

Safeguarding Suite – School level appendix

Contact Details

Role	Name	Contact Details
Headteacher	Claire White	cwhite@bodmin.celtrust.org
Designated Safeguarding Lead (DSL)	Kym O'Mara	dsl@bodmin.celtrust.org
Operational DSL	Rebecca Sobye	dsl@bodmin.celtrust.org
Deputy DSL(s)	Jane Hurley Emma Plumb	dsl@bodmin.celtrust.org
Mental Health Lead	Kym O'Mara	dsl@bodmin.celtrust.org
Young Carer Lead(s)	Emma Jefferson Charlotte Evans	ejefferson@bodmin.celtrust.org cevans@bodmin.celtrust.org
Lead First Aider	Tammie Macmanard	bodminfirstaid@bodmin.celtrust.org
Online Safety Lead	Steve Cole	scole@bodmin.celtrust.org
Member of SLT responsible for supporting children with medical needs	Kym O'Mara	komara@bodmin.celtrust.org
Designated Teacher for children in care	Emma Bray	ebray@bodmin.celtrust.org
CELT Lead designated teacher	Angela Raymer	araymer@celtrust.org

Trust contact details

Role	Name	Contact Details
Director of Inclusion	Amy Daniels	adaniels@celtrust.org
Deputy Trust Safeguarding Leads	Heidi Spurgeon Abby Macdonald	dsl@celtrust.org
CELT Lead Attendance Officers	Emily Bennett Marci Mackay	attendance@celtrust.org
Inclusion Officer	Rebecca Sobye	rsobye@celtrust.org
Safeguarding Trustee	Sally Foard	sfoard@gov.celtrust.org
Chair of Trustees	Sally Foard	sfoard@gov.celtrust.org

Local contact numbers

Role	Name	Contact Details
Safeguarding Concerns	Multi Agency Referral Unit (MARU):	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:
Domestic Abuse	We take a proactive approach to domestic abuse by educating and training to prevent harm and by working with safeguarding partners (social care and or police) to respond swiftly and support children when harm occurs.
Relationship Abuse (Child on Child)	We educate learners on healthy relationships, identify concerns early, and work with safeguarding partners to support and protect those experiencing relationship abuse
Child missing from home - Exploitation	We work closely with families and external agencies to reduce the risks of going missing, and respond quickly to safeguard learners from potential exploitation

Attendance Information

Role	Name	Contact Details
Senior leader responsible for the strategic approach to attendance	Kym O'Mara	komara@bodmin.celtrust.org
Attendance Officer(s)	Elaine Rowe Katie Lamprell	bodminattendance@bodmin.celtrust.org
The name and contact details of school staff who pupils and parents should contact for more detailed support with attendance	Matthew Robins	mrobins@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 8.45am.
- Learners are expected to arrive at the school site between 8.30am and 8.45am.
- There is breakfast club available from 8.15am
- The register opens at 8.45am and closes at 9.15am. Pupils arriving after registration opens but before registration closes are deemed as late 'before registration closes'.
- Learners arriving after registration closes (9.15am) 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 2:00.
- The school day ends at 3.15pm

Parents are expected to inform the school by 8:30am if their child is absent by calling 01208 72114 select the attendance option or by emailing attendance@bodmin.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
- Providing a sense of belonging for learners through the learning and teaching framework
- Daily Tutor interactions with all tutees
- 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
- Supportive meetings held regularly at school or parent request