to recognise signs of abuse, neglect, exploitation and other forms of harm.

At Bletchley Park School, safeguarding indicators may include changes in behaviour, emotional regulation, communication, physical presentation, attendance, relationships or engagement.

For student who are non-speaking or have communication differences, concerns may be expressed through withdrawal, distress, avoidance, changes in established routines or other departures from their usual presentation.

Staff must consider possible safeguarding explanations alongside medical, sensory, emotional and environmental factors, without making assumptions or delaying necessary action.

Particular attention must be given to students who require intimate care, physical assistance or support with personal boundaries and to those who may be unable to independently report concerns.

Staff must remain alert to child-on-child abuse, sexual harm, exploitation, domestic abuse, online harm, discrimination and neglect.

Safeguarding concerns must be dismissed as simply part of a student's disability or behavioural presentation.

6. Safeguarding Procedures

All safeguarding concerns must be reported immediately to DSL or a Deputy DSL.

Staff must record concerns promptly on MyConcern, including:

- Factual and objective observations.
- The pupil's exact words, where applicable.
- Relevant non-verbal communication or changes in presentation.
- Dates, times, locations and individuals involved.
- Body maps where appropriate.
- Immediate actions taken and people informed.

Where a student makes a disclosure, staff must listen calmly, provide reassurance, avoid leading questions and never promise confidentiality.

Staff must not investigate allegations themselves.

The DSL team will assess concerns, determine appropriate actions and maintain a clear record of decisions and outcomes.

Actions may include further support, monitoring, consultation with external professionals, family help or referral to children's social care.

Where concerns require referral to the local authority MASH, professionals must follow the current local referral arrangements, including submission of the Multi-Agency Referral Form and telephone contact for urgent concerns.

7. Additional Safeguarding Measures

Online Safety

The school maintains appropriate filtering and monitoring arrangements and supports students to understand online risks through accessible, Individualised learning.

Staff remain alert to harmful content, exploration, grooming, cyberbullying and risks associated with online communication and emerging technologies.

Child-on-Child Abuse

All allegations and indicators of child-on-child abuse are taken seriously. The school recognises that students with SEND may experience additional vulnerabilities and that harmful behaviour must not be dismissed as an inevitable consequence of disability.

Responses will prioritise the safety, dignity and individual needs of all students involved.

Physical Intervention and Restrictive Practice

The school promotes relational, low-arousal and preventative approaches to supporting students.

Any physical intervention must be lawful, necessary, proportionate and consistent with the student's individual support arrangements and school procedure.

Staff must remain alert to safeguarding concerns arising during or following physical interventions, including injuries, disclosures, changes in presentation or concerns about adult conduct.

Relevant incidents must be recorded, reviewed and escalated through safeguarding procedures where appropriate.

Safeguarding Training and Supervision

All staff receive safeguarding training at induction and regular updates, including at least annual safeguarding updates.

The DSL and Deputy DSLs receive appropriate role-specific training, refreshed at least every two years, with ongoing updates to maintain current knowledge.

Reflective practice and appropriate supervision are promoted professional judgement, staff wellbeing and safeguarding effectiveness.

Voice of the Child

The school recognises that every student has the right to be heard, regardless of communication ability.

Pupil voice may be expressed through speech, gestures, behaviour, communication aids, visual systems, observations and trusted relationships.

Staff must actively seek to understand students' experiences, preferences and concerns, ensuring that communication differences do not prevent safeguarding action.

Safeguarding Through the Curriculum

Safeguarding is embedded within the school's curriculum and wider provision.

Learning is adapted to pupils' individual developmental and communication needs and includes personal safety, healthy relationships, consent, boundaries, online safety and seeking help.

The school promotes practical, meaningful opportunities for students to develop independence, self-advocacy and an understanding of safe relationships.

8. Additional Safeguarding Measures

The school works collaboratively with parents, careers, children's social care, health professionals, local authorities and other relevant agencies to safeguard students.

Information is shared lawfully, proportionately and in a timely manner where necessary to protect children.

Data protection requirements must not be used as a reason to withhold information where sharing is necessary and lawful to safeguard a child.

The DSL ensures safeguarding information is appropriately recorded, transferred and shared when students move between settings, in accordance with statutory guidance and organizational procedures.