



Child Protection & Safeguarding Policy

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Signed: 

Dated: 17/10/2019

Chair of Governors

Signed: 
Principal

Dated: 17/10/2019

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Rationale

Goldington Academy is committed to the ongoing safeguarding and protection of children. Safeguarding is broader than child protection, and includes protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. Students are informed about the importance of safeguarding through the overall ethos of mutual respect, curriculum areas such as PHSE and computing (e-safety), assemblies, partnerships with external agencies and through our commitment to promoting British Values. Our policy applies to all staff (including volunteers), visitors and governors working in the Academy.

Legal Frameworks and Guidance

Keeping Children Safe In Education 2019

Working Together 2018

The Children Act 1989 and 2004

The Education Act 2002

School Staffing Regulations 2009

Education Regulations 2014

The Children and Families Act 2014

What to do if you're worried a child is being abused: advice for practitioners 2015

Preventing children from radicalisation: The Prevent Duty 2015

Information Sharing Advice for Safeguarding Practitioners 2015

Children Missing Education: statutory guidance for local authorities 2016

Children Missing Education Procedure – Bedford Borough

School attendance: guidance for schools 2016

Serious Crime Act 2015

Statutory Guidance on FGM

Safeguarding Vulnerable Groups Act 2006

The Voyeurism Offences Act 2018

Disqualification under the Childcare Act 2006 (amended July 2018)

Guidance for safer working practices for those working with children and young people in education settings May 2019

Disqualification under the Childcare Act 2006 (amended July 2018)

Policy aims and objectives

- To provide a definition of abuse
- To identify different categories of abuse
- Identifying groups of children who may be at greater risk of abuse
- To ensure safer recruitment practices in checking the suitability of staff and volunteers to work with children.
- To outline the role of the Designated Safeguarding Lead

- To ensure annual child protection training, including Prevent Duty Training, will be made available to **all** members of staff (teaching and non-teaching), who come into contact with children, leading to a greater understanding of the signs and symptoms of child abuse
- To describe what action staff must take when identifying and reporting cases, or suspected cases, of abuse as necessary
- Outline the Academy's procedures for handling allegations against staff (including voluntary staff and the Principal)
- To ensure support for pupils who have been abused in accordance with their agreed child protection plan.
- To provide guidance to staff on 'whistleblowing'
- Establishing a safe environment in which children can learn and develop.

Goldington Academy will follow the procedures set out by the local safeguarding partners and have regard to statutory guidance issued by the Department for Education to achieve the following objectives:

- Ensuring there is a designated safeguarding lead (DSL), and Deputy DSL who have received appropriate training and support for this role. This person/s will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services.
- Ensuring governors understand their role in appropriately monitoring safeguarding.
- Ensuring every member of staff, volunteer and governor knows the name of the DSL and Deputy DSL and their role.
- Giving appropriate information so that all staff and volunteers understand their responsibilities in relation to safeguarding.
- Giving appropriate information so that parents understand the trust's roles and responsibilities relating to safeguarding.
- Allocating resources to enable the academy to discharge its safeguarding responsibilities properly.
 - Ensuring that all staff and volunteers are able to raise any concerns about poor or unsafe practice.
- Developing effective links with relevant agencies and co-operate as appropriate with their enquiries regarding child protection matters including attendance at case conferences.
- Keeping written records of concerns about children, even where there is no need to refer the matter immediately.
- Keeping all records securely, separate from the main pupil file, and in locked locations.

- Developing and then following procedures where an allegation is made against a member of staff or volunteer.
- Always following safer recruitment practices.
- Ensuring that staff are aware of the statutory guidance 'Keeping Children Safe in Education'

Useful Contacts

Designated Safeguarding Officer	Mr Will Atkinson	01234 261516 07711349611 atkinsonw@goldington.beds.sch.uk
Academy Principal	Mr Francis Galbraith	01234261516 07711349612 galbraithf@goldington.beds.sch.uk
Deputy Designated Safeguarding Officer	Mrs Anthea Jones	01234 261516 07711349614 jonesa@goldington.beds.sch.uk
Nominated Governor	Mr Alan Dickenson	dickensona@goldington.beds.sch.uk
Multi Agency Safeguarding Hub (MASH)	Borough Hall, Bedford	01234 718700 (office hours) or 0300 300 8123 (out of hours).
NSPCC Helpline	NSPCC	0800 800 5000
Bedford Borough Local Area Designated Officer	Sandeep Mohan	LADO@Bedford.gov.uk Sandeep.Mohan@bedford.gov.uk 01234 276693
Bedfordshire Police		01234 841212/101 In emergency dial 999

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that 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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

- Tell the DSL/Deputy DSL as soon as possible if you make a referral directly.
- MASH Bedford Borough: 01234 718700
- MASH out of hours emergency number: 0300 300 8123
- Police/Emergency Services: 999
- Bedfordshire Police: 01234 841212

Other useful contacts can be found in [Appendix 4](#).

What to do when a child discloses information

If a child discloses a safeguarding issue to you, you should:

- Do not promise that you can keep their disclosure secret
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Tell them who you are going to tell and reassure them that not everyone will know. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL either via a pink slip or CPOMS. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

Roles and responsibilities

All staff

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, governors and visitors at the school and is consistent with the procedures of local safeguarding partner agencies. Our policy and procedures also apply to extended school and off-site activities.

All staff will read and sign to say they have understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct and the role of the designated safeguarding lead (DSL)
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

The role of the Designated Safeguarding Lead

Goldington Academy will have an appointed a DSL, and deputy DSL(s) to contact in his/her absence. The DSL is a senior staff member with the necessary status and authority to take responsibility for child protection matters. The DSL will take lead responsibility for safeguarding and all child protection matters, including early help cases. This responsibility cannot be delegated. This will be explicit in the role holder's job description. The identity of the DSL and any deputies will be made clear to all staff.

The DSL will provide advice and support to other staff on child welfare and child protection matters, take part in strategy discussions and interagency meetings, and/or support other staff to do so, and contribute to the assessment of children. The DSL will ensure that there is always cover for their role, including for any out of hours, out of term activities, and that arrangements for cover are communicated clearly to staff. If there is a risk of immediate harm, a referral should be made immediately. If a child's situation does not appear to be improving, the DSL should press for the case to be escalated following local safeguarding partner procedures.

For looked after children, the DSL will have the details of the child's social worker and name of the virtual school head in the authority that looks after the child. For further information about the role of the DSL, please see annex B of Keeping Children Safe in Education.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

The governing body

The governing body will approve this policy at each review, and hold the Academy Principal to account for its implementation.

The governing body will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Academy Principal, where appropriate (see appendix 3).

The Academy Principal

The Academy Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this annually
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

Identifying abuse

Staff should always focus on what is in the best interests of the child. All staff at Goldington Academy should be prepared to identify children who may benefit from early help. This means providing support as soon as a problem emerges at any point in a child's life. Staff should discuss early help requirements with the DSL in the first instance. If early help is required, staff should liaise with external agencies and consider setting up an inter-agency assessment (usually completed by the pastoral team).

All academy staff should be aware of the signs of abuse and neglect. The descriptions below are taken from the DfE guidance 'Keeping children safe in education'. Additional guidance can be found in 'What to do if you're worried a child is being abused'. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Staff should also be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Signs may include:

- Unexplained injuries or burns
- Untreated injuries
- Bruises/abrasion around the face
 - Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators include:

- Excessive overreaction to mistakes
- Continual self-deprecation

Self harm

- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for sexual abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators include:

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators include:

- Constant hunger, tiredness, and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

Bullying

While bullying between children is not a discrete category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. All incidences of bullying should be reported and will be managed through our anti-bullying procedures.

A copy of the Academy's Anti-bullying policy is available on the website, in the school office and further information is provided in the Home/School Agreement.

As well as this, the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the Designated Safeguarding Lead will consider implementing child protection procedures. DfE advice on Cyberbullying can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology¹.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;

¹ CSE definition and guidance for practitioners 2017

- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is never the victim’s fault, even if there is some form of exchange

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

If CSE is suspected, the CSE risk assessment tool should be used to identify the likelihood of CSE and passed on to relevant agencies with any referral².

Female Genital Mutilation

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). **It is a form of child abuse and violence against women.** FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. **The duty came into force on 31 October 2015. The duty is a personal duty which**

² See appendix 6

requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. It is recommended that you make a report orally by **calling 101**, the single non-emergency number.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003³.

Further information on mandatory reporting can be found at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-proceduralinformation>

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

Signs a teacher or school may notice:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.
- A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

Potential signs and symptoms:

A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

³ Mandatory reporting of Female Genital mutilation – Home Office Guidance

The physical effects of FGM:

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one without the free consent of both parties and where coercion has been used to force one or either party into the marriage. A person must have the mental capacity to consent to a marriage.

Some cultures use religion and culture to force people into marriages. Many young people will then be living through their entire childhoods with the expectation that they will marry someone of their parents or other family members choosing. What needs to be communicated to all of those at risk is that forced marriage is a **CRIME** and that they have a fundamental human right to be able to choose their future spouse.

Potential indicators include:

- Absence at school
- Requests for long periods of absence made by parents and failure to return
- Fear of upcoming school holidays
- Surveillance by other family members at school/after school
- Decline in school related performance
- Not allowed to attend extra-curricular trips/clubs
- Not being allowed access to post 16 education

Any concerns related to a potential forced marriage must be reported via the academy's usual safeguarding procedures. The matter will then be referred immediately to appropriate agencies e.g. MASH and the Police.

Further information can be found here - The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

So called 'honour-based' violence (HBV)

Honour-based violence (HBV) is the term used to refer to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour'. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

For example, HBV may be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture, religion or caste;
- Want to escape an arranged or forced marriage
- Have adopted Westernised dress or take part in activities, which may not be considered traditional within a particular culture

Women and girls are the most common victims of HBV. However, it can also affect men and boys. Crimes committed in the name of honour may include: assaults, disfigurement, versions of sati (burning), sexual assault and rape, forced marriage, dowry abuse, female genital mutilation, kidnap, false imprisonment, stalking, breast ironing.

In the most extreme cases, people are killed because their actions are thought to be dishonourable. Honour based crime may not involve violence. It can also include:

- Psychological abuse
- Written or verbal threats
- Abusive phone calls, emails and messages

Victims may also be 'cast out' by their family and community with very little support. This is high risk those who have no access to any money or financial support. Culture teaches victims that they will not survive without their family and community and many victims believe this as they have no life experience (and in many cases are not allowed to gain life experience) to prove this notion false.

The people who commit HBV are usually family members or friends within the same community.

HBV is under-reported because those at risk can feel tied by family or community loyalty or are too distressed to speak out.

Potential Signs and Symptoms:

- Social relationships have narrowed
- Suspected perpetrator makes all the rules and the victim has no say in his/her own life
- Extreme restrictions on movement and contact with others
- Victim shows signs of fear
- Victim has been injured
- Victim is withdrawn
- Victim may excel in school work or employment as symbols of freedom

5 Best Practice Tips for working with victims of HBV:

- Listen to what the individual is saying about their needs.
- Don't use family members, community leaders, friends, etc. as interpreters.
- Speak to the person alone. They may be influenced by others to say something they don't mean
- Ensure completion of a thorough risk assessment and remember the 'one chance' rule. Many potential victims of forced marriage may only have one chance to speak to a professional before it is too late
- Mediation, reconciliation and family counselling as a response to forced marriage and honour based violence can be extremely dangerous

Under UK law, HBV is a breach of the victim's human rights and a form of domestic abuse. If you are concerned that a child you know is at risk of breast ironing you should follow the safeguarding procedure outlined in this policy, or in the event that you think a young person is in immediate danger, call the Police on 101.

Breast ironing

Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty.

Breast ironing is often carried out by the girl's mother with the belief that she is:

- Protecting her daughter from sexual harassment and / or rape
- Preventing the risk of early pregnancy by "removing" signs of puberty
- Preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education

Potential signs and symptoms:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, becoming withdrawn
- Reluctance in undergoing medical examinations
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear
- Fear of changing for physical activities due to scars showing or bandages being visible

The practice of breast ironing is not explicitly covered under legislation. However, it is understood by the Government to be physical abuse.

If you are concerned that a child you know is at risk of breast ironing you should follow the safeguarding procedure outlined in this policy, or in the event that you think a young person is in immediate danger, call the Police on 101.

Radicalisation and Extremism

We recognise that we must have regard to the Prevent Duty “to prevent people from being drawn into terrorism”. Protecting children from the risk of radicalisation is part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways. As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme. If a member of staff has a concern about a particular pupil they should follow the Academy’s normal safeguarding procedures, including discussing the matter with the academy’s DSL, and where deemed necessary, with children’s social care. Staff should familiarise themselves with the Department for Education’s guidance on the Prevent Duty which is found here:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Peer on peer abuse

The Academy recognises that children are capable of abusing their peers. Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyber-bullying),
- gender based violence
- sexual assaults and sexting.

Such cases of abuse will not be tolerated or passed off as “banter” or “part of growing up. Where bullying happens, the Academy will follow its Anti-Bullying policy.

In order to support the victims of peer on peer abuse, Goldington Academy will use in house support through the LIC in conjunction with external agencies as necessary e.g. Victim Support, The Early Help Team etc.

All cases of bullying will be recorded on SIMS and reported to the local authority at the end of each term.

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment (see appendix 5) into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially through the pastoral system, HOY messages folder, Anti-Bullying boxes, emails etc.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Sexting

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences can be serious and put those involved at risk of serious harm. Having or sending explicit material SAFEGUARDING AND CHILD PROTECTION Page 10 of 17 LAT-GEN-01-PO on digital devices is also a criminal offence for those under 18. Goldington Academy takes incidences of sexting extremely seriously, and deals with them in accordance with its safeguarding procedures. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges.

Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person’s clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). Anyone, and any gender, can be a victim and this behaviour is completely unacceptable

Any incidents of upskirting will be reported to the academy’s senior leadership team in accordance with the academy’s behaviour policy and may result in exclusion for the perpetrator. Incidents will also be reported to the police either via 101 or through a police intel form.

Support for the victim will be offered through the school’s pastoral systems.

Serious Youth Violence

Staff should be vigilant to indicators that a child may be involved with or the victim of serious violence. Some indicators may be:

- Increased absence from school

- Changes in friendship group or becoming friends with older peers
- A decline in academic performance
- A significant change in well being
- Signs of assault or unexplained injuries
- Unwillingness to discuss injuries
- Unexplained gifts or new possessions

Staff should use the following resources for support when dealing with issues involving serious youth violence:

Preventing serious youth violence and gang involvement -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Criminal exploitation of children and vulnerable adults – county lines guidance -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Any concerns about pupils being involved with or victims of serious youth violence should be reported via the school’s usual safeguarding procedures. Information will then be shared with necessary agencies e.g. MASH, Police etc.

Equality statement for children at greater risk of abuse

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Children Missing Education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Goldington Academy remains fully compliant with the Bedford Borough Child Missing Education Procedure. It is important that the procedure is followed in all circumstances so as to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. If a member of staff is in any doubt at all he/she should contact the DSL. Further information can be found in ‘Children missing from education: statutory guidance for local authorities’ (September 2016) and in art 1 of KCSiE2019.

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers
- Children with SEN being at increased of being drawn into radicalisation

Looked After Children

Goldington Academy will ensure that Academy/Setting staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by the local authority. This includes ensuring that a designated member of staff has responsibility for their welfare and progress, has up to date assessment information from the local authority, the most recent care plan and contact arrangements Private Fostering. Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, where the intention is for it to last longer than 28 days. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts.

Where the Academy becomes aware of a private fostering arrangement it must inform the Local Authority. The Academy does not need to wait for 28 days in order to do this.

Please refer to the Academy's *Child in care* policy for further information.

Young carers

A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

Young carers might undertake activities in the home such as:

- Practical tasks, such as cooking, housework and shopping.
- Physical care, such as helping someone out of bed.
- Emotional support, such as talking to someone who is distressed.
- Personal care, such as helping someone dress.
- Managing the family budget and collecting prescriptions.
- Helping to give medicine.
- Helping someone communicate.
- Looking after brothers and sisters

Being a young carer can have a big impact on the things that are important to growing up, for example it can affect a young person's health, social life and self-confidence.

Many young carers struggle to juggle their education and caring which can cause pressure and stress. In a survey, 39% said that nobody in their school was aware of their caring role. 26% have been bullied at school because of their caring role. 1 in 20 miss school because of their caring role.

Staff should be aware who the young carers are in school. Potential indicators of need could be:

- Having poor school attendance or being regularly late
- Homework not submitted regularly
- Signs of neglect such as dirty clothes, no food at lunchtime etc
- Isolating themselves from friends/staff
- Signs of bullying

Staff should report any concerns about young carers by following normal safeguarding procedures.

English as an additional language (EAL)

Students whose first language is not English are at particular risk of abuse as they cannot readily report it. Staff should be more vigilant with EAL children when looking for the physical and emotional signs of abuse.

Pupils who are new to English (proficiency code A) will be given targeted support in the first two weeks of them joining the school under the direction of the EAL co-ordinator. This will provide the opportunity to form a bond and communicate with a trusted adult.

Any concerns relating to EAL children should be reported via normal safeguarding procedures.

Goldington Academy also gives special consideration to recognises that children may face discrimination due to their race, ethnicity, religion, gender identification or sexuality.

Travellers

Traveller children often spend large amounts of time out of school travelling and as a result spend less time with professionals and are more vulnerable to abuse. Traveller children often leave school much earlier than non-traveller children and are at risk of not receiving a full-time education. This could result in low self-esteem, at risk of being NEET and poor outcomes.

Children with refugee status

Refugee children in Britain are a diverse group. Some children may arrive in the UK with both parents; others may only have one parent caring for them. Some children may live with older brothers and sisters, or with relatives and friends. Other children arrive alone and unaccompanied, without a parent or carer. Often, children with refugee status do not speak English and may have SEN that are undiagnosed, which makes them particularly vulnerable.

Schools and early years providers play a vital role in promoting the wellbeing of refugee children, helping them to rebuild their self-esteem and friendships, and achieve with their learning. It is also important that schools look for signs of abuse such as forced marriage, FGM etc if children with refugee status come from countries where these practices are prevalent.

Children who have a family member in prison

Having a parent or other family member in prison, can impact on a child's sense of identity and how they interact with their family and community. Equally importantly, it can impact on their lives at school. The majority of these children will have a father in prison, because the number of men in prison is far higher than the number of women.

Research has shown that parental imprisonment has a direct impact on children's academic attainment, socioemotional development and behaviour, often escalating to school exclusion or truancy (Social Care Institute for Excellence [SCIE], 2008). School support for children with a family member in prison, therefore, is important as it will contribute to improving a range of educational and wellbeing outcomes for a group of children who are at risk of a number of poorer outcomes.

Children subject to Child Protection/CIN plans

Children who are subject to a child protection plan/CIN plan are at particular risk of harm/abuse and may already be experiencing harm/abuse directly in their daily lives. Goldington Academy is fully committed to engaging fully with all plans and professionals involved in the plan to ensure the outcomes of the plan are achieved for the wellbeing of the child/children involved.

E-safety

Children will receive education in relation to E-safety as part of the curriculum. Goldington Academy will also ensure that appropriate filters and monitoring systems are in place for online safety. Further information can be found at Annex C of Keeping Children Safe.

Staff will readily report any concerns that they may have about a child's use of the internet through the Academy's normal safeguarding procedures.

Please refer to the Academy's E-Safety Policy for further information.

Submitting a safeguarding concern

Safeguarding is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Everyone who works with our pupils should make sure that their approach is child-centred, that is that they consider at all times what is in the best interests of the child.

Any concerns about pupils must be discussed with the relevant DSL (or Deputy in their absence) as soon as possible, and at latest by the end of the day. A safeguarding record of concern form (pink slip) [Appendix 1a+1b](#) or a CPOMS log should be completed and handed to

either the DSL or deputy DSL as soon as possible (see appendix). Following the receipt of a safeguarding record of concern form (pink slip or CPOMS log), the DSL (or Deputy DSL in their absence) will decide whether to make a referral to children's social care.

However, anyone can make a direct referral to children's social care, and if a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately. Where a referral is made by someone other than the DSL, the DSL should be informed as soon as possible. If staff members have concerns about a child they must raise these with the academy DSL as a matter of urgency and provide him/her with a referral/concern form.

Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Paper based records relating to the safeguarding of individual children are held securely in a locked filing cabinet in the Pastoral Office. This office is locked at all times. Electronic CPOMS logs are stored via CPOMS servers.

These records include chronologies [Appendix 2](#), notes of any meetings relating to the protection of a child, any records of concern (pink slip), attendance information and any other relevant records relating to child protection e.g. Early Help Assessments.

Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Information sharing

As part of meeting children's needs, governors and leaders recognise the importance of information sharing between professionals and local agencies. Further information can be

found in Chapter one of Working Together to Safeguard Children, and in Information Sharing: Advice for practitioners. Concerns about sharing information cannot stand in the way of the need to promote the welfare and protect safety of children.

Confidentiality

At Goldington Academy we believe that:

The safety, well-being and protection of our pupils are the paramount consideration in all decisions staff at this school make about confidentiality. The appropriate sharing of information between school staff is an essential element in ensuring our pupils well-being and safety. It is an essential part of the ethos of our school that trust is established to enable pupils, staff and parents/carers to seek help both within and outside the school and minimise the number of situations when personal information is shared to ensure pupils, staff are supported and safe.

The school's attitude to confidentiality is open and easily understood and everyone should be able to trust the boundaries of confidentiality operating within the school. Everyone in the school community needs to know that no one can offer absolute confidentiality.

Parents/carers will have ready access to files and records of their own children – but not any other child information given by parents/carers to Academy staff will not be passed on to third parties without informing the parents/carers that a legal obligation exists to do so. For further information please see the Academy's Confidentiality Policy.

In addition, it must be noted that:

- Timely information sharing is essential to effective safeguarding
- Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff

Staff Training

All staff

The Academy will ensure that all Academy staff receive adequate training in child protection at least annually and are aware of systems within the academy which support safeguarding. The Academy induction programme for new staff includes child protection training. All staff are required to read Part 1 of the Keeping Children Safe in Education Guidance and sign to say they have done so and understood their role/responsibilities.

The DSL and deputy DSL

The DSL and deputy DSL will undergo child protection training every two years. The DSL will receive additional updates to their formal training at regular intervals to keep up to date with

any developments relevant to their role. The Academy Principal and all staff members will undergo child protection training annually. The wealth of knowledge developed by staff in dealing with safeguarding issues is recognised, and staff will have the opportunity to contribute to shaping the Academy's safeguarding arrangements. The Academy Principal is responsible for ensuring that safeguarding training is kept up to date.

Senior and middle Leaders

Senior and middle leaders who are involved in interview panels will undergo safer recruitment training in line with the Department for Education's statutory guidance, Keeping Children Safe in Education, and local safeguarding procedures.

Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Positive Handling

The Education Act 1996 (2002) forbids corporal punishment, but allows all teachers to use reasonable force. We have a commitment to ensure the safety of our pupils and staff at all times. In some rare situations this may require the use of force to physically restrain pupils. The use of restraint must be necessary and reasonable in the context of the event. Section 93 of the Education and Inspections Act 2006 enables schools to use reasonable force to restrain pupils when they are:

- Committing a criminal offence
- Causing personal injury to themselves or another
- Causing damage to property belonging to them or another, including the school
- Behaving in a manner that is prejudicing the maintenance of good order and discipline in the school

If positive handling has been necessary, members of staff must inform the Academy Principal and the DSL by completing the *Form For Recording an Incident* [Appendix 3](#) within 24 hours of the positive handling and submitting it to the Academy Principal.

Please refer to the Academy's Positive Handling Policy for further information.

Allegations against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our *Dealing with allegations of abuse against Teachers, Other Staff and Volunteers* policy. Any complaint/concern about a member of staff, governor, volunteer or visitor should be referred to the Academy Principal.

Complaints about the Academy Principal should be reported to the chair of governors as per the Academy's *Dealing with allegations of abuse against Teachers, Other Staff and Volunteers policy*.

You can also discuss any concerns about any staff member or volunteer with the DSL.

All staff have access to the LADO (Local Authority Designated Office). Bedford Borough Council and all safeguarding partner agencies are committed to safeguarding and promoting the welfare of children. The safeguarding partner agencies are the umbrella procedures for Managing Allegations and Concerns regarding Staff, Carers and Volunteers.

The LADO is involved in the management and oversight of individual cases; providing advice and guidance to employers and voluntary organisations and monitoring cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.

The safeguarding partner procedures should be followed by all those providing services for children and staff who work with or care for children. It must be applied when there is an allegation or concern that any person who works with children, in connection with his/her employment or voluntary activity, has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates that he or she may pose a risk of harm if they work regularly or closely with children.

The Academy Principal/chair of governors/DSL will then follow the procedures set out in the *Dealing with allegations of abuse against Teachers, Other Staff and Volunteers policy* as appropriate.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by [insert your procedures for making pupils aware of this here]
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Whistleblowing

The school's Whistleblowing Policy enables teaching and non-teaching staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. Please refer to the Academy's *Whistleblowing Policy* for further information.

Safer recruitment

Robust recruitment vetting procedures are in place to help prevent unsuitable people from working with children.

Safer recruitment begins by trying to deter people from applying for a post in the school. Our advert includes our safeguarding statement:

'The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The post is subject to Enhanced DBS clearance and satisfactory employment history references. One member of the interview panel has undertaken safer recruitment training. References are requested prior to any interview and reviewed before appointment. A conditional job offer may be made subject to confirmation of satisfactory references, medical clearance, and eligibility to work in the UK and satisfactory enhanced DBS clearance.'

Following appointment, training and information about the school's policies and procedures is carried out under the school's Induction Policy. All staff receive up-to-date safeguarding training on entry to the school.

The school keeps a Single Central Record of recruitment checks for all personnel (teachers and support staff, supply teachers, peripatetic music teachers, sports coaches and other specialist workers/ advisers, contractors and volunteers) which includes:

- Identity checks
- Names, address and date of birth
- Qualifications (where this is a requirement of the job, e.g. qualified teacher status (QTS))
- Eligibility to work in the UK
- DBS Barred List/ List 99 checks
- DBS Enhanced Disclosure checks
- Referees/references
- Section 128 checks.

A risk assessment form is completed if the DBS disclosure has not been received prior to the employee's starting date or if the Disclosure identifies issues, to help make the decision about whether an employee may join the staff and/or commence their duties under supervision.

Please see the Academy's *Recruitment Selection Policy and Procedures* and the *Recruitment of Ex-Offenders Policy* for further information.

Visitors to school

There are a number of different types of legitimate visitors to a school. School staff must ensure that child safeguarding is at the forefront of any arrangement before a visitor or contractor comes onto the school site. The procedures outlined below must be followed at all times.

It is expected that all visitors to the school behave appropriately and respectfully to all members of the school community at all times. Inappropriate conduct by any visitor will be reported to the Academy Principal for further investigation and further action may be taken.

All visitors must arrive at school via the main reception and should not enter the site through any other entrance, unless prior consent has been given.

Types of visitor

Visiting professionals from outside agencies who attend the school in connection with the school and its pupils i.e. social workers, Early Help Professionals, educational psychologist, SEND officers, targeted support workers, health related professionals, school improvement advisors etc.

- Any visits from professionals must be pre-arranged with an appropriate member of staff. A visiting professional will not be allowed to see a child alone unless the visit has been pre-arranged or authorisation is given by a member of SLT. The office must be informed of the visit and the name of the visitor, their role and the purpose of the visit should be logged in the office diary for reference at the time of the visit.
- Written assurances of appropriate vetting e.g. enhanced DBS checks, should be sought before the visit by the member of school staff arranging the visit. This may be in the form of an email from the agency confirming that checks have been completed. Without these assurances the visitor must not be allowed to meet with a child/groups of children alone.

- Upon arriving at the school, the office must confirm the visitor's identification and the visitor must sign the code of conduct. Professionals who are working with the school over an agreed period of time need not sign the code of conduct every time they visit the school during the agreed period.
- Visiting professionals must sign in and out using the visitor's book and wear a visitor's lanyard at all times.

Contractors visiting the school to work with children in roles such as peripatetic tutors, sports coaches etc.

- Any member of staff responsible for organising visits from contractors in this type of role must ensure that they have seen the visitor's enhanced DBS certificate and that the visitor is suitable to work with children before any arrangement is made by the school with a contractor of this type. Without this, the visitor must not be allowed to meet with a child/groups of children alone and must be supervised by a member of staff at all times.
- Details of the individual(s) must be added to the SCR in the appropriate section.
- Upon arriving at the school for the first time, the contractor should arrive at the main reception and be met by the appropriate member of staff. The office must confirm the visitor's identification and the contractor must sign the code of conduct. Contractors who are working with the school over an agreed period of time need not sign the code of conduct every time they visit the school during the agreed period.
- Visiting contractors must sign in and out using the visitor's book and wear a visitor's lanyard at all times.

Contractors who visit the school in connection with the building, grounds or equipment i.e. builders, contractors, maintenance staff or IT workers.

- Any member of staff responsible for organising visits from contractors in this type of role must ensure that they have seen the persons enhanced DBS certificate (this should be current i.e. within five years) and that the visitor is suitable to work on a site where children are present before any arrangement is made by the school with a contractor of this type. Without this, the contractor must not be allowed to work unsupervised on site and must be supervised by a member of staff at all times.
- Details of the individual(s) must be added to the SCR in the appropriate section. Once a contractor has been added to the SCR they need not provide this information again.
- Upon arriving at the school for the first time, the contractor should arrive at the main reception and be met by the appropriate member of staff. The office must confirm the contractor's identification and the contractor must sign the code of conduct. Contractors who are working with the school over an agreed period of time need not sign the code of conduct every time they visit the school during the agreed period.
- There may be parts of the school that the contractor does not need to enter/have access to during their visit; the member of staff responsible for the contractor should inform the contractor of the parts of the school that he/she may visit in order to complete their work.

- Visiting contractors must sign in and out using the visitor's book and wear a visitor's lanyard at all times.
- Risk assessments for any type of building/maintenance work are the responsibility of the organising staff member and the contractor carrying out the work.
- If work carried out requires areas of the school to be cordoned off, this should be planned in conjunction with the Academy Principal.

Other legitimate visitors ie parents, volunteers, school governors. Visits should be planned to ensure they run smoothly, taking into account the need to safeguard children and the reputation of the school and the visitor. Where appropriate, risk assessments should be undertaken.

- Visits by parents should be pre-planned by a member of school staff and the office should be informed of this visit.
- When parents arrive at the office they must sign in and out using the visitor's book and wear a visitor's lanyard at all times.
- Parents should then be met at the main reception by the organising member of school staff and must not be allowed to leave reception unless supervised by a member of school staff.
- If a parent visits the school unexpectedly to see a staff member and that person is unavailable, the office should inform the parent of this and ask the parent to politely leave site. The office will inform the member of staff and ask them to arrange a meeting with the parent.
- Volunteers must enter via the main reception and must sign in and out using the visitor's book.
- Volunteers must wear a visitor's lanyard at all times.
- Volunteers should not be left in charge of a child/children unsupervised unless an enhanced DBS certificate has been seen by the office/organising member of staff.
- The office must confirm the volunteer's identification and the volunteer must sign the code of conduct.
- Visits by governors should be recorded in the governors' signing in book. Governors must wear their lanyards at all times during a visit.

Visitors departing from school MUST leave via reception and:

- Enter their departure time in the Visitors' Record Book alongside their arrival entry
- Return the identification badge to reception
- A member of staff should escort the visitor to the staff car park (ensuring the visitor does not re- enter the school site, potentially breaching security).

Unknown/Uninvited Visitors to the School

Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site. They should then be

escorted to reception to sign the visitors' book and be issued with an identity badge. The procedures under "Other legitimate Visitors to the School" above will then apply

In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Academy Principal and Business Manager (or Senior Leader if neither is available) should be informed promptly. The Academy Principal / Business Manager or Senior Leader will consider the situation and decide if it is necessary to inform the police. If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for. Please refer to the *Intruder Policy* for more information.

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

Staff may take pictures or recordings of pupils on a school owned device, however staff must ensure they do not take an image/recording of a child for whom permission has not been granted by the parent/guardian. Pictures/recordings should not be sent/forwarded to a personal device/email address or any SD card containing pictures/recordings taken home for use on a personal device.

The school will follow the GDPR when taking and storing photos and recordings for use in the school.

Visitors to school must not use any personal device to take pictures or any recordings whilst on the school premises unless permission is granted by the Academy Principal.

Lockdown Procedure

Please refer to the school's Lockdown Procedure for further information.

Bomb Threat Procedure

Please refer to the school's Bomb Threat Procedure for further information.

External lettings and safeguarding

- The Governing Body of Goldington Academy controls the use of the School's premises both during and outside of school hours.
- Where the Governing Body provides services or activities directly under the supervision or management of School staff, the school's arrangements for child protection will apply.

- Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body / organisation / hirer concerned has appropriate policies and procedures in place with regard to safeguarding vulnerable groups, children and/or young people.
- In order to demonstrate that the school has taken all reasonable precautions to ensure the safeguarding of vulnerable groups, children and young people, the hirer will be required to complete the Safeguarding Information attached to the application Form.
- Where a form requires schools to judge whether an organisation's Child Protection Policy covers at least the minimum requirements, the nominated Safeguarding Officer and Safeguarding Governor will complete a checklist to ensure that the Organisation meets the necessary requirements.
- Where an organisation does not have a policy, or where their policy is inadequate, the organisation can choose to adopt the School's Child Protection and Safeguarding Policy or can approach the local safeguarding partners to obtain a model policy.
- The Hirer has an appropriate Safeguarding Policy and Procedure that clearly describes what individuals have to do in order to keep vulnerable groups safe. The Hirer agrees to provide a copy of that policy to the nominated Safeguarding Officer at Goldington Academy.
- The Hirer will have a designated person, or champion, for safeguarding. The champion should be an individual whose responsibility is essentially to make sure that things written in the Safeguarding policy and procedure really happen.
- Selection and vetting of volunteers and staff should be rigorous and properly conducted. As a minimum this should include the rigorous checking of references and making appropriate Disclosure and Barring Service (formerly Criminal Records Bureau) checks.
- The Hirer should have a training and information plan whereby staff can be helped to be made aware of safeguarding children issues and to recognise when something is wrong. It is important this is part of a new volunteer or staff member's induction
- Until such time as the Safeguarding information and checks are provided and completed a letting cannot be confirmed.

Links to other policies/procedures

- E safety Policy
- Bomb threat procedure
- Lockdown procedure
- Whistleblowing Policy
- SEN policy
- Pastoral Care, Guidance and Support policy
- Attendance Policy
- Rewards and Sanctions policy
- Lettings Policy
- Visitors Code of Conduct
- Code of Conduct for all adults

- Voluntary Helpers Policy
- Recruitment Selection Policy and Procedures
- Recruitment of Ex-Offenders Policy
- Intruder Policy
- Equality Policy
- Children in Care Policy
- Dealing with allegations of abuse against Teachers, Other Staff and Volunteers
- Anti-Bullying Policy



Safeguarding Children Record of Concern

Name of Child:	DOB:
Person initiating the conversation/concern:	Class:
Time of conversation/concern:	Other parties involved in meeting:
Length of conversation:	
Summary:	
Signed:	Date:
Print Name:	Position:
Received by:	Date:
Action taken:	
Date:	
Time:	

**Safeguarding Children
Record of concern continued**

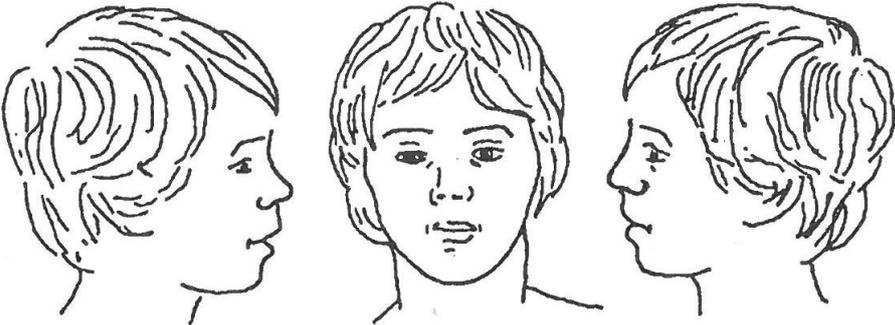
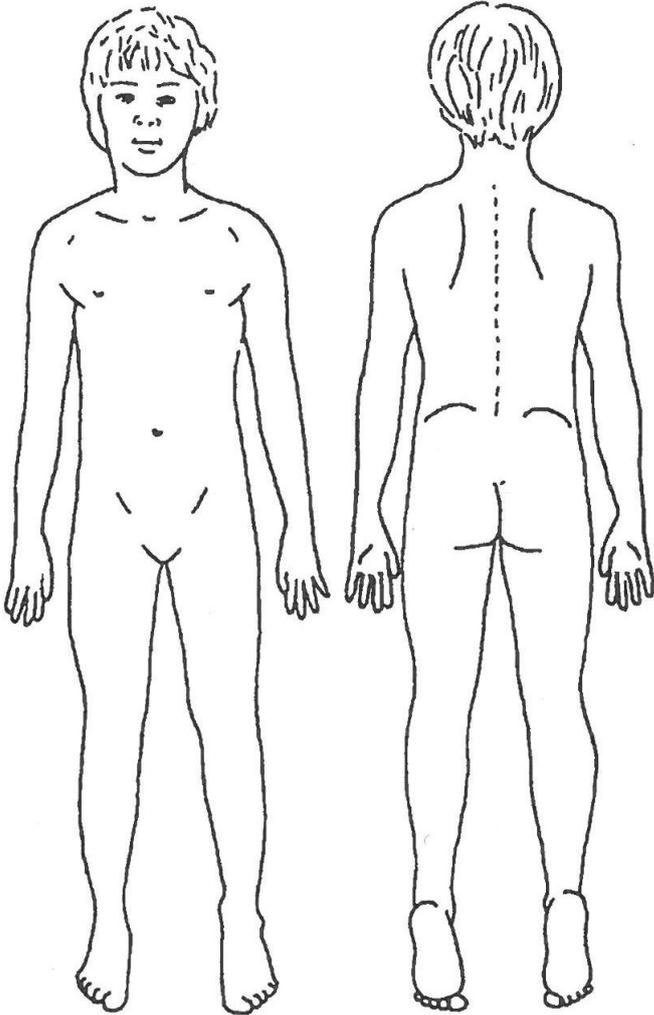
Response to action:

Date:

Time:

Other Actions taken:

Body Map





GOLDINGTON ACADEMY

Chronology Sheet for _____

Date	Concern	Action	Signature

FORM FOR RECORDING AN INCIDENT – SAMPLE

This form should be completed following an incident involving Positive Handling and kept by the school for future reference.

NAME(S) OF STUDENT (S) **GENDER: M/F** **ETHNICITY:**

DATE(S) **TIME(S):**

NATURE OF INCIDENT: verbal abuse, threatening behaviour, refusal, kicking, punching, bullying, fighting, other (please specify below):

INVOLVING: staff, students, property, equipment, other (please specify below):

Why was Positive Handling Necessary?

Clearly define the circumstances that led to the incident, describing the student's behaviour, the danger perceived, and the restraint used. (Continue on a separate sheet if necessary)

FURTHER ACTION TAKEN BY THE HEADTEACHER

Useful Contacts

Designated Safeguarding Officer	Mr Will Atkinson	01234 261516 07711349611 atkinsonw@goldington.beds.sch.uk
Academy Principal	Mr Francis Galbraith	01234261516 07711349612 galbraithf@goldington.beds.sch.uk
Deputy Designated Safeguarding Officer	Mrs Anthea Jones	01234 261516 07711349614 jonesa@goldington.beds.sch.uk
Nominated Governor	Mr Alan Dickenson	dickensona@goldington.beds.sch.uk
Multi Agency Safeguarding Hub (MASH)	Borough Hall, Bedford	01234 718700 (office hours) or 0300 300 8123 (out of hours).
NSPCC Helpline	NSPCC	0800 800 5000
Bedford Borough Local Area Designated Officer	Sandeep Mohan	LADO@Bedford.gov.uk Sandeep.Mohan@bedford.gov.uk 01234 276693
Bedfordshire Police		01234 841212/101 In emergency dial 999

PAN BEDFORDSHIRE CHILD SEXUAL EXPLOITATION RISK IDENTIFICATION TOOL

This tool should be developed alongside with and complimenting any other plan for the young person's welfare.

THE FOLLOWING INFORMATION IS REQUIRED WHEN THERE ARE CONCERNS REGARDING A CHILD BEING AT RISK/OR EXPERIENCING CHILD SEXUAL EXPLOITATION

Contact details of assessor:			
Date assessment completed:		Date assessment sent:	
Line manager name:			
INFORMATION REPORT – CHILD/YOUNG PERSON'S DETAILS			
Full name (and aliases):		Home address and contact number:	
Date of Birth:		Gender:	
Emergency contact (name and number):		Local Authority area (if known):	
Details of primary carer:		GP Details and contact number:	
Foster Care (Y/N):		Adopted (Y/N)	
Residential Placement (Y/N)		Religion:	
Disability (if so what?):		How does this disability impact upon the child/YP being able to protect themselves?:	
Known to Social Care or Early Help (Y/N):		Reference number:	
Known to Police (Y/N):		Reference number (PNC):	
Known to YOS (Y/N):		Reference number:	
Known to CAMH (Y/N):		Reference number	
Known to other services?:		Reference number:	
Please state your reasons for completing this form:			

1. EDUCATION	Risk Indicators	Yes/No/ Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation. Concerns relate to behaviours which relate to normal child/young person behaviours.	
GREEN Vulnerable to CSE	Mainly engaged in employment/ school/ training. Some truanting but limited concerns.	
AMBER Emerging risk of CSE	Full-time education/training or employment but irregular/poor attendance/whereabouts during school hours often unknown. Attendance at PRU/poor attendance. Regular breakdown of school/training placements due to behavioural problems.	
RED Likely to be involved in CSE	Regular breakdowns of school/training placements due to behavioural problems. Not engaged in education/employment or motivated to be. Excluded. Whereabouts often unknown. Claims to have been in the UK for years but hasn't learnt the local language or understand the culture (THB risk)	
Protective factors	For example (not exhaustively): Is there a particular person that they engage well with at school? Are there supportive friendships with people that serve as role models/mentors? Are the family supportive of school and encourage attendance?	
<i>Consider: what is the child/young person's attendance like? Are there patterns in their disengagement from school/college: particular time of the day/days of the week? Is there an effective awareness of the young person's whereabouts during school hours? Consider their attachment to learning and achieving and how this might affect their vulnerability to CSE.</i>		
Analysis of risk/ protective factors		

2. ENGAGEMENT WITH SERVICES	Risk Indicators	Yes/No/ Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation. Concerns relate to behaviours which relate to normal child/young person behaviours.	
GREEN Vulnerable to CSE	Inconsistent engagement, some difficulty in contacting the child/young person which raises concern.	
AMBER Emerging risk of CSE	Some engagement but sporadic contact, often misses appointments, limited explanation, professional concern.	
RED Likely to be involved in CSE	None or very little engagement, frequently fails to attend appointments, or no contact/engagement with services. Limited explanations. Withdrawn and refuses to talk/appears afraid to talk to a person in authority (THB risk)	
Protective factors	For example (not exhaustively): Is there a particular service or person that they engage well with? Are there supportive adults outside of the family who serve as role models/mentors? Are the family supportive of services and/or encourage interaction or engagement?	
<i>Consider: whether there are particular agencies whom the child/young person does/does not engage with. If you suspect they are a victim of exploitation, are they willing to accept support to reduce the risk of harm to them? Consider their willingness to accept they might be a victim and how this might have an impact upon them.</i>		
Analysis of risk/ protective factors		

3. RUNNING AWAY/ GOING MISSING	Risk Indicators	Yes/No/ Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation. Concerns relate to behaviours which fall within normal child/young person behaviour.	
GREEN Vulnerable to CSE	Often comes home late/incidents of absence without permission and returning late. Whereabouts often unknown.	
AMBER Emerging risk of CSE	Often staying out late or overnight without permission/explanation. Whereabouts at times unknown. Repeated episodes of running away/going missing/unauthorised/temporary absences (may be for short periods). Regular breakdown of placements due to behavioural problems.	
RED Likely to be involved in CSE	Frequently reported missing due to/extensive and/or frequent periods of missing/running away/missing from placement. Whereabouts often unknown or locating in locations of concern. Looking well cared-for/not hungry, despite having no base. Regular breakdown of placements due to behavioural problems. Pattern of street homelessness.	
Protective factors	For example (not exhaustively): Is there a particularly supportive person that the child/young person contacts when they are missing? Are there actions that can be put in place that have stopped the child/young person running away previously? Is there good parental/guardian monitoring of the child/young person?	
<i>Consider: the location where the child/young person was found. Who they went missing with and for how long. Do you suspect the child/young person is missing more often than they are reported? Do you suspect they are placing themselves at risk when they are missing?</i>		
Analysis of risk/ protective factors		

5. REWARDS	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	Some unaccounted for monies and/or goods (new clothes, make-up, CD's etc).	
AMBER Emerging risk of CSE	Concerns about unaccounted for monies and/or goods, especially jewellery and mobile phones, which the child/young person is unable to provide an explanation for. Has use of more than one mobile phone. Funding misuse of drugs/alcohol/use of tobacco through unknown sources.	
RED Likely to be involved in CSE	Significant concerns regarding unaccounted for monies and/or goods, especially jewellery and mobile phones, which the child/young person is unable to provide an explanation for. Has use of more than one mobile phone. Funding misuse of drugs/alcohol/use of tobacco through unknown sources.	
Protective factors	For example (not exhaustively): Family expectations of pro-social behaviour, positive relationship with parents/carers or other responsible adult.	
<i>Consider: Does the child/young person have access to money or goods that they have no way of purchasing themselves? Is there a sudden change in their appearance? E.g. designer clothes.</i>		
Analysis of risk/protective factors		

4. SEXUALISED RISK TAKING	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation	
GREEN Vulnerable to CSE	Some concerns about sexualised dress (girls)/attire. Some reports of getting into cars with unknown peers/adults. Contacting unknown adults/older peers through the internet.	
AMBER Emerging risk of CSE	Some concerns about sexualised dress (girls)/attire. Reports of getting into cars with unknown peers/adults. Having access to premises unknown to parents/carers. Concerns about the level of contact with adults/older peers through the internet and/or meeting adults/older peers via the internet. Clipping (offering to have sex and then running upon payment). Using the internet to share/send inappropriate images. Older boyfriend (5+ years)	
RED Likely to be involved in CSE	Overt sexualised dress (girls)/attire. Reports of getting into cars with unknown peers/adults. Having access to premises unknown to parents/carers. Clipping (offering to have sex and then running upon payment). Use of internet to regularly meet unknown adults/peers/use of internet to share/send inappropriate images. The child/young person associating with other children/young people/adults known to be involved with sexual exploitation. Evidence of sexualised bullying via the internet/social media sites. Older boyfriend (5+ years)	
Protective factors	For example (not exhaustively): Family/carer have expectations of pro-social behaviour. Child/young person has positive self-esteem, parental/guardian monitoring of behaviour. Internal locus of control. Positively engages with sexual health services. Access to health care and social services.	
<i>Consider: For girls, are they wearing particularly revealing or age inappropriate clothing? Do they talk about sex or having sex when under-age?</i>		
Analysis of risk/protective factors		

6. CONTACT WITH ABUSIVE ADULTS/RISKY ENVIRONMENTS	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	Associating with unknown adults and/or other children known to be at risk of sexual exploitation.	
AMBER Emerging risk of CSE	Associating with unknown adults and/or other sexually exploited children/YP. Extensive use of phone, particularly late at night and secret use. Use of more than one mobile phone. Has access to premises not known to parent/carer. Reports from a reliable source suggesting involvement in sexual exploitations. Reports of being in areas where there are concerns related to sexual exploitation and/or street sex work is known to take place.	
RED Likely to be involved in CSE	AND, evidence of association/ relationships with adults/older peers believed/ known to be involved in grooming/exploitation. Seen/or picked up, in areas where street sex work is known to take place. Accompanied by an adult who is not the legal guardian and insists no being present at all times (THB risk). Accompanying adult known to have made visa applications for multiple other children/YP who are not relations (THB risk).	
Protective factors	E.g.: secure attachments with responsible adult(s), active coping style, positive self-esteem, household rules/structure.	
<p><i>Consider: Some of the above factors may demonstrate a higher risk for some young people than others. Consider their access to income. What do you know about those with whom the young person spends their time? Are they open or secretive about their friends? In this context 'risky' means that they either present a direct risk to the young person (i.e. in terms of physical violence or sexual abuse/exploitation) or they are likely to draw the young person towards other adults/peers who present this risk.</i></p>		

Analysis of risk/protective factors	
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7. COERCION/CONTROL/ASSOCIATION WITH GANGS	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	Reduced contact with family/friends, which raises concern. Some concerns about significant relationships.	
AMBER Emerging risk of CSE	Limited contact with family/friends. Appears to be 'controlled'/negatively influenced by others. Concerns about significant relationships and domestic abuse/violence. Disclosure of physical/sexual assault followed by withdrawal of allegation. Physical injuries – external/internal.	
RED Likely to be involved in CSE	No contact with family/friends. Disclosure of physical/sexual assault followed by withdrawal of allegations. Physical injuries – external/internal. Concerns that relationship might involve abuse/violence/be controlling. Abduction/forced imprisonment (described by young people as 'locked in'), disappears from system (no contact with support systems).	
Protective factors	For example (not exhaustively): Supportive adults outside of family who serve as role models/mentor to the child/young person. Family expectations of pro-social behaviour. Extended family support and involvement. Supportive family environment.	

<i>Consider: Who the child/young person spends the majority of their time with and how this might affect their vulnerability to CSE. Whether you feel they are able to make free choices over where they spend their time and who with?</i>	
Analysis of risk/protective factors	

8. SEXUAL HEALTH	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	Evidence of having/had a sexually transmitted disease.	
AMBER Emerging risk of CSE	Recurring or more than one sexually transmitted disease. Miscarriage(s), concerns about untreated STI's.	
RED Likely to be involved in CSE	Recurring or multiple STI's. Concerns about untreated STI's. Miscarriage(s), termination(s), physical evidence of forced sexual activity.	
Protective factors	For example (not exhaustively): Access to health care, parents/carers supportive/encouraging around health care. Active coping style, parental monitoring of the child/young person.	
<i>Consider: Age of the child/young person and their level of maturity. Is the young person open or secretive about their health and/or sexual health? Do you have concerns about their use of contraception, or for young women, their menstrual cycles? If they are attending health services regularly: are they attending alone or with someone? Is this of concern?</i>		
Analysis of risk/protective factors		

9. SUBSTANCE MISUSE	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	Mild use of substances (including alcohol), experimenting with drug/alcohol.	
AMBER Emerging risk of CSE	Evidence of regular substance (including alcohol) use. Concerns for use/dependency & change/increase of use.	
RED Likely to be involved in CSE	Evidence of heavy/dependant/worrying substance misuse (including alcohol). Chronic dependency of highly addictive substances. Concerns for use/dependency/increase of use/funding of usage.	
Protective factors	For example (not exhaustively): Family expectations of pro-social behaviour. Access to drug and alcohol services. Support/encouragement from parent/guardian/trusted adult to access services. Parental/guardian monitoring of the child/young person.	
<i>Consider: Type of substance(s), including legal highs. How might the child/young person be funding their use/who might be supplying them. Where? Who with? And how often are they using substances? Substance misuse may be cause or effect of exploitation.</i>		
Analysis of risk/protective factors		

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<i>Consider: Any recent changes in emotional health and what these might be associated with, e.g. bereavement. Whether the young person is willing to engage with services or support to meet their emotional needs.</i>	
Analysis of risk/protective factors	

10. EMOTIONAL HEALTH	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	Concerns regarding fatigue, poor self-image, expressions of despair, low mood, self-harm, cutting, overdosing, eating disorder. Sexualised risk taking.	
AMBER Emerging risk of CSE	Chronic low self-esteem/self-confidence, expression of despair. Internal (self-harm): cutting, overdosing, eating disorder. Sexualised risk taking. External (intensive acting out) bullying/threatening behaviour, violent outbursts, offending behaviour.	
RED Likely to be involved in CSE	Chronic low self-esteem/self confidence. Mental health problems, expressions of despair, internal (self harm): cutting, overdosing, eating disorder, previous suicide attempts, sexualised risk taking. External (intensive acting out): bullying/threatening behaviour, violent outbursts, offending behaviour.	
Protective factors	For example (not exhaustively): good social skills, internal locus of control, good balance between help seeking and autonomy, secure attachments, positive and warm parent-child relationships.	

11. ACCOMMODATION	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	Some accommodation issues/concerns, but overall accommodation meets the child/young person's needs.	
AMBER Emerging risk of CSE	Unsuitable/unstable/temporary/overcrowded /hostel/refuse/unsupported. The child/young person is unhappy with their accommodation.	
RED Likely to be involved in CSE	Unsuitable/unstable/temporary/overcrowded /hostel/refuse/unsupported. Concerns about location, the child/young person is unhappy with their accommodation and often stays elsewhere. Homeless/sofa surfing. Care leaver or looked after child.	
Protective factors	For example (not exhaustively): Household rules/structure, secure attachment, supportive family environment, adequate housing.	
<i>Consider: What the child/young person's care status is and whether this makes them more vulnerable to CSE. If living independently, consider who might have knowledge of the young person's whereabouts and safety.</i>		

Analysis of risk/protective factors	
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	trust. Parents fail to report missing episodes. Breakdown in family relationship/no contact. Family/friends/peers are known offenders.	
Protective factors	e.g. secure attachment with parent/carer/responsible adult, positive and warm parent-child relationship. Supportive family environment, 'parental' monitoring of child, extended family support and involvement, including caregiving help. Stable relationship with parents/carers, parents have a model of competence and good coping skills, family expectation of pro-social behaviour, high parental education.	

Consider: How the above indicators affect the young person's vulnerability to CSE. Whether there has been a recent change in communication/relationships and what may have caused this. Are there factors affecting the parents capacity to effectively safeguard the YP: substance misuse, mental health etc. Are parent/carers aware of who the YP's friends are? Who they spend their time with? Any changes in sibling relationships?

12. FAMILY RELATIONSHIPS	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	Carer(s) show warmth, support the child and have good/positive with the child/YP. The child/YP has positive friendships but reported reduced contact with family/friends which is of concern. Change in relationships.	
AMBER Emerging risk of CSE	Carer(s) lack understanding, tolerance and warmth towards the child. Parents fail to report missing episodes. Family relationships are strained. Friends/carers report a change in behaviour/reduced contact with the child. Family/friends/peers are known offenders.	
RED Likely to be involved in CSE	There is little or no communication between the carer(s). There is a lack of warmth/understanding/attachment and/or	

Analysis of risk/protective factors	
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13. RISK TO OTHERS	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	No identified risk to others, but mild concern about influence on other children and Y/P.	
AMBER Emerging risk of CSE	Concerns regarding negative influence on others. Concerns that the child might expose other children to risky situations. Bullying and threatening behaviour. Offending behaviour.	

RED Likely to be involved in CSE	Places other children at risk of child sexual exploitation (grooms/ exploits/ recruits others). Displays violence towards others, angry outbursts (incl. family members/carers). Bullying/threatening behaviour. Offending behaviour.	
Protective factors	For example (not exhaustively): Good peer relationships, positive disposition, good social skills, positive self-esteem.	
<i>Consider: Have there been any recent changes in their behaviour towards others? (peers, siblings). Who has reported the change in behaviour.</i>		
Analysis of risk/protective factors		

	allegation. Physical symptoms suggestive of physical/sexual assault.	
RED Likely to be involved in CSE	Known abuse towards the child/YP from family members. Peers/older friends/partners are violent towards the child. Abusive significant relationship. Physical injuries – external/internal disclosure of assault.	
Protective factors	For example: supportive adults outside of family who serve as role/models/mentors to the child/young person, agencies involved with whom the child/YP engages with, access to health services.	
<i>Consider: Has there been previous domestic abuse within the family? Is the child/young person trying to conceal bruises/cuts? Are there unexplained injuries?</i>		
Analysis of risk/protective factors		

14. EXPERIENCE OF VIOLENCE	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	No known reported incidents of the child/young person being a victim of violence or witnessing domestic abuse, although some professional concern.	
AMBER Emerging risk of CSE	Concerns that the child/YP has been/is being exposed to violence in the home and/or from others. Abusive significant relationship. Disclosure of physical/sexual assault followed by withdrawal of	

15. USE OF SOCIAL MEDIA/ TECHNOLOGY	Risk Indicators	Yes/No/Unknown
No risk identified	No concerns identified in this area which relate to sexual exploitation.	
GREEN Vulnerable to CSE	Talking to/communicating with unknown adults/ peers via the internet (social media messaging services, e.g. BBM)	
AMBER Emerging risk of CSE	Use of internet to share inappropriate or sexual images. Meeting in person, adults or peers, following contact via social media. Concerns young person may be being	

	groomed. Lack of awareness of online safety. Extensive/secretive use of mobile phone. More than one mobile phone.	
RED Likely to be involved in CSE	Use of internet to regularly meet in person unknown adults/peers. Secretive use of social media/online gaming/webcam. Evidence of sexual bullying through social media/internet.	
Protective factors	E.g. good peer relationships (off-line), parental monitoring of child/young person, positive and warm parent-child relationship.	
<i>Consider: Age of young person and access to internet and technology appropriate to their age. Any recent changes in behaviour which cause concern. Please remember that online abuse victims do not have 'recognised' vulnerabilities associated with other forms of CSE but this does not mean they are not being exploited.</i>		
Analysis of risk/protective factors		

	FAMILY: Abuse/neglect in the family. Parental substance misuse. Parental mental health. Adult prostitution.
OTHER CHILD/YOUNG	

PERSON AND FAMILY FACTORS TO CONSIDER	CHILD/YOUNG PERSON: Learning disabilities. Financially unsupported. Migrant/refugee/asylum seeker. Death/loss or illness of significant person in the child/young person's life. Excessively afraid of deportation.

OTHER COMMENTS	Any other comments related to risk/protective factors.
	Supervisor/SPOC review/comments

<i>Summary of RAG scores</i>		<i>RAG</i>	<i>Protective Factors (Y/N)</i>
1	Engagement with services		
2	Education		
3	Running away/going missing		

4	Sexualised risk taking		
5	Rewards		
6	Contact with abuse adults/ risky environments		
7	Coercion/control		
8	Sexual health		
9	Substance misuse		
10	Emotional health		
11	Accommodation		
12	Family relationships		
13	Risk to others		
14	Experience of violence		
15	Use of social media/technology		

Key:

No RISK No risk identified	No concerns which relate to sexual exploitation
GREEN Vulnerable to CSE	The child/young person is vulnerable to sexual exploitation
AMBER Emerging risk of CSE	There is an emerging risk of CSE/Possibly being targeted/groomed for sexual exploitation
RED Likely to be involved in CSE	Likely to be involved in sexual exploitation/ current victim of sexual exploitation
PROTECTIVE Protective factors	Has some factors which are protective.

If through this assessment there are indications that there are emerging risks of CSE or that the child/young person is likely to be involved in sexual exploitation and they do not already have an allocated social worker, please refer the case to your local MASH attaching this risk assessment.



Early Help Offer

At Goldington Academy, we recognise the importance of early help to offer support to meet the needs of students.

Early Help is everybody's responsibility: together we will make sure that children, young people and their families are safe, happy and ready for school, work and life's challenges. Effective Early Help will resolve problems before they become overwhelming and result in worry, stress, low self-esteem, poor attendance and lost learning time. Early Help enables children to be ready for school and more likely to achieve their full potential.

Form Tutor	All students have an allocated Form Tutor who they see on a daily basis. The form tutor is their first point of contact for any issues, and parents also have email access to their child's tutor, In addition, there are scheduled parental meetings, but parents are encouraged to liaise more regularly as required. Tutors are responsible for overseeing the academic and pastoral wellbeing of their group, and liaising with other staff within the school as required to ensure that the appropriate support is in place as soon as a need is identified
Head of Year	All students have an allocated Head of Year who is responsible for the attendance, behaviour and pastoral support for pupils in their year group. Heads of Year can signpost students and families to support both in house and through outside agencies, for example through an Early Help Assessment.
Mental Health	<p>The school has an identified mental health lead who attends borough wide support groups and implements strategies/practices to promote and support good mental health amongst pupils in school.</p> <p>All pupils complete the Strength and Difficulties Questionnaire every term during PSHE. Results are then screened by the mental health lead and heads of year; pupils with high scores are referred for support either in house or through external agencies.</p> <p>Mental Health assemblies are delivered to each year group on a half termly basis. The assemblies focus on topics within mental health and where pupils can go for support.</p> <p>The school works closely with the CAMH schools programme and can make referrals to both CAMH and CHUMS.</p>
PSHE	<p>A multitude of topics are taught through the PSHE curriculum including:</p> <ul style="list-style-type: none"> • Keeping safe, personal safety • the danger of drug use • healthy lifestyles • relationships and sex • valuing difference • employability and enterprise • resilience and mental health • gender stereotyping, transphobia and discrimination • handling money • internet safety • pressures and risks.

<p>Attendance</p>	<p>Goldington Academy has excellent levels of attendance and expects pupils to meet the school's attendance targets.</p> <p>The school has close links with Bedford Borough Education Welfare Service and works closely with the service to support pupils with school attendance.</p> <p>Heads of Year routinely monitor the attendance of their year groups and take necessary action to improve attendance of pupils below the expected targets.</p>
<p>Pupil voice</p>	<p>Goldington Academy runs a school council, which meets half termly with the PSHE lead. Pupil on the council are pupil representatives who have been elected by their peers to represent them. The school council gives pupils an opportunity to discuss areas of the school that affect them.</p> <p>Heads of year run half termly pupil monitoring discussions during which pupils from their year groups are chosen to discuss a number of areas relating to school life. This feedback forms a section of the safeguarding report, which is fed back to governors half termly.</p> <p>Curriculum leaders run half termly pupil monitoring discussions during which pupils' feedback their experiences of the curriculum to the relevant curriculum leader. This information is then fed back to SLT as appropriate.</p>
<p>Academic intervention</p>	<p>A number of academic interventions are run at Goldington Academy and are targeted at students who may need extra support to reach their potential. Interventions include:</p> <ul style="list-style-type: none"> • Maths • English • Maths Power of 2 • 1:2 reading groups using rapid reader texts • Lexia groups • Paired reading buddies • Registration reading comprehension • Reading skills group
<p>Learning Integration Centre</p>	<p>The LIC is our in house pastoral support base, which is run by our pupil mentor. A range of interventions can be delivered to pupils through the LIC:</p> <p>The LIC is our in house pastoral support base, which is run by our pupil mentor. A range of interventions can be delivered to pupils through the LIC:</p> <p>Behaviour Management Behaviour management is a whole school approach. It includes creating a positive environment for learning and uses strategies that encourage positive behaviour in schools. It also involves learning a range of strategies to reduce the chance of poor or aggressive behaviour.</p> <p>Anxiety Management Anxiety is a feeling of unease, such as worry or fear that can be mild or severe. Feelings of anxiety can be more constant and can often affect daily lives. Anxiety is the main symptom of several conditions, including: panic disorder and phobias. This intervention can help you to find ways to understand and manage your anxiety.</p>

<p>Learning Integration Centre</p>	<p>Behaviour online Behaviour on line is an interactive program that teaches pupils how to best behave in different situations. It shows how their behaviour can have a negative effect on others, and how it can make people feel.</p> <p>Self-Harm Self-harm can be a way of coping with problems. It may help children express feelings they can't put into words, distract them from their life, or release emotional pain. Afterwards, they probably feel better—at least for a little while. But then the painful feelings return and the urge to hurt returns again. Strategies and distraction techniques can be learnt or taught to help pupils to stop hurting themselves.</p> <p>Bereavement Adults and children grieve differently, and the grief of children can take many different forms, based on the child's current age and developmental level. By understanding how children perceive death, how they might react, and how adults can help, we can provide a safe environment for a child to grieve and begin to heal.</p> <p>Play therapy Play therapy is a form of counselling in which play is used as a means of helping children express or communicate their feelings. Some children can find it very difficult to express how they are feeling. Sometimes telling a story using toys can be easier.</p> <p>Cognitive Behaviour Therapy Cognitive Behaviour Therapy (CBT) is a talking therapy that can help you manage your problems by changing the way you think and behave. CBT aims to help you deal with overwhelming problems in a more positive way by breaking them down into smaller parts. You're shown how to change these negative patterns to improve the way you feel.</p> <p>Critical Thinking Critical thinking is clear, rational, logical, and independent thinking. It is about improving thinking by analysing, assessing, and reconstructing how we think. It also means thinking in a self-regulated and self-corrective manner. This resource focuses on developing positive relationships with friends, family members, neighbours and any other people you may encounter in your life. Critical thinking involves mindful communication, problem-solving, and a freedom from bias or egocentric tendency. You can apply critical thinking to any kind of subject, problem, or situation you choose.</p> <p>Healthy Relationships Healthy relationships intervention focuses on developing positive relationships with friends, family members, neighbours and any other people we may encounter in our lives. What makes a Healthy Relationship? Respect each person as an individual. A healthy partnership means learning about the other person & valuing what's important to them. Trust means that you feel that you can count on each other & that the other person will be there for you. Communication is how we show our respect, trust and honesty. It requires listening and sharing thoughts and feelings.</p>
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<p>Learning Integration Centre</p>	<p>Emotional resilience Emotional resilience is the ability to adapt to stressful situations and cope with life's ups and downs. ... Whilst resilient people do not allow adversity to define them or their lives and are able to 'roll with the punches', less resilient people have a harder time with stress and life changes.</p> <p>Protective Behaviours Protective Behaviours intervention develops personal safety skills that can be used by children, young people and adults to keep them safe in many different ways, from strangers and bullies to internet safety.</p> <p>Friendships True friendship is when someone knows you better than yourself and takes a position in your best interests in a crisis. Friendship goes beyond just sharing time together, and it is long lasting. Friendships can be tough and sometimes they are hard to hold onto. We may not be quite sure how to approach people we would like to be friends with. I can help with this.</p> <p>Drawing and Talking Drawing and Talking can be used with pupils of all ages to help with underlying emotional difficulties that may be affecting their learning and behaviour. Painful memories, charged with high levels of emotion, are stored in visual form in the right brain and are expressed in symbolic form in the child's drawings. It is an effective way of expressing your feelings.</p> <p>Kidscape Anti-bullying workshop Young people are at risk of experiencing bullying on a daily basis. A ZAP workshop offers practical assertiveness skills so that young people are able to deal with bullying situations effectively. This is a half day workshop with the following objectives:</p> <p>Raising self-esteem. Teaching young people how to identify and be proud of their own unique strengths and skills - encouraging them to understand that the bullying is not their fault.</p> <p>Exploring bullying roles. Defining the terms 'bully', 'bystander' and 'target', and exploring the types of behaviour that may be associated with these terms.</p> <p>Assertive skills. Understanding the difference between aggression, assertiveness and passivity and how these are relevant to bullying dynamics. Young people will also learn a range of practical assertive strategies that will help them to deal with bullying situations that may occur in the future.</p> <p>Positive body language. Identifying the impact of positive body language in relation to being assertive.</p> <p>Open door Bedford Open Door provides free, confidential counselling for young people living in Bedford Borough and some parts of Central Beds, aged 13-25 years. Counselling takes place at the Bedford Open Door premises in Bedford. Pupils can access this via telephone in the LIC.</p>
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<p>Learning Integration Centre</p>	<p>Kooth www.kooth.com is an online wellbeing service, run in partnership with the NHS and recognised by the BACP (British Association for Counselling and Psychotherapy), and students can be referred to access support here after assessment by a learning mentor.</p> <p>Social and Emotional worries Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. Emotional development is a complex task that begins in infancy and continues into adulthood. The first emotions that can be recognised in babies include joy, anger, sadness and fear. Later, as children begin to develop a sense of self, more complex emotions like shyness, surprise, elation, embarrassment, shame, guilt, pride and empathy emerge. Sometimes we do not know how to show or understand these emotions and need some help.</p> <p>Show racism the red card This intervention is used to challenge the perceptions of students who may have used racist language or acted in a way that causes offence to members of the school, whether knowingly or unknowingly.</p> <p>CSE The school uses the CSE risk assessment tool to identify students who may be at potential risk of CSE. This risk assessment would then be used in conjunction with other interventions and referrals to outside agencies.</p>
<p>SEN</p>	<p>Dyslexia checklist This checklist only provides an indicator as to whether a student is presenting with dyslexic-type tendencies - the formal diagnosis of dyslexia is generally undertaken by an educational psychologist or a specialist teacher who has obtained additional qualifications in this area. Ideally, the checklist is completed collaboratively by two or more staff.</p> <p>Dyslexia screener GL Assessment dyslexia screener that allows us to ascertain whether there are any underlying dyslexia type needs that a student has. It is not a fully-fledged test but an indicator that can then allow for intervention to take place.</p> <p>ADHD checklist Checklist that allows for informal screening of ADHD to see if it appears to "fit" the student. It is not a diagnosis but simply trying to determine if it would be useful to refer the student onto professionals who are in a position to make an identification of ADHD and suggest appropriate responses (which may include medication). Ideally, the checklist is completed collaboratively by two or more staff.</p> <p>ASD initial checklist Autistic Spectrum Disorder is complex and encompasses a significant array of difference between individual cases. This checklist only provides a 'first step' in the identification process. The indicators listed would normally be expected to be present across social contexts and not simply confined to the school setting. Formal identification will require the involvement of the student's family / carers and specialist professionals. Ideally, the checklist is completed collaboratively by two or more staff.</p>

<p>SEN</p>	<p>Dyspraxia checklist</p> <p>This checklist only provides an indicator as to whether a student is experiencing difficulties associated with dyspraxia. An educational psychologist, occupational therapist or speech therapist will usually undertake the formal diagnosis of dyspraxia and suggest strategies to support the student. Dyspraxia is closely related to other specific learning difficulties and so a broader assessment for Special Educational Needs is often required should they be identified as presenting with dyspraxia-type difficulties. Ideally, the checklist is completed collaboratively by two or more staff.</p> <p>Interventions:</p> <p>Pupil progress is reviewed in English and maths half termly. If an intervention has been put in place for a pupil, it will be reviewed following the intervention. Progress towards a pupils target is measured at this time and a decision to maintain, alter or change an intervention is made depending on the impact the intervention has had. This follows the 'Assess, Plan, Do, Review' guidance from the SEND Code of Practice 2014.</p> <p>Some interventions are organised and carried out within the classroom by the teacher or support teacher during the lesson. Other interventions are undertaken outside the main classroom in one-to-one or small group situations. These are overseen by the SENDCO and SENDCO Assistants and the impact is measured by the learning support assistant and the SENDCO.</p> <p>Interventions are varied and are matched to the pupil's need. They include activities such as:</p> <ul style="list-style-type: none"> • Individual daily reading with an adult • Small group phonic teaching • Additional reading programmes • Individual coaching in maths with Power of 2 • Individual Literacy tuition • Individual Maths tuition <ul style="list-style-type: none"> • Reading comprehension • Soundwrite • Lexia • SEND SATS support • SEND GCSE support • Specific Learning Difficulties (SPLD) support • Working memory support groups • Dyslexia support groups <p>Educational Psychology Service (Bedford Borough Council)</p> <p>Where in-house provision, support and interventions are deemed to be not supporting pupil progress, support from Bedford Borough is sought (via their Early Help Service) through a cognitive assessment. After referral through an Early Help Assessment, the application is then triaged, and a formal educational psychologist assessment is undertaken. Parents form a core part of this student-centred approach and feedback from the educational psychologist is delivered to the SENDCO and parents to allow for effective home-school support. Additionally, access to an educational psychology drop in session (on an appointment basis) is also included as part of our SEN provision.</p>
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School nurse	The school nurse visits school once a week and is able to see students on a referral or drop in basis. This could be at the request of the school/parents or at the request of students.
Young carer support	Bedfordshire Young Carers work with the school to support pupils who care for people in their lives who need support. Young carers offer assemblies and information to the school and to pupils and Goldington Academy is able to make direct referrals to Bedfordshire Young Carers.
LGBT club	The school runs an LGBT club every week to provide an avenue of support and a place to discuss all matters LGBT.
Extra – curricular clubs	<p>There are a vast variety of extra-curricular clubs on offer throughout the school year, including a variety of sports clubs and academic clubs.</p> <p>For example:</p> <ul style="list-style-type: none"> Cricket Rugby Football Rounders Hockey Journalism Parkour DT catchup Composing club Stem club <p>*Please see the full list</p>
Fun Friends club	The Fun Friends Club is run by an SEN Support Assistant and is targeted to support our most vulnerable pupil through lunchtime each day.
Risers	Risers club is a breakfast club that children are invited to to support their arrival to school in a morning before academic intervention begin.
G&T	<p>A number of opportunities are on offer to G&T pupils across the school. The aim of these opportunities is to provide challenge of thinking and depth of learning to pupils outside of a classroom setting. Some of the opportunities on offer are:</p> <ul style="list-style-type: none"> National Young Mathematician of the Year UKMT Junior Maths challenge UKMT team challenge UOB Science seminars CSI day Theatre visits Beginners Italian club Beginners German club Family STEM evening The Brilliant Club CERN residential Psychology/Philosophy club Battlefields residential trip Robotics club Jaguar visit Abstract Art Workshops <p>*Please see the full list</p>

Thank you for your visit to Goldington Academy, contact details below:

Goldington Academy

Haylands Way,

Bedford

MK41 9BX

01234 261516

office@goldington.beds.sch.uk



Code of Conduct & Safeguarding Information for Visitors

Please refer to this leaflet for code of behavior or safeguarding concerns during or following your visit to the school site.

Code of Behaviour

- Do** treat everyone with respect.
- Do** provide an example you wish others to follow.
- Do** plan activities so that they involve more than one person or at least are in sight or hearing of others.
- Do** respect a young person's right to personal privacy.
- Do** provide access for young people and adults to feel comfortable enough to point out attitudes or behaviours they do not like, and try to provide a caring atmosphere.
- Do** remember that someone else might misinterpret your actions, no matter how well intentioned.
- Do** act as an appropriate adult role model.
- Do not** play physical contact games, make inappropriate comments, or have inappropriate verbal banter with young people.
- Do not** jump to conclusions without checking facts.
- Do not** make suggestive remarks /gestures or tell sexist /homophobic /racist jokes'.
- Do not** rely on your good name to protect you. It may not be enough.
- Do not** believe it could not happen to you. It could.
- Do not** use any personal device to take pictures or any video recordings whilst on the school premises unless you have been granted permission by the Academy Principal.

Procedure

**Designated Safeguarding Lead – Will Atkinson
Deputy DSL- Anthea Jones (both located in the office next to small hall) in their absence please refer to the Principal.**

If you suspect that a child / young person is being abused:

- *Immediately tell the DSL / Principal*
- *Record the known facts and give them to the above person.*

If a child or young person tells you he / she is being abused:

- *Allow him/her to speak without interruption, accepting what is said;*
- *Advise him/her that you will offer support, but that you **MUST** pass information on to the Child DSL / Principal*
- *Immediately tell the designated DSL / Principal*
- *Record the facts as you know them, including the account given to you by the young person and give a copy to the DSL / Principal.*

If you receive an allegation about any adult or about yourself:

- *Immediately tell the DSL / Principal*
- *Record the facts as you know them and give a copy to the DSL / Principal*

You must refer. You must NOT investigate.