

Safeguarding Suite – School level appendix

Contact Details

Role	Name	Contact Details
Headteacher	Sarah Simpson	01726 73911 DSL@mcs.celtrust.org
Designated Safeguarding Lead (DSL)	Sarah Simpson	01726 73911 DSL@mcs.celtrust.org
Operational DSL	Rebecca Kevill	01726 73911 DSL@mcs.celtrust.org
Deputy DSL(s)	Helen Hann	01726 73911 DSL@mcs.celtrust.org
Safeguarding Team members	S Simpson R Kevill H Hann	01726 73911 DSL@mcs.celtrust.org
Mental Health Lead	Tammy Wiltshire	Enquiries@mcs.celtrust.org
Young Carer Lead	Helen Hann	01726 73911 DSL@mcs.celtrust.org
Lead First Aider	Amanda Rodríguez Fuentes	Enquiries@mcs.celtrust.org
Online Safety Lead	Rob Walters	Enquiries@mcs.celtrust.org
Member of SLT responsible for supporting children with medical needs	Sarah Simpson	01726 73911 Enquiries@mcs.celtrust.org
Designated Teacher for children in care	Hannah Blizzard	01726 73911 DSL@mcs.celtrust.org
CELT Lead designated teacher	Angela Raynor	araynor@celtrust.org

Trust contact details

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

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:
Child on Child Abuse.	At Mount Charles School we acknowledge that child-on-child behaviours can occur in all school settings, and we are committed to addressing these concerns proactively through positive behaviour strategies, consistent reporting, and appropriate responses to incidents. Our approach fosters an inclusive, respectful environment where all students feel safe and valued. Our curriculum promotes bullying awareness, prevention, and coping strategies, supported by strong home, school, and community partnerships.
Poverty.	We recognise that many families in St Austell face financial pressures and challenges in securing stable employment and a consistent income. These circumstances can sometimes make it more difficult to meet the increasing costs associated with raising children and participating fully in school life. As a school, we are committed to supporting families in a discreet, respectful, and non-judgemental way. We can provide access to food support, school uniforms, and assistance with school trips, activities, and other opportunities, helping to ensure that every child can thrive and feel included in all aspects of school life.
Parental mental Health	As a school within the St Austell community, we recognise that children and families can face a range of challenges that may affect emotional wellbeing and mental health. Financial pressures, family circumstances, friendship difficulties, social media influences, and wider life events can all impact how children feel, behave, and engage with learning. Promoting positive mental health is a key priority for our school. We aim to create a safe, supportive, and nurturing environment where children feel valued, listened to, and able to talk about their feelings.

	Our staff are trained to recognise when a child may need additional emotional support and to respond sensitively and appropriately. We work closely with families and external professionals to ensure that children and parents can access the right support when needed. We believe that strong partnerships between home and school are essential in promoting wellbeing. By maintaining open communication and fostering trusting relationships with families, we encourage parents and carers to seek support early, helping us to work together to achieve the best outcomes for every child.
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Attendance Information

Role	Name	Contact Details
Senior leader responsible for the strategic approach to attendance	Hannah Blizzard	01726 73911 Enquiries@mcs.celtrust.org
Attendance Officer	Rebecca Kevill Helen Hann	01726 73911 Enquiries@mcs.celtrust.org
The name and contact details of school staff who pupils and parents should contact for more detailed support with attendance	Rebecca Kevill Helen Hann	

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 8.25am.

- Learners are expected to arrive at the school site between 8.10am and 8.25am.
- There is breakfast club available from 8.00am
- The register opens at 8.30am (e.g. 8.40am) and closes at 8.45am. Pupils arriving after registration opens but before registration closes are deemed as late 'before registration closes'.
- Learners arriving after registration closes (9.00am) 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 1 pm
- The school day ends at 3.00pm

Parents are expected to inform the school by 8:30am if their child is absent by calling 01726 822485 select the attendance option or by emailing brannelattendance@brannel.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