



### WHO TO CONTACT IF YOU HAVE A CONCERN ABOUT A CHILD

If you are worried about a child's safety, please do not hesitate to contact the Designated Safeguarding Lead or Deputies straightaway.

Bedford Borough Integrated Front Door  
(children's social services) 01234 718700  
Out of hours – 0300 3008123

If a child is in immediate danger, call the Police on 999

#### Meet the Designated Safeguarding Team:

The Safeguarding Team oversee and coordinate all aspects of the school's work to ensure that children are kept safe

[safeguarding@goldington.beds.sch.uk](mailto:safeguarding@goldington.beds.sch.uk)

#### Designated Safeguarding Lead

Mr Will Atkinson

[atkinsonw@goldington.beds.sch.uk](mailto:atkinsonw@goldington.beds.sch.uk)

#### Deputy Designated Safeguarding Lead

Head of Year Seven:

Mrs Anthea Jones

[jonesa@goldington.beds.sch.uk](mailto:jonesa@goldington.beds.sch.uk)

#### School Safeguarding Governor:

Mrs Kate Reynier

[reynierk@goldington.beds.sch.uk](mailto:reynierk@goldington.beds.sch.uk)

#### Special Educational Needs &/or Disabilities Coordinator:

Mr Sailesh Roonparain

[roonparains@goldington.beds.sch.uk](mailto:roonparains@goldington.beds.sch.uk)

#### Head of Year Eight:

Mrs Louise McCarthy-Gardner

[mccarthy-gardnerl@goldington.beds.sch.uk](mailto:mccarthy-gardnerl@goldington.beds.sch.uk)

#### Head of Year Nine:

Mr Michael Lincoln

[lincolnm@goldington.beds.sch.uk](mailto:lincolnm@goldington.beds.sch.uk)

#### Head of Year Ten:

Mr Liam Hall

[hall@goldington.beds.sch.uk](mailto:hall@goldington.beds.sch.uk)

#### Head of Year Eleven:

Mr James Pinkney

[pinkneyj@goldington.beds.sch.uk](mailto:pinkneyj@goldington.beds.sch.uk)

All can be contacted via the school office on 01234 261516

For a copy of our school's Child Protection Policy, please visit the Safeguarding page on our [school website](#)

Dear Parents/Carers

Welcome to the twelfth edition of the safeguarding newsletter from the Goldington Academy safeguarding team. Our aim is to bring you all the latest, relevant help and advice on issues that we feel will be of importance to you.

In this issue, the main focus is on **toxic stress** and **school attendance**. We regularly talk to our pupils in Life Skills and assemblies about the importance of school attendance and how to try to achieve good mental health.

Safeguarding children is everybody's responsibility. If you have concerns about the safety or welfare of any child, please do not hesitate to speak to a member of staff.

We hope that you will find the information in this newsletter useful. Please do not hesitate to contact us if you require any further information or support with any of the topics raised.

Yours sincerely

Mr W Atkinson

**Assistant Headteacher**

**Designated Safeguarding Lead**

### Toxic stress: the effects of stress on young people

Learning how to cope with stresses is an important part of child development. Some stress is positive and necessary, such as preparing for an exam and these experiences can help children develop coping skills to be used in later life. Other stresses can be tolerable e.g., children can often cope with bereavement if they have a support network, but if children are exposed to repeated traumatic experiences, such as child abuse and neglect, this can cause 'toxic' or 'harmful' stress, where they start to feel more stressed more often. This can disrupt the building of a healthy brain.

This can affect children's physical and cognitive development, including:

- a weakened immune system
- problems with memory and learning
- a reduced ability to control one's moods or emotions
- slower information processing

You can help reduce harmful stress in various ways.

- Support children when they are distressed – this helps their brains develop healthier ways to manage stress
- Interact with young children through serve and return, for example by listening and responding to their concerns. This helps build brain architecture and stress management systems
- Help 'buffer' the effects of tolerable stresses by offering safe, reliable and responsive support to children and young people.

## School attendance

As the weather turns cold, there is no doubt that seasonal illnesses are out in force. However, we ask that parents and children are mindful that school attendance is key to learning and that minor illnesses can be managed in school. Please see below some useful information from gov.uk about how some specific seasonal illnesses should be managed.

Please see <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/children-and-young-people-settings-tools-and-resources#exclusion-table>

Respiratory infections including coronavirus (COVID-19)	Individuals should not attend if they have a high temperature and are unwell.  Individuals who have a positive test result for COVID-19 should not attend the setting for 3 days after the day of the test.	Individuals with mild symptoms such as runny nose, and headache who are otherwise well can continue to attend their setting.
Diarrhoea and vomiting	Individuals can return 48 hours after diarrhoea and vomiting have stopped.	If a particular cause of the diarrhoea and vomiting is identified, there may be additional exclusion advice, for example E. coli STEC and hep A.

For more information see [Managing outbreaks and incidents](#)

## Top Tips for Supporting Children to Build Emotional Resilience

<https://nationalcollege.com/guides/build-emotional-resilience>

Facing unpleasant feelings can be a challenge, even for adults, let alone for children and young people whose minds are still developing. To many youngsters, a mistake in an exam, a hurtful word or even losing in a game can sometimes feel like the worst thing in the world, causing them to react accordingly. However, this is not always an effective way to deal with difficult emotions or life's setbacks, so it is important that parents and educators are able to impress a healthy approach to these feelings on the children in their care. This free guide offers you expert tips on how to instil emotional resilience in young people, helping them to learn from unexpected feelings and situations and to process them in a mature, effective manner.

<http://nationalonlinesafety.com/enrol/goldington-academy>

Once you have registered, you will be able to access the "Online Safety for Parents and Carers' course" and National Online Safety's Resources (which includes a wide range of online platform guides on the latest social media channels and games). This aims to help empower parents with the knowledge to protect their children from the dangers of the internet.

## Early Help Service

The Early Help service is made up of six Early Help professionals who support schools to co-ordinate early help for pupils and their families. The Early Help service includes the following teams:

- Adolescent response team
- Early Help Hub
- Education Welfare
- Family Information Service
- Family Support Hub
- Inclusion Support
- Parenting Team
- Strengthening Families Team

For further information, please visit [Early Help Assessment - Overview | Bedford Borough Council](#) or speak to any member of the school's safeguarding team.