



**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  
Head of Year Nine:**

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 Coordinator:**

Mr Sailesh Roopnarain

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

**Head of Year Eight:**

Mr Michael Lincoln

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

**Head of Year Ten:**

Mr James Pinkney

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

**Head of Year Eleven:**

Mr Liam Hall

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

All can be contacted via the school office or 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 thirty-fifth edition of the 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, we revisit **homophobic language** and **radicalisation and extremism**. Goldington Academy staff will always challenge homophobic language and will never pass it off as 'just banter'. We educate our pupils about discrimination and radicalisation through our Life Skills curriculum in particular, but also through our assembly programme and external speakers e.g. the police.

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**

**Homophobic language**

Homophobic language are terms of abuse that are often directed towards the LGBT+ community. A Stonewall survey found the most common form of homophobic language used in schools is 'that is so gay' and 'you are so gay'. 99% of gay young people report hearing the casual use of these phrases regularly. These comments are often directed towards people who are actually, or perceived to be, gay. Although, they are most often used to mean that something is bad or rubbish, with no actual link to sexual orientation at all.

Whilst often dismissed as banter, the unchallenged use of 'gay' as a casual derogatory term has a hugely negative effect on gay young people's self-esteem. The Stonewall survey also found that nearly half of LGBT pupils including 64% of trans pupils are bullied for being LGBTQ+ in Britain's schools. Goldington Academy is committed to ensuring that we celebrate diversity and promote acceptance and will always challenge any homophobic views.

All staff know to challenge the use of homophobic language and Goldington Academy pupils know that homophobic language will not be tolerated. We also tackle these views through our Life Skills curriculum and through our assembly programme.

## Radicalisation and extremism

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 and settings. Some background factors may contribute to vulnerability, which is often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people.

Some vulnerabilities may include:

- Absence from school
- Social isolation
- Mental health issues
- Lack of education around the risks

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of our armed forces, whether in this country or overseas.

As with other safeguarding risks, adults should be alert to changes in children's behaviour, as this may indicate that they are potentially being radicalised and may be in need of help or protection. The school will act proportionately in response to concerns about radicalisation, which may include making a referral to the Channel programme. Parents will always be a part of this process and will be kept informed at each stage of the referral process.

For further information, please visit: [Prevent | Counter Terrorism Policing](#)

### What Parents and Educators Need to Know about School Avoidance

<https://nationalcollege.com/guides/school-avoidance>

School avoidance is a sharply increasing phenomenon, with tangible negative effects on children's wellbeing and education. The factors that come together to make a child consciously avoid seeing their classmates and teachers can be much more complicated than is often assumed. A careful, mindful approach from parents, carers and educators is required to help children return to an environment that may be causing them intense anxiety.

Our guide aims to help you understand the issue of school avoidance, not only its potential roots and ramifications, but also what you can do to help children and young people navigate these obstacles and continue their education.

<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   | • Family Support Hub          |
| • Early Help Hub             | • Inclusion Support           |
| • Education Welfare          | • Parenting Team              |
| • Family Information Service | • 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.