



**Inspiring Futures
Through Learning**

Inspiring Futures Through Learning

IFtL English Core Values Policy

September 2021 to September 2022

Our IFtL Family

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.

IFtL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



Policy name:	IFtL English Core Values Policy
Version:	V3
Date relevant from:	September 2021
Date to be reviewed:	September 2022 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
Role of reviewer:	IFtL English Specialist Advisors
Statutory (Y/N):	Y
Published on website*:	2B

Policy level**:	2
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees Trade unions School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	Tuesday 31st August 2021

Key:

*** Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**** Policy level:**

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
 - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
 - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
 - These are defined independently by schools / departments as appropriate
 - o *Approved by school / department governance bodies.*

IFtL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



IFtL English Offer and Core Values

As part of the IFtL family of schools, we believe English has a leading place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Having a solid basis in English also allows children to have access to the wider curriculum taught within school. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. Through effective quality first teaching and a unique and bespoke approach taken by each of our schools, our aim is to allow all our children to achieve the best possible outcomes to enable them to become responsible citizens.

Core Values

All our schools have an English curriculum which is underpinned by our common ethos and shared values that we hold dear. This is the means by which our schools achieve their objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. All the IFtL schools are in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. We believe every child, including those who are disadvantaged, have Special Educational Needs or Disabilities, speak English as an additional language, are entitled to receive a broad and balanced English curriculum which is adapted as required to ensure they make strong progress and achieve the best they can be.

All our schools believe in the IFtL core values which permeate all we do. The core values of our trust, upon which our schools have based their English curriculum, are as follows:

- **Fun** - We value and believe in the importance of providing English lessons which are engaging and purposeful to inspire everyone; the lessons need to be broad, balanced, deep and rich which meets the needs of all pupils by supporting and challenging to ensure their full potential is achieved. Reading, writing and communication is to be promoted and embedded throughout the wider curriculum to equip pupils with all the necessary skills to make progress.
- **Unique** - We value the way in which all children are unique, and our English curriculum promotes and celebrates differences and respects for the views of each individual, as well as for people of all cultures. We value the rights enjoyed by each person in our society. We

IFtL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

- **Together** - We value the importance of each person in our community developing innovative ideas and working in a collaborative culture. We organise our English curriculum so that we promote co-operation and understanding between all members of our community.
- **Unafraid** – Through our English planning we promote the development of confident individuals who are willing to try new things and make a positive contribution to society understanding mistakes is how we learn.
- **Energetic** – We value optimism and to ensure our English curriculum fully-prepares our pupils for readiness to be life-long and successful learners.
- **Responsible** – we value development of respectful citizens who make a positive contribution to society. We value our environment, and we aim to teach respect for our world, and how we should care for it for future generations, as well as our own.
- **Strong** - We value the spiritual and moral development of each person as well as their intellectual and physical growth. English lessons in every school will promote the development of personal identity and self-belief which encourages resilience in managing emotional, mental, spiritual and physical well-being.

Aims and objectives

The English Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; it also helps engender an appreciation of human creativity and achievement. The English Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the English Curriculum specifications. The English Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

English Priorities and Intent:

Across all our IFTL schools, we believe in the importance of the embedment of principles and English intent which includes promotion of:

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



Reading

- Promote a love of reading
- An immersion in a rich diet of literature and vocabulary
- Automaticity of fluent reading
- Engage in and respond to rich, high quality texts
- Making meaningful connections across ideas and texts
- Ability to make inferences and deductions
- Understand how authors' express their ideas.

Writing

- Writing with purpose
- Writing imaginatively, creatively and appropriately to the genre
- Editing, drafting and improving their writing
- Create vivid and descriptive images
- Organise writing appropriately
- Accurate sentence structure and punctuation
- Write fluently and legibly with personal style
- Strong and accurate grammatical knowledge and application
- Confident spelling of age appropriate words
- Sharing and celebrating writing with arrange of audience.

Implementation - The implementation of the English curriculum will be determined by each school - their curriculum offer and policy will ensure it incorporates and promotes the core values and principles highlighted within this document. Each school will detail their approach, bespoke to the needs of their school community, in their own English policy and offer underlying this IFtL offer.

The Curriculum Impact, including English is that all schools within the Trust, through their curriculum, aim to enable children to become:

High achievers & successful learners who have a passion for learning, make progress and achieve:

- Have essential skills of English – reading, writing, spelling, grammar, speaking and listening – to ensure they can access the wider curriculum and ready for the next stage of their educational journey;
- Enjoy and are motivated and determined to reach their full literacy and wider potential, now and in the future;
- Are open to new thinking and ideas;

IFtL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



- Able to learn independently and collaboratively, as part of a team;
- Communicate effectively in a variety of ways;
- Have enquiring minds and think for themselves to process information, reason, question and evaluate;
- Are creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas;
- Know about big ideas and events that shape our world.

Confident individuals who are equipped with the skills to contribute to an ever-changing world:

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;
- Relate well to others and maintain good relationships;
- Become increasingly independent and are able to take the initiative;
- Make healthy lifestyle choices;
- Take managed risks and stay safe;
- Are willing to try new things and make the most of opportunities;
- Have a sense of optimism about their lives and the future;
- Develop personal values and attributes such as honesty, empathy and respect for others.

Responsible citizens who make a positive contribution to society:

- Are prepared for their role as a family member, in their community and life in modern Britain;
- Have secure values and beliefs and have principles to distinguish right from wrong;
- Understand their own and others' cultures and traditions within British Heritage, and have a strong sense of their own place in the world;
- Co-operate with others;
- Respect others and act with integrity;
- Appreciate diversity;
- Sustain and improve the environment, locally and globally.

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



All IFtL schools are committed to ensure all our children are:

Ready for learning at each stage of their education and beyond:

- Embrace learning and achieving the very best they can be;
- Are fully and well prepared for the next stage in their school journey;
- Understand their own and others contributions to ensure they are best prepared for all aspects of their learning and journey throughout their education; Take ownership of their own learning and development;
- Understand what helps them learn and what prevents them developing strategies to overcome barriers.

Purposeful learning experiences provided and embraced throughout all areas of the school curriculum:

- Positively respond to high expectations and opportunities provided them;
- Celebrate the unique school and local communities;
- Embrace purposeful learning that challenges and fulfils every individual;
- Are reflective learners who aspire to improve and develop, learning from mistakes;
- Are nurtured, challenged and inspired to achieve their full potential.

Engaged Individuals who are persistent, persevere, creative and are dynamic:

- Have a determination to learn and overcome obstacles;
- Embrace challenge and the learning opportunities offered them;
- Aspire to be the best they can be;
- Mutually respect and trust themselves and others;
- Collaboratively pursue excellence;
- Actively involve and immerse themselves in school and community life;
- Celebrate uniqueness and being part of one school and Trust family;
- Are intrinsically motivated to be the best they can be.

The Quality of Education

Teachers reinforce an expectation that all pupils are capable of achieving high standards in English. The expectation is that the large majority of pupils' progress through the curriculum content at the same pace. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Differentiation is achieved by emphasising deep knowledge and through targeted support

IFtL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



and intervention. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material e.g. our SEND, disadvantaged, EAL or new arrival cohorts, will consolidate their understanding, including through additional practice, before moving on.

Early Years Foundation Stage

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy

ELG: Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Key Stages 1 and 2

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate;

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



Key Stage 1 – Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 curriculum in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Key Stage 1 – Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 curriculum for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 curriculum for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Lower key stage 2 – years 3 and 4

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say.

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



As far as possible, however, these pupils should follow the year 3 and 4 curriculum in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Upper key stage 2 – years 5 and 6

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



stage 2 curriculum in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

For more specific targets for each year group please see the IFtL English reading and writing targets.

IFtL requirements

At IFtL MAT, we are committed to ensuring our schools provide a broad, balanced, rich and vibrant curriculum including all aspects of English, to excite and motivate our children, enabling them to develop confidence in themselves as independent, enthusiastic life-long learners. We believe that children respond best when they enjoy ownership of their learning, when learning experiences are connected, relevant and achieved through practical, purposeful, active learning every day. We understand that ensuring vocabulary, skills, knowledge and understanding is committed to long term memory and meta-cognition skills are fundamental to creating longer term successful learners; opportunities for these will be embedded throughout the English and wider curriculum.

School requirements

Each school will incorporate the IFtL core values and offer within their English curriculum policy/offer and include how these core values will be promoted and met within their school. All schools will ensure they include and fulfil all curriculum requirements, including publishing

IFtL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



the relevant information to meet website compliancy. The school policy will detail how the school will implement the school curriculum for English and all year groups within their school. Each school will include in their English policy, how they will ensure their school English curriculum offer is of the highest quality with suitable coverage which in turn sequentially and cumulatively develops strong pupil knowledge, understanding and skills with progression occurring throughout the year and across the years within the school. All schools will ensure their English curriculum plans to eliminates gaps, and should they occur or be in place on entry, they are swiftly identified and timely interventions will occur to close them.

Schools will ensure all teaching staff are provided with effective CPD and support to ensure they have good subject knowledge for all areas within English they teach and that all provide a quality education; to ensure effective delivery, check pupil understanding systematically and quickly adapt their teaching to address misconceptions or misunderstandings.

Safeguarding Statement

Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFtL safeguarding Leads, Kim Kemp, Sue Martin or Sarah Bennett; within TMA ITTP, Michelle Gardner, and to the relevant designated safeguarding officers within each school for concerns pertinent to children within the school. IFtL fully adheres to all Safeguarding and child protection legislation and MK together partnership and Northamptonshire Safeguarding Children Partnership requirements, including the Milton Keynes and Northamptonshire Whistleblowing Policy and procedures.

