




# Child Protection & Safeguarding Policy

Date reviewed	September 2020
Frequency	Annually
Next review date	September 2021
Reviewed by	Health & Safety and Premises Committee

**Ratified: 03 October 2020**

Signed:  Dated: 03/09/2020

**Chair of Governors**

Signed:  Dated: 03/09/2020  
**Principal**

## Contents

1. Rationale
2. Legal frameworks and guidance
3. Policy aims and objectives
4. Useful contacts
5. Definitions
6. If a child is in immediate danger
7. What to do when a child discloses information
8. Roles and responsibilities
9. Identifying abuse
10. Equality statement for children at greater risk
11. E-safety
12. Submitting a safeguarding concern
13. Record keeping
14. Notifying parents
15. Information sharing
16. Confidentiality
17. Staff training
18. Positive Handling
19. Allegations against staff
20. Allegations against other pupils
21. Whistleblowing
22. Safer recruitment
23. Visitors to the school
24. Mobile phones and cameras
25. Lockdown procedures
26. Bomb threat procedures
27. External lettings and safeguarding

## **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 Life Skills, RHSE, Computing (e-safety), assemblies, partnerships with external agencies and through our commitment to promoting British Values and equality throughout our curriculum and in our everyday working practices. Our policy applies to all staff (including volunteers), visitors and governors working in the Academy.

## **Legal Frameworks and Guidance**

- Keeping Children Safe In Education 2020
- 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
- The Female Genital Mutilation Act 2003
- Statutory Guidance on FGM
- Serious Crime Act 2015
- 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
- Safeguarding Vulnerable Groups Act 2006
- The Voyeurism Offences Act 2018 Disqualification under the Childcare Act 2006 (amended July 2018)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Children and Social Work Act 2017
- 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 Safeguarding Governor	Mr Alan Dickinson	dickinsona@goldington.beds.sch.uk
Integrated Front Door (Previously 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	<a href="mailto:LADO@Bedford.gov.uk">LADO@Bedford.gov.uk</a> <a href="mailto:Sandeep.Mohan@bedford.gov.uk">Sandeep.Mohan@bedford.gov.uk</a> 01234 276693
Bedfordshire Police		01234 841212/101  In emergency dial 999
Channel helpline (for Prevent/radicalisation concerns)		020 7340 7264

## Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical 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. This abuse can be emotional as well as physical.

**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.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

**Definitions** of specific types of abuse are detailed throughout this policy.

### If a child is in immediate danger

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. 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
- Integrated Front Door (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 preferably via 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

### **If you discover that Female Genital Mutilation (FGM) has taken place or a pupils is at risk of FGM**

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out later in this policy in the section entitled 'Female Genital Mutilation'.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence, such as bleeding, discomfort when walking etc) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

### **If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

### **If you have a mental health concern**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by completing a CPOMS entry or pink slip as soon as possible and speaking the DSL/Deputy DSL and the school's mental health lead as soon as possible.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.



## **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 child protection and safeguarding policy, staff code of conduct, the identify of and role of the designated safeguarding lead (DSL)/deputy designated safeguarding lead, the school's behaviour policy and the safeguarding response to children who go missing from education
- 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

Later sections in this policy outline in more detail how staff are supported to do this.

### **The role of the Designated Safeguarding Lead (DSL)**

The role of the DSL carries a significant level of responsibility and they should be given the time, funding, training, resources and support they need to carry out their role effectively.

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 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
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school leadership staff.

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 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 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. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**All** academy staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All** academy staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. 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

## **Mental health**

All staff should also be aware that mental health problems can, in some cases, be a sign that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by completing a CPOMS entry or pink slip as soon as possible and speaking the DSL/Deputy DSL and the school's mental health lead as soon as possible. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

To promote positive mental health, the school will:

- Appoint a mental health lead to act as the lead person in promoting and supporting good mental health in both students and staff
- Ensure staff receive mental health training/updates on at least an annual basis
- Run the Strength and Difficulties Questionnaire across the whole school on a termly basis (half termly for pupils identified as vulnerable) to identify those pupils at risk of suffering with poor mental health and those who need immediate support
- Continue to develop pastoral interventions aimed at developing GRIT and resilience in pupils
- Using restorative justice to resolve conflict and maintain a harmonious culture across the school
- Create good partnership working with available resources such as CAMH and the school nurse to support both pupils and staff in promoting and maintaining good mental health
- Use school based rewards systems such as positive written feedback, achievement points, shout outs, rewards evenings etc to develop good self-esteem amongst pupils
- Use pupil voice and the school council to ensure that pupils feels valued in school
- Promote and develop opportunities for pupil leadership in school through initiatives like subject ambassadors, anti-bullying ambassadors etc to increase pupil self esteem
- Promote good mental health through assemblies, tutor times, displays and other initiatives.
- Promote good mental health through tangible sources of inspiration, e.g. Henry Fraser, Angela Duckworth and Jessica Cox.

## **Specific types of abuse**

In addition to the above more general categories of abuse, there are several types of specific abuse that staff must be aware of. These specific types of abuse fall into, and often across, the wider categories of abuse listed above. Please see appendix 3 of this policy for information about and the potential signs and symptoms of the specific types of abuse listed below.

- Bullying
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Female Genital Mutilation
- Forced marriage
- So called 'honour-based' abuse (HBA)
- Breast ironing
- Radicalisation and Extremism
- Peer on peer abuse
- Sexting
- Upskirting
- Serious Violence
- Domestic abuse
- Homelessness

## **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, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families

- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **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 and Previously 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 or who have been previously looked after. 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. The designated teacher will also ensure the PLAC PEPs are in place and monitored half termly.



## **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 *LAC and PLAC* 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 or who have a social worker**

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. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour for learning and good mental health.

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.

The DSL will:

- Regularly monitor the attendance of children on CP/CIN plans and keep social workers/wider professionals informed of any concerns regarding a child's attendance
- Regularly monitor the behaviour of children on CP/CIN plans and keep social workers/wider professionals informed of any change in a child's behaviour
- Promote the educational outcomes of children with social workers by making all staff aware of who these children are and what their needs may be.

### **E-safety**

Children will receive education in relation to E-safety as part of the Computing curriculum in conjunction with National Online Safety and The Online Safety Alliance. Staff are trained annually through these platforms also and parents are also given access to the varied training on offer through National Online Safety. In the year 19/20, Goldington Academy achieved the National Online Safety Accreditation and aims to do so in every year that it is a member.

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 preferably a CPOMS log should be completed and submitted electronically to either the DSL or deputy DSL as soon as possible. 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 \(this is the old version - CPOMS chronologies are now used where possible\)](#), 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**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

All staff will receive annual training on E safety, Mental health and anti-bullying.

Staff will also receive weekly safeguarding and child protection updates through weekly briefings and email updates as required.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

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.

In addition, they will receive additional updates to their formal training at regular intervals to keep up to date with any developments relevant to their role.

They will also undertake Prevent awareness training.

### **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/concerns against staff, supply teachers or volunteers**

Complaints against staff (including supply teachers or volunteers) 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 or the DSL in the principle's absence.

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, Supply Teachers, 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.
- Behaved or may behave in a way that indicates they may not be suitable to work 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.

In the case of supply staff/teachers, whilst the school is not the employer of the supply teacher, they should ensure that all allegations are dealt with properly. The school will take the lead in investigating any allegation against a member of supply staff, as other agencies will not have direct access to children or other school staff so they will not be able to collect the facts or liaise with the LADO.

### **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.

We will record all information on the checks carried out in the school’s single central record (SCR). Copies of these checks, where appropriate, will be held in individuals’ personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff’s employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.
- **Regulated activity** means a person who will be:
  - Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
  - Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
  - Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not
  - 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.

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

## **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

## **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

## **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

## **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008)
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

*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 electronic system 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 electronic system 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 electronic system 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 electronic system 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 electronic system.
- 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 on the electronic sign in system. Governors must wear their lanyards at all times during a visit.

**Visitors departing from school** MUST leave via reception and:

- Enter their departure time on the electronic system
- 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 in 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

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

**Safeguarding Children  
Record of concern continued .....**

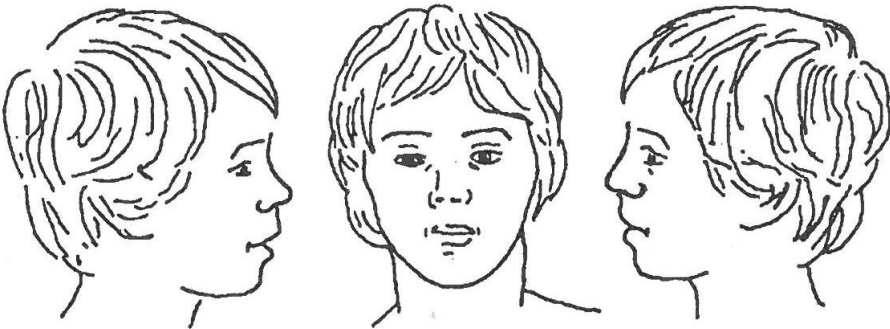
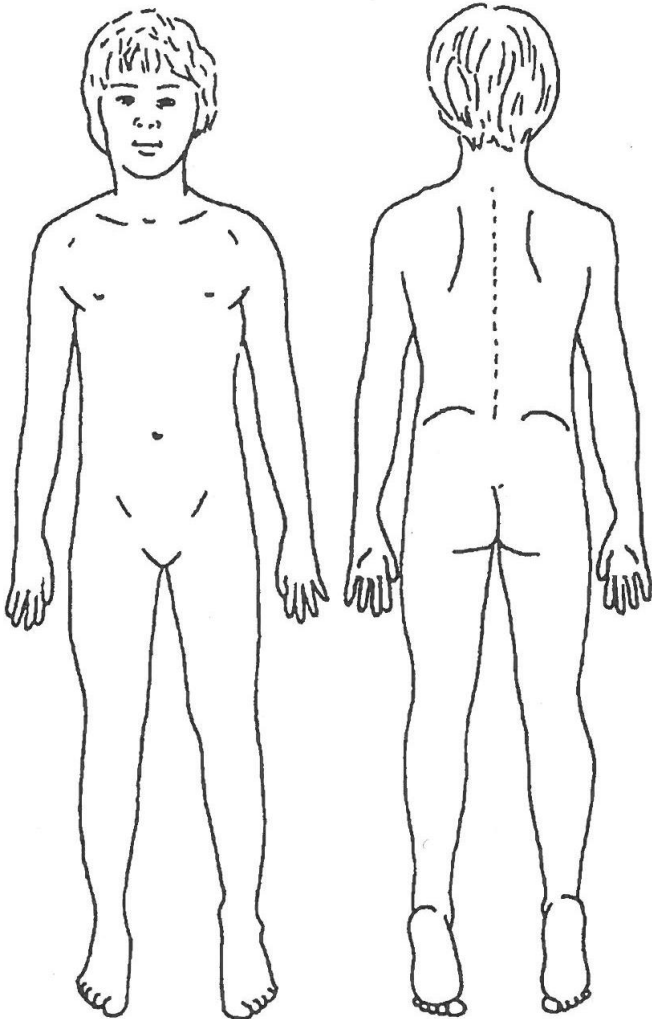
**Response to action:**

**Date:**

**Time:**

**Other Actions taken:**

Body Map





GOLDINGTON ACADEMY

Chronology Sheet for \_\_\_\_\_

Date	Concern	Action	Signature

## **Specific safeguarding issues**

### **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 policy and 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 Life Skills curriculum, through the Computing curriculum, through assemblies and numerous pastoral interventions. 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

Please refer to the Academy's Anti Bullying Policy for further information.

### **Child criminal exploitation (CCE)**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **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 technology<sup>1</sup>.

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;
- 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;

---

<sup>1</sup> CSE definition and guidance for practitioners 2017

- 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 referral<sup>2</sup>.

## 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 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 2003<sup>3</sup>.

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.

---

<sup>2</sup> See appendix 6

<sup>3</sup> Mandatory reporting of Female Genital mutilation – Home Office Guidance



## 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.

## 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](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' abuse (HBA)**

Honour-based abuse (HBA) 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 HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

For example, HBA 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 HBA. 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 HBA are usually family members or friends within the same community.

HBA 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 HBA:**

- 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, HBA 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. This could be a change of routine, a change in political viewpoint, a change or sudden interest in religion, a physical change or an emotional change.

Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act appropriately, 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>

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

### 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.

### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

➤ Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

## **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

## **Referring to the police**

If it is necessary to refer an incident to the police, this will be done by the DSL.

## **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this policy also apply to recording incidents of sexting.

## **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our Life Skills education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

## **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 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](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](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 violence should be reported via the school's usual safeguarding procedures. Information will then be shared with necessary agencies e.g. MASH, Police etc.**

## Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

## Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.



The DSL and deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

**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 Dickinson	dickinsona@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	<a href="mailto:LADO@Bedford.gov.uk">LADO@Bedford.gov.uk</a> <a href="mailto:Sandeep.Mohan@bedford.gov.uk">Sandeep.Mohan@bedford.gov.uk</a> 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**

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

1. EDUCATION	Risk Indicators	Yes/No/ Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation. Concerns relate to behaviours which relate to normal child/young person behaviours.	
<b>GREEN Vulnerable to CSE</b>	Mainly engaged in employment/ school/ training. Some truanting but limited concerns.	
<b>AMBER Emerging risk of CSE</b>	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.	
<b>RED Likely to be involved in CSE</b>	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)	
<b>Protective factors</b>	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>		
<b>Analysis of risk/ protective factors</b>		

2. ENGAGEMENT WITH SERVICES	Risk Indicators	Yes/No/ Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation. Concerns relate to behaviours which relate to normal child/young person behaviours.	
<b>GREEN Vulnerable to CSE</b>	Inconsistent engagement, some difficulty in contacting the child/young person which raises concern.	
<b>AMBER Emerging risk of CSE</b>	Some engagement but sporadic contact, often misses appointments, limited explanation, professional concern.	
<b>RED Likely to be involved in CSE</b>	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)	
<b>Protective factors</b>	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>		
<b>Analysis of risk/ protective factors</b>		

3. RUNNING AWAY/ GOING MISSING	Risk Indicators	Yes/No/ Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation. Concerns relate to behaviours which fall within normal child/young person behaviour.	
<b>GREEN Vulnerable to CSE</b>	Often comes home late/incidents of absence without permission and returning late. Whereabouts often unknown.	
<b>AMBER Emerging risk of CSE</b>	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.	
<b>RED Likely to be involved in CSE</b>	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.	
<b>Protective factors</b>	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?	
<b><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></b>		
<b>Analysis of risk/ protective factors</b>		

5. REWARDS	Risk Indicators	Yes/No/Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	Some unaccounted for monies and/or goods (new clothes, make-up, CD's etc).	
<b>AMBER Emerging risk of CSE</b>	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.	
<b>RED Likely to be involved in CSE</b>	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.	
<b>Protective factors</b>	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>		
<b>Analysis of risk/protective factors</b>		

4. SEXUALISED RISK TAKING	Risk Indicators	Yes/No/Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation	
<b>GREEN Vulnerable to CSE</b>	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.	
<b>AMBER Emerging risk of CSE</b>	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)	
<b>RED Likely to be involved in CSE</b>	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)	
<b>Protective factors</b>	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>		
<b>Analysis of risk/protective factors</b>		

6. CONTACT WITH ABUSIVE ADULTS/RISKY ENVIRONMENTS	Risk Indicators	Yes/No/Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	Associating with unknown adults and/or other children known to be at risk of sexual exploitation.	
<b>AMBER Emerging risk of CSE</b>	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.	
<b>RED Likely to be involved in CSE</b>	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).	
<b>Protective factors</b>	E.g.: secure attachments with responsible adult(s), active coping style, positive self-esteem, household rules/structure.	
<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>		

Analysis of risk/protective factors	
-------------------------------------	--

7. COERCION/CONTROL/ASSOCIATION WITH GANGS	Risk Indicators	Yes/No/Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	Reduced contact with family/friends, which raises concern. Some concerns about significant relationships.	
<b>AMBER Emerging risk of CSE</b>	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.	
<b>RED Likely to be involved in CSE</b>	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).	
<b>Protective factors</b>	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>	
<b>Analysis of risk/protective factors</b>	

8. SEXUAL HEALTH	Risk Indicators	Yes/No/Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	Evidence of having/had a sexually transmitted disease.	
<b>AMBER Emerging risk of CSE</b>	Recurring or more than one sexually transmitted disease. Miscarriage(s), concerns about untreated STI's.	
<b>RED Likely to be involved in CSE</b>	Recurring or multiple STI's. Concerns about untreated STI's. Miscarriage(s), termination(s), physical evidence of forced sexual activity.	
<b>Protective factors</b>	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>		
<b>Analysis of risk/protective factors</b>		

9. SUBSTANCE MISUSE	Risk Indicators	Yes/No/Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	Mild use of substances (including alcohol), experimenting with drug/alcohol.	
<b>AMBER Emerging risk of CSE</b>	Evidence of regular substance (including alcohol) use. Concerns for use/dependency & change/increase of use.	
<b>RED Likely to be involved in CSE</b>	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.	
<b>Protective factors</b>	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>		
<b>Analysis of risk/protective factors</b>		

--	--

<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>	
<b>Analysis of risk/protective factors</b>	

10. EMOTIONAL HEALTH	Risk Indicators	Yes/No/Unknown
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	Concerns regarding fatigue, poor self-image, expressions of despair, low mood, self-harm, cutting, overdosing, eating disorder. Sexualised risk taking.	
<b>AMBER Emerging risk of CSE</b>	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.	
<b>RED Likely to be involved in CSE</b>	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.	
<b>Protective factors</b>	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
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	Some accommodation issues/concerns, but overall accommodation meets the child/young person's needs.	
<b>AMBER Emerging risk of CSE</b>	Unsuitable/unstable/temporary/overcrowded /hostel/refuse/unsupported. The child/young person is unhappy with their accommodation.	
<b>RED Likely to be involved in CSE</b>	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.	
<b>Protective factors</b>	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>		

<b>Analysis of risk/protective factors</b>	
--	--

	trust. Parents fail to report missing episodes. Breakdown in family relationship/no contact. Family/friends/peers are known offenders.	
<b>Protective factors</b>	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
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	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.	
<b>AMBER Emerging risk of CSE</b>	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.	
<b>RED Likely to be involved in CSE</b>	There is little or no communication between the carer(s). There is a lack of warmth/understanding/attachment and/or	

<b>Analysis of risk/protective factors</b>	
--	--

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

<b>RED Likely to be involved in CSE</b>	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.	
<b>Protective factors</b>	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>		
<b>Analysis of risk/protective factors</b>		

	allegation. Physical symptoms suggestive of physical/sexual assault.	
<b>RED Likely to be involved in CSE</b>	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.	
<b>Protective factors</b>	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>		
<b>Analysis of risk/protective factors</b>		

<b>14. EXPERIENCE OF VIOLENCE</b>	<b>Risk Indicators</b>	<b>Yes/No/Unknown</b>
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	No known reported incidents of the child/young person being a victim of violence or witnessing domestic abuse, although some professional concern.	
<b>AMBER Emerging risk of CSE</b>	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	

<b>15. USE OF SOCIAL MEDIA/ TECHNOLOGY</b>	<b>Risk Indicators</b>	<b>Yes/No/Unknown</b>
<b>No risk identified</b>	No concerns identified in this area which relate to sexual exploitation.	
<b>GREEN Vulnerable to CSE</b>	Talking to/communicating with unknown adults/ peers via the internet (social media messaging services, e.g. BBM)	
<b>AMBER Emerging risk of CSE</b>	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.	
<b>RED Likely to be involved in CSE</b>	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.	
<b>Protective factors</b>	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>		
<b>Analysis of risk/protective factors</b>		

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

<b>PERSON AND FAMILY FACTORS TO CONSIDER</b>	<b>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.</b>

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

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

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:**

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



**WHEN  
TO CALL  
THE POLICE**  
Guidance for schools & colleges

---



<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

# INTRODUCTION



## Who is this for?

This advice is for school and college staff with responsibility for behaviour management, including designated safeguarding leads (DSLs), their deputies, head teachers and senior leadership teams in schools and colleges in England.

## What does this advice cover?

This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police.

## Safeguarding incidents

This advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Chapter 1 of working together to safeguard children explains that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47 of the Children's Act 1989.

Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

## Sexual offences

In the case of incidents involving sexual offences, schools and colleges should refer to local safeguarding protocols, alongside [Keeping children safe in education](#) and [Sexual violence and harassment between children in schools and colleges](#) guidance.

In cases involving youth produced sexual imagery – often called 'sexting' - schools and college may refer to the non-statutory [UKCCIS sexting in schools and colleges](#) guidance.

## What is the status of this advice?

This advice has been produced by the National Police Chiefs' Council working alongside the Department for Education, Home Office and the PSHE Association.

This advice is non-statutory and should be read alongside the Department for Education's (DfE) keeping children safe in education statutory guidance and non-statutory searching, Screening and Confiscation advice for schools.

## Police assistance is required

All other non-emergency incidents should be reported using 101 or online reporting methods, or through existing arrangements, for example, to a safer schools officer. The call will be logged by an operator and depending on the nature of the incident the appropriate response made.

Contact with police should ideally be made by a single point of contact from the school. This may be the headteacher or the designated safeguarding lead. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The designated safeguarding lead (and any deputies) are most likely to have a complete picture of safeguarding and be the most appropriate person to advise on the response to safeguarding concerns.

Having a single point of contact between a school or college and the police helps increase consistency in referrals.

## Contacting the police

In an emergency dial 999. This should be used if:

- There is a danger to life or
- Risk of serious injury or
- A serious crime is in progress or about to happen.

Any member of staff witnessing such an incident should be empowered to dial 999 as they will be able to give the most accurate account of the incident.



## Making a decision to involve the police

When an incident occurs in which a crime has or may have been committed, the school or college need to consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school or college behaviour policy will give guidance on how to deal with and record such incidents.

This guidance document outlines the factors which school or college leaders should consider when deciding to involve the police. These considerations would inform whether the police would expect and need to be involved.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

## Things to consider

In making a decision to involve the police it is important that the school or college ensure a balance is struck between the needs of the students involved and the needs of other students and the wider school or college community.

It is not always clear initially who is involved in an incident and in what capacity. The victim in any incident should be supported and protected as a priority. Those suspected of being the offender will also need to be supported. There will often be significant circumstances in a young person's life that are contributing factors to an incident and it is important that they are taken into consideration.

The seriousness of the incident will be a judgement call for the school or college. In making this decision the level of harm and the circumstances leading to the incident would need to be carefully considered.

Any aggravating factors which contribute to making the incident and subsequent level of harm more serious would be relevant in making a decision on whether or not to involve the police.

Ideally the decision as to whether the school or college deal with an incident internally or pass it over to the police needs to be made at the initial stage, by gathering only enough information to establish the facts of the case.

The school or college should be aware that they may not be aware of all circumstances leading to or connected to the incident i.e. students behaviour or involvement outside school or within their family. Contacting the police or other agencies may allow a further picture to be obtained, which assists in making informed decisions.

When the decision is made that the school or college will deal with the incident internally, it remains the responsibility of the school or college to investigate and resolve it in accordance with their behaviour policy. Parental cooperation should be maintained throughout and the incident and actions recorded.

The designated safeguarding lead (or a deputy) should be leading the schools or college's response and should be aware of the local process for referrals to children's social care and making referrals to the police.

Schools and colleges should be aware that if a referral is made to children's social care, this may result in a subsequent referral to the police.

Many schools and colleges have close relationships with their local police force and many police forces have a permanent or semi-permanent police presence in schools and colleges. The designated safeguarding lead (or deputy) should be liaising closely with the local police when an incident in which a crime may have been committed occurs.

## Vulnerable young people



All staff should be prepared to identify children and young people who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a young person's life, from the foundation years through to the teenage years.

Some areas of vulnerability are highlighted below, but should not be seen as a comprehensive list. It's important to note that most children and young people with vulnerabilities do not commit offences.

However, the challenges that children and young people with vulnerabilities are facing can sometimes contribute to behaviour which may lead them to unwittingly commit offences.

All school and college staff should be particularly alert to the potential need for early help for a child or young person who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- is a child in care
- has experienced recent trauma ie bereavement

## Crimes reported to the police

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, the school or college should cease their own investigation, having asked only enough questions to establish the basic facts of the incident. Every effort should be made by the school or college to preserve any relevant evidence.

Initial enquiries undertaken by the school or college should be fully documented as they may be required if the matter goes to court. This includes recording questions asked to young people and their replies.

Where a crime is reported to the police, it will be recorded as a crime and an investigation will commence.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator of a crime is under ten, it may still be necessary to involve the police. The police will take a welfare approach in these cases rather than a criminal justice approach.

## Arresting on school or college premises

Arresting on school or college premises should be avoided unless the seriousness and urgency of an incident deems the arrest absolutely necessary. The head teacher should always be made aware of the situation and the arrest should be conducted as discreetly as possible.

In any incident where a crime may have occurred schools and colleges should consider:

- The seriousness of the incident. Whether an incident is 'serious' will be a matter of judgement and will depend on the type of incident.
- Whether there are any aggravating factors. These factors increase the level of risk, or highlight the need for a wider investigation and the need for the involvement of a range of agencies as well as the police
- Whether the young people involved have any vulnerabilities.
- Whether this could be part of a pattern of behaviour also occurring in the community, in which case the police will want to be involved.

The context of the offence is really important and the school or college are in the best position to gather together all the relevant information prior to making a decision whether or not to report to the police. The decision and the rationale behind it should both be recorded.

## What are hate or prejudice based incidents?

Hate incidents and hate crimes are acts of violence or hostility directed at people because of who they are or who someone perceives them to be. The police and Crown Prosecution Service have agreed a common definition of hate incidents.

An incident is considered a hate incident when the victim or anyone else believes that the incident was motivated by hostility or prejudice based on one of the following things:

- disability
- race
- religion
- transgender identity
- sexual orientation

If you believe something is a hate or prejudiced based incident it should be recorded as such by the person you are reporting it to. All police forces record hate incidents based on these five personal characteristics.

## When is a hate or prejudice incident also a hate crime?

When hate incidents become criminal offences they are known as hate crimes. Any criminal offence is a hate crime if it is motivated by hostility or prejudice based on disability, race, religion, transgender identity or sexual orientation.



# GUIDANCE

The following guide outlines questions schools or colleges should ask for different types of incidents and possible aggravating offence factors to be considered. The context of the offence should always be taken into consideration and the vulnerabilities previously outlined taken into account.

## Assault – see flowchart

An act which intentionally or recklessly causes violence to another.

The school or college should first establish:

### Are there any injuries?

If there are any suspected broken bones or significant injuries then seek medical help first, then call the police on 101.

If no significant injuries are apparent consider:

- What has happened?
- Who is involved?
- Is there any history between the individuals involved?
- Are there any safeguarding concerns? If YES – Refer to Keeping children safe in education and follow local safeguarding protocols

### Are there any aggravating factors?

- Is there a significant age gap between the individuals involved, ie more than a year apart?
- Is there any evidence of injuries?
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- What is the impact on the victim?
- What are the victim's wishes?
- Are there any hate elements?
- Is the assault gang-related?
- Were weapons involved? (see weapons flow chart for the definition of a weapon)

## Criminal damage including arson – see flowchart

To destroy or damage property belonging to another either intending to do so or being reckless as to whether damage is caused.

The school or college should be able to deal with most incidents of criminal damage.

What has happened and who is involved?  
Are there any aggravating factors?

Schools or colleges will need to decide whether to involve the police by establishing:

- Is the damage of a high value? (What constitutes high value is a professional judgement call for the school)
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Have any threats or violence been used in the course of the damage?
- What is the impact on the victim?
- What are the victim's wishes?
- Is there a hate element?

Schools or colleges may decide that the presence of aggravating factors requires the police to be involved.

## Cybercrime – see flowchart

Cybercrime is criminal activity committed using computers and/or the internet. It can involve malicious attacks on computer software, including:

- Breaking IT rules
- Unauthorised access to computers
- Denial of Service or other computer interference and impairment

- Acts causing serious damage to or loss of data
- 'Hacking'
- Cheating at online gaming

This guidance has a focus on offences committed by young people rather than external cybercrime and cyber security. Further guidance can be found at [www.ncsc.gov.uk](http://www.ncsc.gov.uk)

The school or college should first establish:

- What has happened?
- Who is involved?
- Is this part of a pattern of behaviour?
- Are there any safeguarding concerns? If YES – Refer to Keeping children safe in education – (link) and follow local safeguarding protocols

### Are there any aggravating factors?

- Did this incident cause any disruption to the school? eg. loss of access to website and online learning platforms or school communication networks disrupted.
- Did the school suffer a loss of data or corruption of files?
- Did the school suffer loss of teaching time resulting on an impact on other students?
- Is there a hate element?
- Have they expressed any ideological motivation or reason for their actions?
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Is the behaviour related to gang activity or an Organised Crime Group?
- Do the young people involved have any additional relevant vulnerabilities? This could include:
  - Neurodiversity including Autistic Spectrum Disorder
  - Mental health concerns
  - Living in a chaotic or dysfunctional household or one in which their skills are not likely to be fostered at home
  - In a household with inappropriate ideological influences



- Gang or Organised Crime Group associations
- Socially isolated

### Cyber Choices Program

Wherever possible, students should be referred into the Cyber Choices Program. This initiative is aimed at 12-18 year olds supported by the National Crime Agency and the Home Office, together with regional and local police force cyber specialists.

The objective of the program is to encourage students to use their cyber skills positively by highlighting alternative opportunities, along with providing victim awareness and deterrents, such as the potential penalties for continuing along the cybercriminal pathway.

### Drugs – see flowchart

**Possession:** It is an offence for any person to unlawfully have a controlled drug in their possession.

**Supply:** It is an offence to either supply, be concerned in the supply, offer to supply or be concerned in making an offer to supply a controlled drug.

The school or college should first establish:

#### What has happened?

- Have drugs been found?
- Who is involved?
- Are there suspicions of drug dealing?

#### If drugs are found

- Is it on school or college premises?
- Seize the substance – it is legal to possess an illegal substance in order to prevent an offence being committed and then destroy it, or hand it to the police.

- If the substance needs to be kept pending police collection, then it should be securely stored in the school safe.
- Schools and colleges are allowed to dispose of substances. If this action is taken, a witness must be present and the action recorded.

#### If a student is under the influence of a substance

- If a student is suspected of being under the influence of drugs or alcohol on its premises, the school or college must prioritise the safety of the young person and those around them. If necessary it should be dealt with as a medical emergency, administering first aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted.
- If the student is seen to be at risk the school or college's safeguarding policy will come into effect and social services may need to be contacted.
- If the student is taken to hospital in an ambulance or receives medical attention at a hospital, parents and carers and the police must be informed. As the student has been placed at significant risk or harm, the police will need to investigate potential offences in relation to the misuse or illegal taking of substances.

#### A student suspected to be in possession of drugs

- Ask the student to turn out their pockets and bags. Given the circumstance, the designated member of staff is permitted to use reasonable force when conducting a search. However, if a pupil is not compliant or a more personal search is required, consider calling the police to conduct the search.
- The student should be supervised at all times to ensure they have no opportunity to dispose of any substance.
- Ensure that a second adult witness is present throughout and that any action taken is recorded.
- If a substance is found – seize substance – it is legal to possess an illegal substance in order to prevent an offence being committed and then destroy it or hand it to the

police. If the substance needs to be kept pending police collection, it should be stored in the school or college safe. Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present.

- Schools and colleges are allowed to dispose of substances. If this action is taken, a witness must be present and the action recorded.
- If a small quantity is found, a school or college can manage the incident in line with their drug policy – consider a referral to a local young person drug service for support and intervention.

The law does not require a school or college to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so;

- Record full details of the incident, including the police incident reference number;
- inform parents/carers, unless this is not in the best interests of the student;
- identify any safeguarding concerns and develop a support and disciplinary response.

#### Are there any aggravating factors?

- What age are the students involved?
- Is there a large amount or the substance prepared for dealing?
- Are there signs and symptoms of problematic drug use e.g. change of appearance/behaviour?
- Is there any indication of links to gangs or county lines?

#### If there are rumours of drug use within the school or college

School and college staff are best placed to decide on the most appropriate response to tackling drugs within their school. This is most effective when:

- It is supported by the whole school or college community; with a current schools drugs and alcohol policy in place







- Drug education is part of a well-planned programme of PSHE education delivered in a supportive environment, where students are aware of the school or college rules, feel able to engage in open discussion and feel confident about asking for help if necessary;
- Staff have access to high quality training and support

#### Involving the police

It is essential to work in partnership with local officers for support and advice and where required, operational intervention.

#### Drug Dogs and Drug Testing

The National Police Chief's Council does not recommend that drug dogs and drug testing should be used for searches where there is no evidence of the presence of drugs on school or college premises.

#### Prevention

Schools and colleges should ensure that students have access to and knowledge of up-to-date information on sources of help. This includes local and national helplines (including FRANK for drugs, NHS Smoking Services for tobacco and Drinkline for alcohol), youth and community services and drug services. These sources can be used as part of, or in addition to, the school or college's own drug and alcohol education.

When evaluating the behaviour and safety of students under the Ofsted inspection framework, inspectors will consider student's ability to assess and manage risk appropriately and to keep themselves safe. In supplementary PSHE guidance for subject survey visits, students awareness of the dangers of substance misuse is included in the criteria for inspectors when grading the quality of PSHE delivery.

#### Behaviour Management

Any response to drug-related incidents must balance the needs of the individual students with the wider school and college

community. In deciding what action to take, schools and colleges should follow their own disciplinary procedures.

Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases. More detail on excluding students can be found in the [DfE exclusion guidance](#).

Drug use can be a symptom of other problems and schools and colleges should be ready to involve or refer students to other services when needed. It is important that schools and colleges are aware of the relevant youth and family support services available in their local area.

Sources of advice and local services should be listed in the school or college drug policy for reference. The senior member of staff responsible for drugs should have established relationships with local agencies to understand what support is available.

Schools and colleges can have a key role in identifying students at risk of drug misuse. The process of identifying needs should aim to distinguish between students who require general information and education, those who could benefit from targeted prevention, and those who require a detailed needs assessment and more intensive support.

#### Harassment – see flowchart

**Causing alarm or distress to another on more than one occasion, which they either know or should have known would amount to harassment of the other.**

Harassment can include repeated attempts to impose unwanted communications and contact upon a victim in a manner that could be expected to cause distress or fear in any reasonable person.

- What has happened?
- Who is involved?
- What is the nature of previous incidents?

- Are there any safeguarding concerns? If YES – Refer to [Keeping children safe in education](#) and follow local safeguarding protocols

#### Are there any aggravating factors?

- Is there evidence of escalating behaviour?
- Are there any on line elements?
- Is it sexual harassment? If YES – refer to [Sexual harassment guidance](#)
- Are there any hate elements?
- What is the impact on the victim?
- What are the victims' wishes?

#### Theft – see flowchart

**A person is guilty of theft if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it.**

Schools and colleges should take steps to establish what has happened and who is involved. The school or college would normally deal with such an incident internally unless there were aggravating factors present.

The following questions will support the school or college in the decision making process.

#### Are there any aggravating factors?

- Is the stolen goods of a high value? The definition of high value here is a professional judgment call to be made by the school
- Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
- Have any threats or violence been used in the course of the theft?
  - What is the impact on the victim?
  - What are the victim's wishes?
  - Is there a hate element?



## Weapons – see flowchart

An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories:

a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and

b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another

Possession of a weapon, particularly a knife on school or college premises is often an indicator of vulnerabilities for the young person concerned and therefore a multi-agency approach is important, instigated by a police referral. The school or college should not be expected to manage the situation in isolation.

School staff do have the power to search for weapons, using force as is reasonable in the circumstances. It is important that staff do not put themselves at risk.

### Offences

Section 139A of the Criminal Justice Act 1988 creates the offence of possessing an article with a blade or sharp point or an offensive weapon on school premises.

Section 1 of the Prevention of Crime Act 1953 prohibits the possession in any public place of an offensive weapon without lawful authority or excuse.

Section 139 of the Criminal Justice Act 1988 prohibits having with you, in a public place any article which has a blade or is sharply pointed, (including a folding pocket knife if the cutting edge of its blade exceeds 7.62cm/3 inches)

139A(1) Any person who has an article to which section 139 of this Act applies with him on school premises shall be guilty of an offence.

139A(2) Any person who has an offensive weapon within the meaning of section 1 of the Prevention of Crime Act 1953 with him on school premises shall be guilty of an offence.

### Defences

139A(3) It shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had good reason or lawful authority for having the article or weapon with him on the premises in question.

139A(4) Without prejudice to the generality of subsection (3) above, it shall be a defence for a person charged with an offence under subsection (1) or (2) above to prove that he had the article or weapon in question with him:-  
(a) For use at work, (b) for educational purposes, (c) for religious reasons, or (d) as part of any national costume.

### BB guns (plastic pellet guns)

The possession of these types of guns under legislation is not an offence as they are deemed to be toys. However, if from a school or college's perspective they breach school rules, they could be seized and retained under the Education Act.

If an item is found which is suspected to be a gun, and it cannot be ascertained whether it is a genuine firearm or a BB gun, it should always be treated as a firearm and the police called to make that decision.

Possession of these items becomes an offence when a person is misled into believing they are genuine firearms in order to provoke fear; the BB gun may then be classed as an imitation firearm. Circumstances giving rise to this belief may include use:

1. in connection with a robbery
2. To threaten someone
3. As a weapon to assault someone, e.g. pellet injures

### Contacting the police

The presumption would be to contact the police unless in exceptional circumstances where there is a reasonable explanation or set of circumstance where it is obvious that a weapon or prohibited article has been brought into school or college as a genuine mistake.

The weapon should be seized and stored securely by the school.

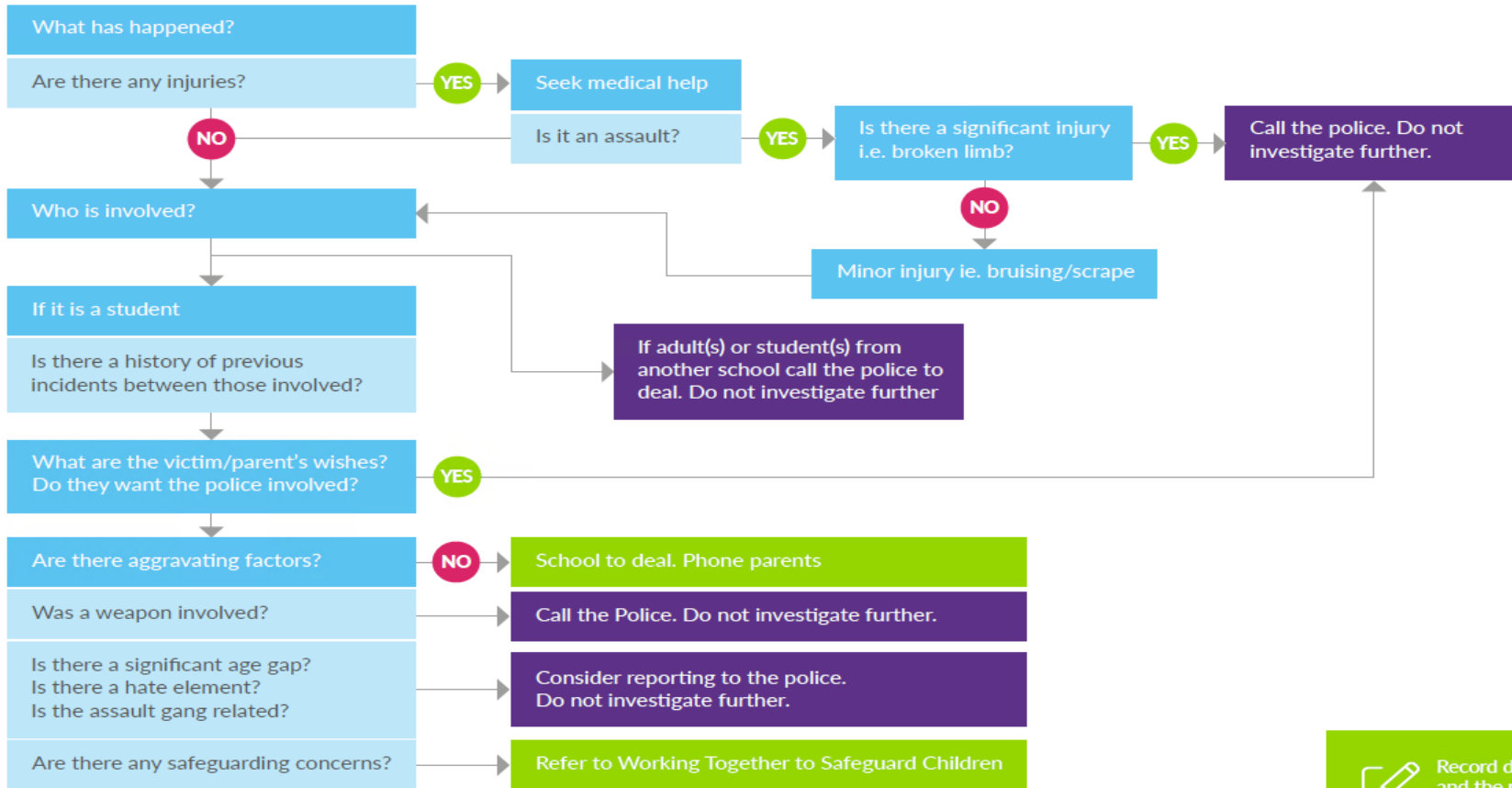
- Head teachers and staff authorised by them have the power to search students for offensive weapons, with their consent. They also have statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have an offensive weapon. Further information can be found [here](#)

### Aggravating factors

Therefore as the police will be involved in most situations where a weapon is involved, the full circumstances relating to the incident will be investigated.

# ASSAULTS

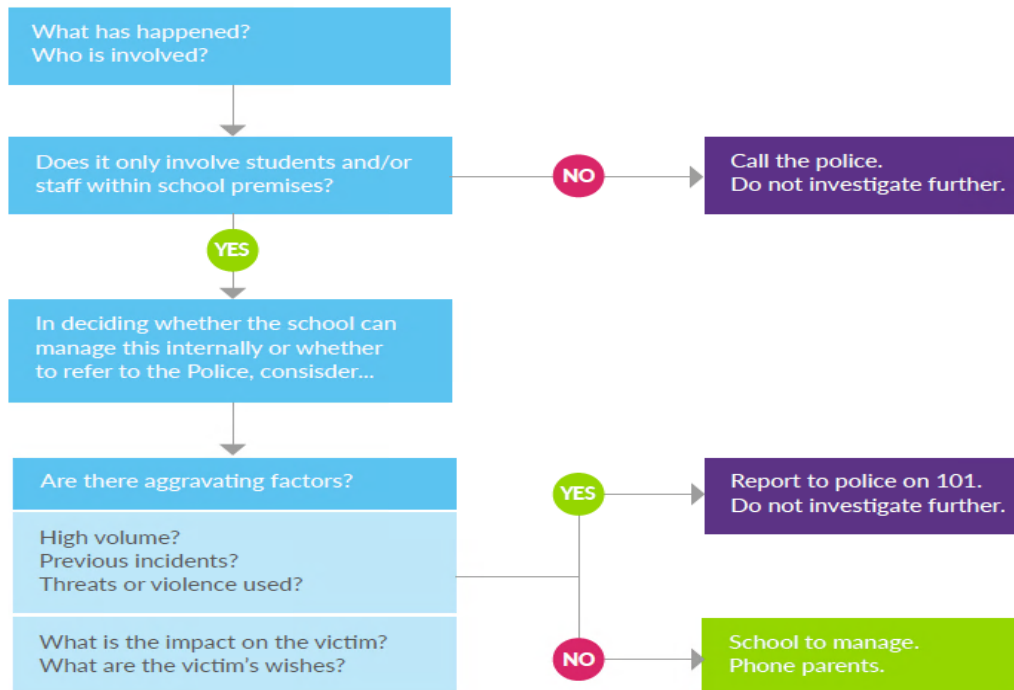
**Definition:** It is an act which intentionally or recklessly causes violence to another



Record decisions and the reasons for decisions

# CRIMINAL DAMAGE INCLUDING ARSON

**Definition:** Criminal damage is the intentional and malicious damage to property or vehicles, including graffiti, or being reckless as to whether damage is caused. Arson is the act of deliberately setting fire to property, including buildings and vehicles.

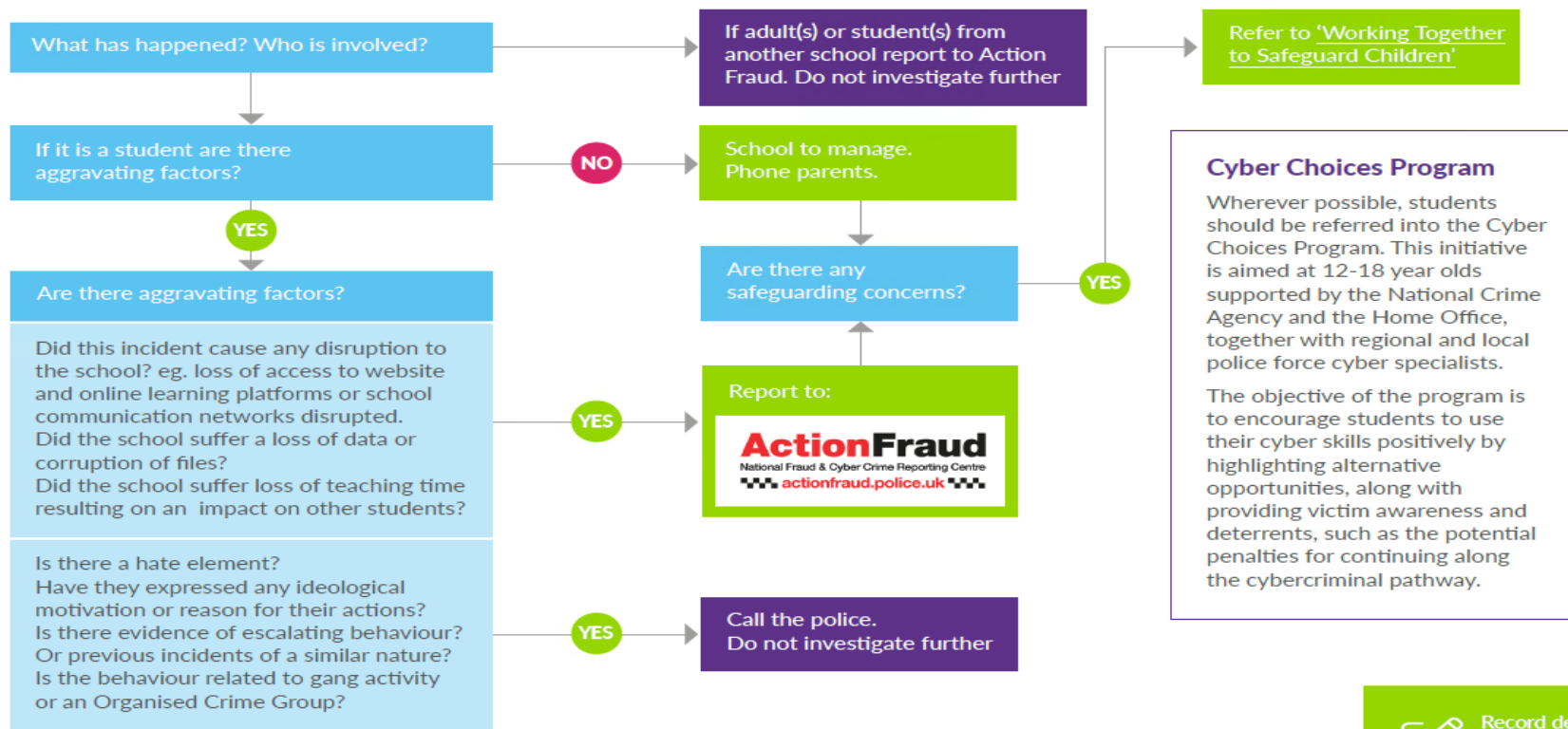


 Record decisions and the reasons for decisions



# CYBER CRIME

**Definition:** Cyber Dependent Activity includes: Unauthorised access to computers, Denial of Service or other computer interference and impairment, Acts causing serious damage to or loss of data, 'Hacking'.



**Cyber Choices Program**

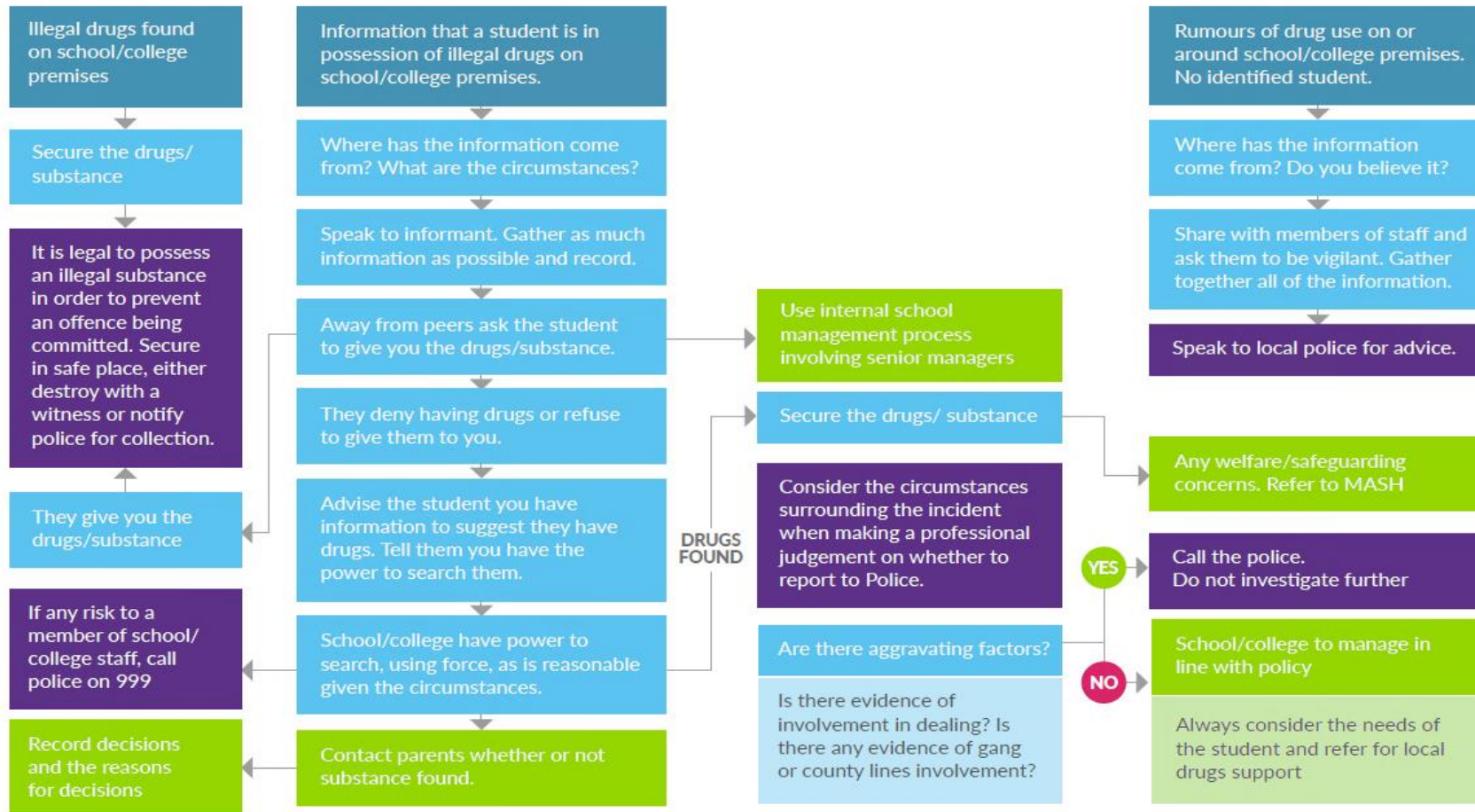
Wherever possible, students should be referred into the Cyber Choices Program. This initiative is aimed at 12-18 year olds supported by the National Crime Agency and the Home Office, together with regional and local police force cyber specialists.

The objective of the program is to encourage students to use their cyber skills positively by highlighting alternative opportunities, along with providing victim awareness and deterrents, such as the potential penalties for continuing along the cybercriminal pathway.

Record decisions and the reasons for decisions

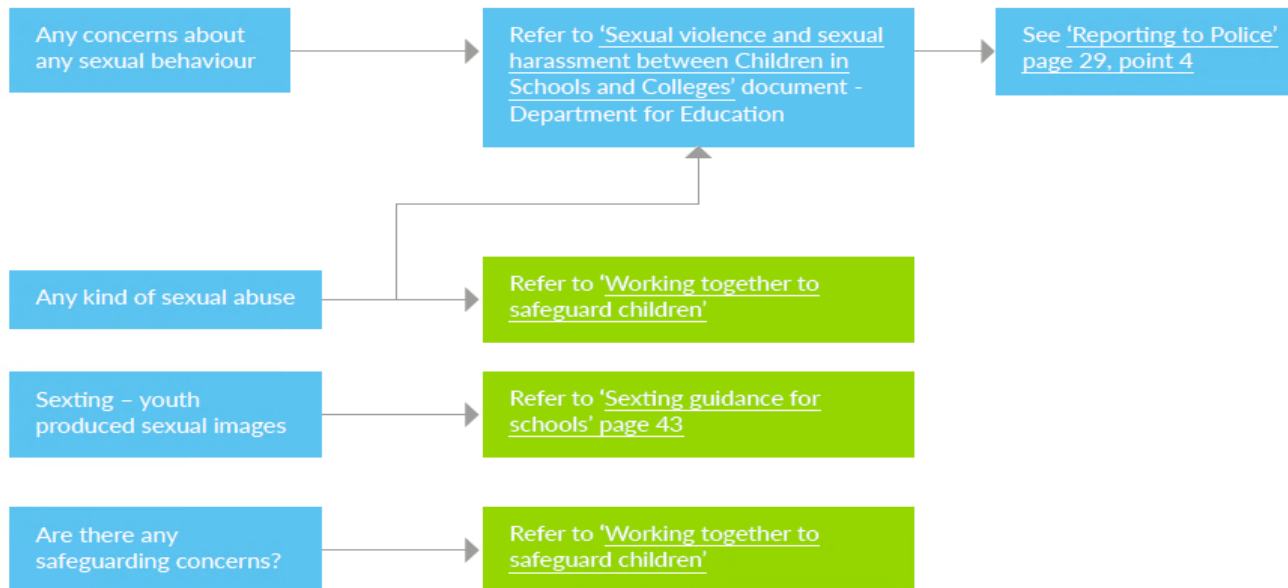
# ILLEGAL DRUGS

**Definition:** Misuse of Drugs Act 1971: It is an offence for any person to unlawfully have a controlled drug in their possession. It is an offence to supply, or be concerned in the supply of a controlled drug. It is an offence to offer to supply, or be concerned in making an offer to supply a controlled drug.



# SEXUAL OFFENCE

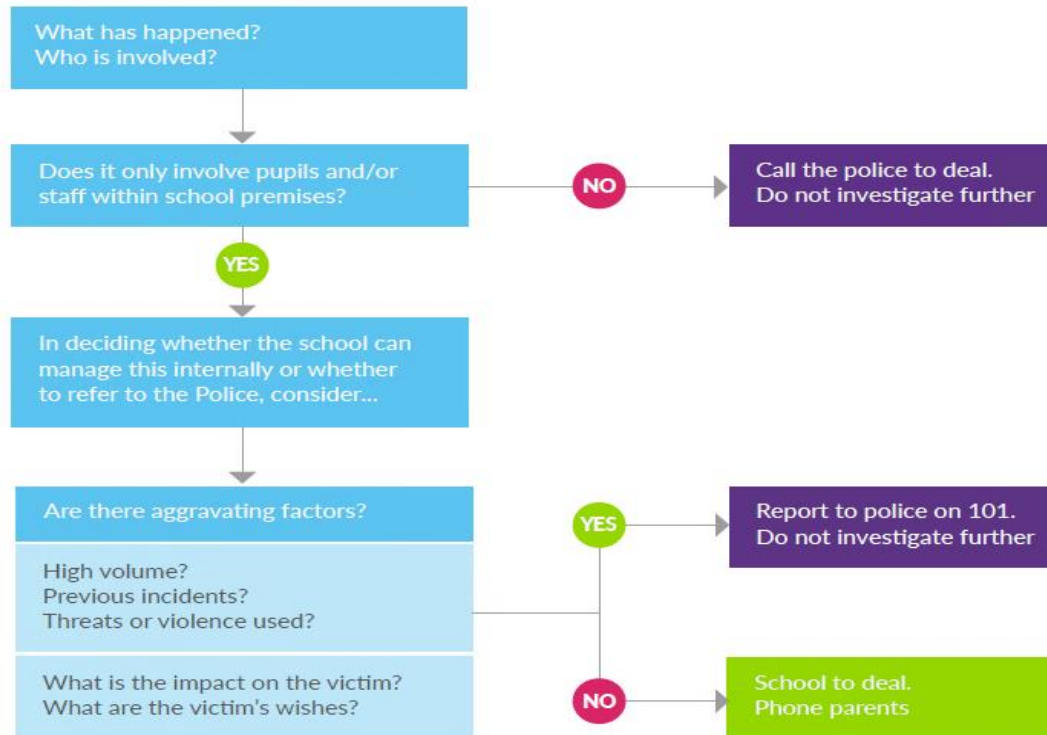
**Definition:** Any sexual contact with another person without that other person's consent. Generally speaking guidance on dealing with sexual offences is covered in working together to safeguard children. For incidents of rape or serious sexual assault call the police immediately.



Record decisions and the reasons for decisions

# THEFT

**Definition:** A person is guilty of theft if they dishonestly appropriate property belonging to another with the intention of permanently depriving the other of it.

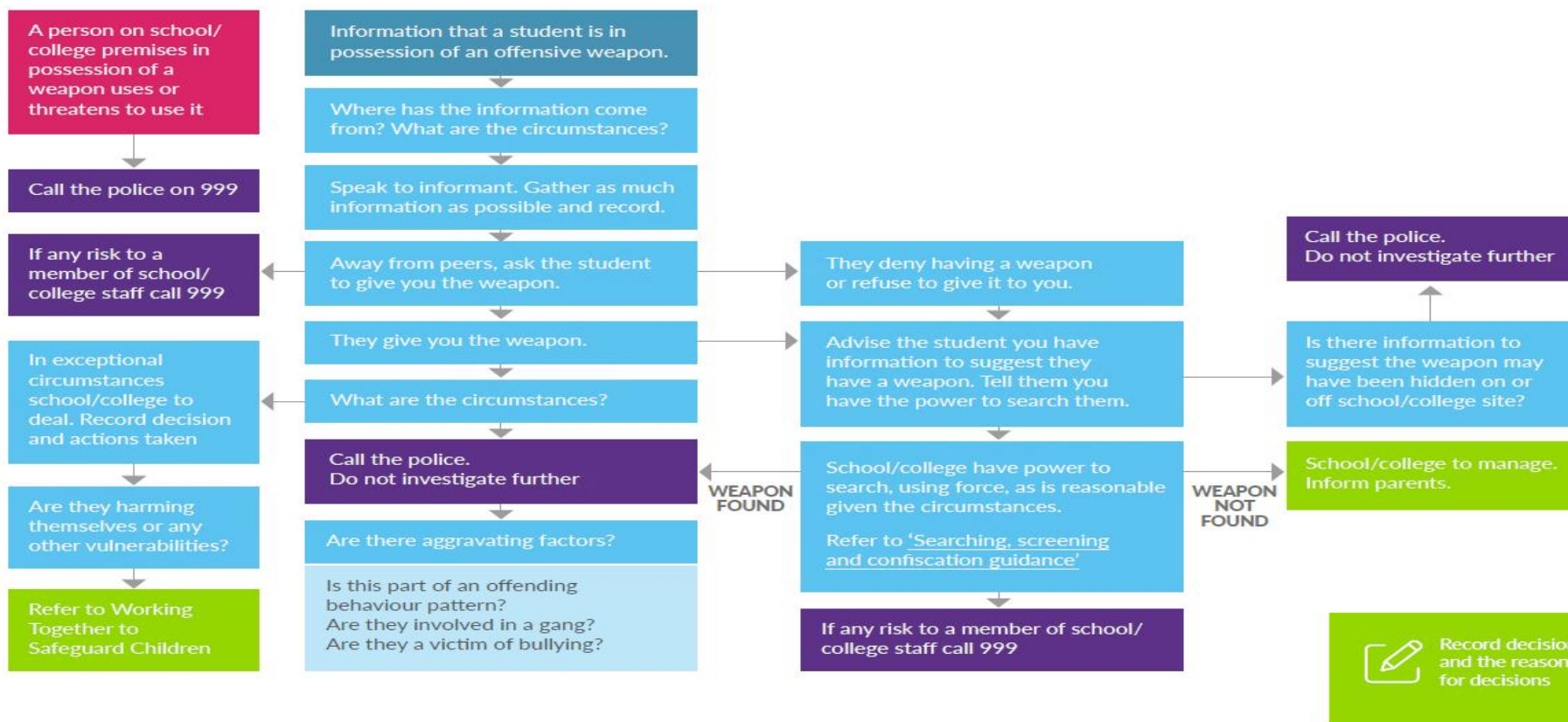


 Record decisions and the reasons for decisions.



# WEAPONS

**Definition:** An offensive weapon is any article which is made, intended or adapted to cause injury. It is an offence to possess an offensive weapon or bladed or sharply pointed article on primary school or secondary school premises.



## 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.

<b>Form Tutor</b>	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
<b>Head of Year</b>	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.
<b>Mental Health</b>	<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 Life Skills. 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>
<b>Life Skills</b>	<p>A multitude of topics are taught through the Life Skills curriculum including:</p> <ul style="list-style-type: none"> <li>• Keeping safe, personal safety</li> <li>• the danger of drug use</li> <li>• healthy lifestyles</li> <li>• relationships and sex</li> <li>• valuing difference</li> <li>• employability and enterprise</li> <li>• resilience and mental health</li> <li>• gender stereotyping, transphobia and discrimination</li> <li>• handling money</li> <li>• internet safety</li> <li>• pressures and risks.</li> </ul>

<p><b>Attendance</b></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><b>Pupil voice</b></p>	<p>Goldington Academy runs a school council, which meets half termly with the Life Skills 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 governor's 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><b>Academic intervention</b></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"> <li>• Maths</li> <li>• English</li> <li>• Maths Power of 2</li> <li>• 1:2 reading groups using rapid reader texts</li> <li>• Lexia groups</li> <li>• Paired reading buddies</li> <li>• Registration reading comprehension</li> <li>• Reading skills group</li> </ul>
<p><b>Learning Integration Centre</b></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><b>Behaviour Management</b> 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><b>Anxiety Management</b> 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><b>Learning Integration Centre</b></p>	<p><b>Behaviour online</b> 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><b>Self-Harm</b> 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><b>Bereavement</b> 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><b>Play therapy</b> 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><b>Cognitive Behaviour Therapy</b> 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><b>Critical Thinking</b> 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><b>Healthy Relationships</b> 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 &amp; valuing what's important to them. Trust means that you feel that you can count on each other &amp; 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>
---	---



<p><b>Learning Integration Centre</b></p>	<p><b>Emotional resilience</b> 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><b>Protective Behaviours</b> 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><b>Friendships</b> 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><b>Drawing and Talking</b> 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><b>Kidscape Anti-bullying workshop</b> 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><b>Raising self-esteem.</b> 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><b>Exploring bullying roles.</b> Defining the terms 'bully', 'bystander' and 'target', and exploring the types of behaviour that may be associated with these terms.</p> <p><b>Assertive skills.</b> 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><b>Positive body language.</b> Identifying the impact of positive body language in relation to being assertive.</p> <p><b>Open door</b> 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>
---	--

<p><b>Learning Integration Centre</b></p>	<p><b>Kooth</b> 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><b>Social and Emotional worries</b> 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><b>Show racism the red card</b> 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><b>CSE</b> 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><b>SEN</b></p>	<p><b>Dyslexia checklist</b> 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><b>Dyslexia screener</b> 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><b>ADHD checklist</b> 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><b>ASD initial checklist</b> 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><b>SEN</b></p>	<p><b>Dyspraxia checklist</b></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><b>Interventions:</b></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"> <li>• Individual daily reading with an adult</li> <li>• Small group phonic teaching</li> <li>• Additional reading programmes</li> <li>• Individual coaching in maths with Power of 2</li> <li>• Individual Literacy tuition</li> <li>• Individual Maths tuition <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Soundwrite</li> <li>• Lexia</li> <li>• SEND SATS support</li> <li>• SEND GCSE support</li> <li>• Specific Learning Difficulties (SPLD) support</li> <li>• Working memory support groups</li> <li>• Dyslexia support groups</li> </ul> </li> </ul> <p><b>Educational Psychology Service (Bedford Borough Council)</b></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>
-------------------	---

<b>School nurse</b>	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.
<b>Young carer support</b>	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.
<b>LGBT club</b>	The school runs an LGBT club every week to provide an avenue of support and a place to discuss all matters LGBT.
<b>Extra – curricular clubs</b>	<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"> <li>Cricket</li> <li>Rugby</li> <li>Football</li> <li>Rounders</li> <li>Hockey</li> <li>Journalism</li> <li>Parkour</li> <li>DT catchup</li> <li>Composing club</li> <li>Stem club</li> </ul> <p>*Please see the full list</p>
<b>Fun Friends club</b>	The Fun Friends Club is run by an SEN Support Assistant and is targeted to support our most vulnerable pupil through lunchtime each day.
<b>Risers</b>	Risers club is a breakfast club that children are invited to support their arrival to school in a morning before academic intervention begin.
<b>G&amp;T</b>	<p>A number of opportunities are on offer to G&amp;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"> <li>National Young Mathematician of the Year</li> <li>UKMT Junior Maths challenge</li> <li>UKMT team challenge</li> <li>UOB Science seminars</li> <li>CSI day</li> <li>Theatre visits</li> <li>Beginners Italian club</li> <li>Beginners German club</li> <li>Family STEM evening</li> <li>The Brilliant Club</li> <li>CERN residential</li> <li>Psychology/Philosophy club</li> <li>Battlefields residential trip</li> <li>Robotics club</li> <li>Jaguar visit</li> <li>Abstract Art Workshops</li> </ul> <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

Mr. Francis Galbraith Principal

Goldington Academy is a company limited by guarantee registered in England and Wales. Company No. 07557785



## 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.**