NSPCC

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EVERY CHILDHOOD IS WORTH FIGHTING FOR

1. Introduction

Goldington Academy is a mixed secondary school located in an established residential area in Bedford. The school provides education to circa 840 pupils, ranging from 11 to 16 years. The school is organised on a year basis with a Head of Year in charge of each year group. A strong emphasis is placed on pastoral care. Subject specialists have an overview of curriculum areas. The year groups are divided into classes under the care of form tutors who have immediate responsibility for the work and pastoral care of pupils in their classes.

As children settle, they spend more time with specialist subject tutors, although there is always the one form tutor with overall responsibility for them. The form tutor's role is central to the support and care of the children in the school. Together with the Head of Year, he or she undertakes a special responsibility to guide the day-to-day work, welfare and behaviour of the children in their class and is the immediate person for parents to contact about their child.

Pastoral care is also provided in the Student Support Hub (SSH) where pupils are supported in small groups or on a one-to-one basis according to their needs. The school also has a dedicated mental health lead who works closely with outside agencies such as CAMH and the school nurse to support students and staff with mental health.

Peer support is offered by a team of anti-bullying ambassadors, who have a responsibility to report bullying, and Year buddies to help younger pupils find their feet in the first few weeks of starting their new school. There are also a range of other student ambassadors involved in supporting pastoral care including restorative justice ambassadors for example.

Safeguarding is integral to the school ethos. A comprehensive safeguarding policy provides guidance for good practice for everyone in the school. Goldington Academy have regular reviews of their safeguarding arrangements and are also inspected by Ofsted, in line with statutory requirements. Although there have never been any concerns about safeguarding practice from Goldington Academy's own internal reviews or Ofsted inspections, a request for an external audit was made to the NSPCC to ensure that the academy had all the appropriate measures in place to reduce the risk of harm to any of its pupils. The objective of this audit is to find out if:

1. Goldington Academy's safeguarding arrangements are fully compliant with KCSIE requirements.

2. Goldington Academy's Single Central Record is fully compliant.

3. Goldington Academy is inspection ready in relation to safeguarding arrangements.

2. Audit Process

The audit process comprised of a tour of the school, face-to-face interviews at the school with a cross section of support and teaching staff, designated safeguarding lead, deputy designated safeguarding lead, nominated school governor, a group of pupils, (Appendix 1), review of the single central record, relevant documents and reports pertaining to safeguarding and recording procedures for managing safeguarding concerns. (Appendix 2)

3.   Summary Findings

3.1.   Site Security

Site security is exemplary. Electronic gates control entry into the school. The whole perimeter is secured and school grounds are regularly patrolled by staff during all breaks. CCTV cameras are installed on the grounds, stairs and all public areas. All visitors enter a lobby and report to a reception window where signing in is facilitated through an electronic portal. Following an identity check a photo is taken and inserted into a lanyard along with an information leaflet about the school's safeguarding policy, code of conduct and contact details for the DSL. Visitors who have an enhanced DBS check are issued a green lanyard which allows movement in the school without an escort. Visitors without an enhanced DBS check are issued a red lanyard and can only move around the school with a member of staff. In a safeguarding survey carried out with 136 pupils in October 2021, 55% reported that they felt safe all the time and 39% stated that they felt safe most of the time at Goldington Academy. 6% stated that felt safe some of the time. No pupils reported feeling unsafe. Goldington Academy reviews its site security regularly and is responsive to any concerns that are reported.

3.2.   Single Central Record

Goldington Academy manages its single central record through the Child Protection Online Management System's (CPOMS) online safer staff platform. A digital tour of the platform was provided by the HR Manager who also manages the system, populates all the fields and keeps it updated. All statutory SCR headings are included in the system, and some categories are above the requirement. A cross check with three personnel staff (teaching, new staff and established staff) showed that all the necessary information had been recorded from the personnel file onto the SCR. No gaps were identified.

3.3.   Leadership and Management of Safeguarding

There is a strong culture of safeguarding at Goldington Academy which is actively promoted and supported by the leadership. The DSL and DDSL were described as *'leading from the front, role modelling good practice, staying on top of safeguarding issues'* by the school's nominated safeguarding governor. Safeguarding arrangements at Goldington Academy are very well embedded across the school. The senior leadership prioritise student welfare and well-being and this is reflected in the school's ethos.

The designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL) work very closely together. The DSL who is also a member of the senior leadership team is supported by the school principal and the leadership team, which comprises of the Principal, one Vice Principal and five assistant heads, to carry out his responsibilities. The senior leadership team meest twice a week. There is a clear flow of communication between the various safeguarding structures at Goldington Academy. Supervision to the DSL, mainly comprising of reporting safeguarding activity is provided by Principal, as his line manager.

3.4.   Child Protection Procedures

Reporting procedures are clearly communicated in the safeguarding policy. Internally all concerns are reported to the DSL. Procedures are in place to report to external statutory agencies. Awareness about reporting procedures is high amongst all stakeholders, teachers, support staff, pupils, and visitors. All safeguarding concerns are reported through an easily accessible central online recording platform (CPOMS) and reviewed by the DSL and DDSL on a daily basis. Staff have been trained to categorise the

level of risk to assist the DSL to prioritise action. The safeguarding categories are listed in lower and upper case in the form. All uppercase categories are used as reporting categories, with a 'High Urgency' category for concerns requiring immediate attention. An email alert is sent to the DSL once a concern is reported on CPOMS. High risk categories are responded to immediately whilst low risk concerns are prioritised for action later in the day. All concerns are always evaluated by the end of the day by the DSL and DDSL. Decisions are made within appropriate timelines and actioned as required. The DSL maintains a good relationship with the local authority multi-agency network and refers child protections concerns to the Integrated Front Door (IDF) service in Bedford when necessary.

The DSL described good safeguarding arrangements that the school had put in place during Covid lockdown periods. The school organised a structure that had a 5 lessons day that were delivered live to pupils. Daily lesson attendance tracking took place, with follow up phone calls from the Head of Year. A rota of regular phone calls to vulnerable pupils was developed with staff member always making sure that they spoke to both and the pupil and care giver.

3.5.   Record Keeping

Goldington Academy maintains two recording systems, manual and electronic. The manual system is used for paper-based files. All current safeguarding records are kept on CPOMS. A virtual view of the recording system was provided by the DSL. Records are password protected and accessed through a dashboard which lists different categories – Child in Need, Child Protection Plan, Early Help. The records viewed were chronological, included all relevant information in relation to the case and up to date. Decisions, actions allocated to different agencies and outcomes were recorded. Minutes of meetings attended were uploaded. CPOMS have a backup system in case there is a power outage or other difficulty at Goldington Academy. CPOMS can also be accessed by phone and both the DSL and DDSL are able to do this. Files are electronically transferred between schools that use CPOMS. Schools without CPOMs transfer files manually to pupils who join Goldington Academy. Manual files usually those that have been transferred are stored in a locked filing cabinet and key can is kept in a pin protected key safe.

3.6.   Multi Agency Working

The DSL maintains good relationships with the local authority child protection network, and has good relationships and communication with the police, children's social care and the LADO. Arrangements are also in place to trigger Early Help support for pupils who are identified in need of this intervention.

3.7.   Training and Induction

Safeguarding training is a key priority at Goldington. The school uses multiple learning methods – face to face training, e-learning, team briefings, weekly email updates - to ensure that staff are kept up to date on safeguarding issues. Records of all safeguarding training attendance for everyone at the school are kept by the DSL. A review of records show that training requirements are up to date for all staff, DSL, DDSL, and safeguarding Lead Governor. The DSL sends safeguarding updates every Monday, and every inset day includes a safeguarding topic. Support and teaching staff were able to describe signs and indicators of child abuse, responding to children who disclose and reporting procedures. Staff interviewed described the CPOMS recording system as easy to access and user friendly. An induction folder is provided to every supply teacher as part of their induction. It includes information on safeguarding. Including the safeguarding code of conduct will communicate the school's expectations.

3.8.   Safeguarding in the Curriculum

Safeguarding is integrated into the school curriculum. Awareness about safeguarding begins with its inclusion in the individual pupil planner book. Each pupil is informed about anti-bullying, safeguarding and peer on peer abuse in their individual pupil planner book. The Life Skills subject includes various aspects of safeguarding that affect pupils such as online abuse, healthy friendships and relationships, recognising bullying behaviour, sexual and racial harassment, radicalisation, peer on peer abuse etc. The E Safety curriculum starts with units on E Safety in all year groups, provided by the Online Safety Alliance. Pupils in Year 7 and 8 complete end of unit tests in E Safety. The school is currently looking into how pupils in all year groups could access the Online Safety Alliance scheme of work at the start of the academic year. School assemblies will also regularly include a safeguarding topic. External speakers on specific safeguarding issues are regularly invited to speak to pupils, e.g. the Police delivered E Safety assemblies to all pupils in the Autumn half term 1.

3.9.   Pupil Voice

Arrangements for pupil voice are through meetings with student leadership group, half termly pupil voice discussions, which are carried out and recorded by each Head of Year, and a safeguarding survey. Curriculum leaders also carry out pupil voice gathering on a half termly basis. The latest pupil survey which was carried out in October 2021 reported positive findings for various aspects related to safeguarding. Pupils are encouraged to take up ambassadorship for various subjects as well as anti-bullying. The pupils described the DSL and DDSL as accessible and approachable. A culture of looking after each other was also described by the pupils.

3.10.   Recommendations

Safeguarding arrangements are excellent with many examples of best practice. Two areas where improvements can be made are:

1. Minutes of Senior Leadership Meetings are recorded. This will provide evidence of safeguarding discussions at leadership level.

2. Goldington Academy is providing a high level of in-house pastoral support to pupils. Employing a second pupil mentor to support the head of pastoral care will help with the volume of work.

3. The current arrangements for supervision between the DSL and his line manager comprises mainly of reporting safeguarding activity. Widening the scope of supervision to include other functions of safeguarding supervision (education, support and mediation) will address other aspects of the work and provide a safe space to express the impact of safeguarding work.

4. Inserting the safeguarding code of conduct into the Supply Staff Handbook will help supply staff to understand Goldington Academy's expectations of staff behaviours towards pupils.

5. The current anti-bullying box placed in each classroom should also allow pupils to share other concerns. A change in the labelling of the box to 'Anti-bullying and Other Concerns' will most likely achieve this.

6. Full Findings

    a. Pre-visit checks

Expectation	Audit Findings	Recommendation
The current safeguarding policy is on the school website	The policy can be easily found under the Policies tab on Goldington Academy website. https://www.goldington.beds.sch.uk/policies/policies The safeguarding policy has been approved and signed by the governing board and the Principal. The school has not requested a formal review of the policy. It is next due for review in October 2022.	
Safeguarding information is on the school website	There is a safeguarding tab on the website which includes names and contact details of the DSL, DDSLs and other key staff, local and national contacts. There is additional information on CSE, County Lines, E-Safety, FGM, Honour Based Abuse and Radicalisation. There is also information on Early Help, Mental Health and wellbeing and Peer on Peer abuse. Safeguarding information is regularly updated by the DSL.	
Information on online safety is on the school website	See above.	
There is a named DSL	There is a named DSL and his name and contact details are stated on the school website	
There is a named DDSL	There is a named deputy DSL, and her contact details are stated on the school website.	
There is a named safeguarding member of the governing body/local advisory board	There is a nominated safeguarding governor and his name and contact details are stated on the school website.	

| Safeguarding comments from most recent inspection checked. | The school was last inspected in June 2016 and rated as good. Safeguarding was found to be effective. | |

b. Site Security

Site security/Physical environment	Findings	Recommendation
Access to the school site is secure	Arrangements for site security are excellent. Entry onto school premises is through an electronic gate leading to the reception area. I had inadvertently entered the school through the pupil entrance and was promptly stopped by school staff who asked me who I was, the purpose of my visit and escorted me to the reception area. Visitors without enhanced DBS checks are not allowed to walk around the school without an escort. Staff visibility is very strong at the start and end of the day and through all breaks. Staff wear luminous vests and are easily recognisable amongst the pupils.	
There is a signing in process for visitors including ID check, lanyards or badges	The school has a thorough checking in process for visitors. I was asked to produce evidence of my ID, requested to sign in through the electronic visitor portal and photographed. The photograph was used to develop a visitor pass and inserted in a lanyard. A red lanyard was issued to me whereby I could only walk around the school with an escort.	
Safeguarding information is given to visitors on arrival	A leaflet with information about the school's safeguarding policy, code of conduct and contact details for the DSL was inserted in the lanyard.	
There are displays around the school site to support safeguarding, online safety	Displays about safeguarding and mental health can be seen throughout the school. The school lobby has a display which includes photographs of the Principal, DSL and DDSL and their contact details as well as information for visitors. The school has been awarded Certificate of Completion by the National	

and mental health and wellbeing	Online Safety Certified Community on 7th September 2021 for the second year running.	

c. Single Central Record

Statutory Checks	Checked	Findings	Recommendations
Covers all staff including third party and agency staff	✔	The school uses CPOMS Safer Staff platform to record all required information. The platform includes all the SCR statutory headings.	
Teachers	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	
Support staff	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	
Admin staff	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	
Premises staff	✔	This heading is included	
Agency staff	✔	This heading is included	
Contractors	✔	This heading is included	
Instructors/Coaches/Tutors	✔	This heading is included	
Student teachers on the school payroll	✔	This heading is included	
Identity check	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	

Barred list check	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	
Enhanced DBS check	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	
Prohibition from teaching check where applicable	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	
Further checks on those from outside the UK	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	
Professional qualifications check where required	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	
Right to work in the UK check	✔	A cross check between a personnel file and the electronic file demonstrated that all relevant information was recorded on the SCR	
Section 128 checks where applicable	✔	This is carried out and recorded where necessary.	
Additional Information (non-statutory)			
Includes volunteers	✔	There is a heading for this, although volunteers are seldom used at the school.	

Safeguarding training		This is recorded by the DSL on a separate record which was viewed as part of the audit.	
Safer Recruitment training		This is recorded by the DSL on a separate record which was viewed as part of the audit. The school's recruitment processes ensure that at least one member of the panel has undergone safer recruitment training. Refresher trainer is required every three years and a trigger system has been set up by the DSL to enable this to be organised.	
Name of person carrying out the checks		The Head of Human Resources carries out all checks and her name is recorded on the SCR.	
Agency Staff Checks			
Name of agency recorded	✔		
Written confirmation of checks carried out by agency	✔		
DBS check seen by school	✔		
School confirmation of agency staff ID	✔		
Other points to check			
Any gaps in the SCR and explanation given		No gaps were identified.	
Only current staff included		The SCR only holds records of current staff.	
Reviewed at least annually		The SCR is updated regularly. The nominated School Governor carries out an annual review together with the DSL.	

		The electronic SCR described as extremely user friendly, easy to administer and maintain by the school was easy to view and verify during the audit.	
Other comments on SCR			

Scrutiny of staff files - check information and dates align with SCR	Record 1	Record 2	Record 3
Start date not before DBS check	✔	✔	✔
References checked before start date	✔	✔	✔
Identity checked	✔	✔	✔
Qualifications checked	✔	✔	✔
TRA/prohibition checks done (if applicable	✔	✔	✔
Governors Section 128 checks	✔	✔	✔
DBS and barred list checked	✔	✔	✔
Signed off (by whom)	Head of HR	Head of HR	Head of HR
Overseas check	✔	✔	✔
Certified translation of documents if applicable			
Right to work in UK checked	✔	✔	✔
Self-declaration	✔	✔	✔
Letter of assurance (contractors or agency staff)	✔	✔	✔

d. Leadership and Management of Safeguarding

Leadership and Management of Safeguarding	Findings	Recommendations
The DSL is a member of the school leadership team and is supported by school leaders to carry out the role	The DSL is the deputy head and is a member of the leadership team. He is supported by the senior leadership team. In recognition of the responsibilities of the DSL, his teaching commitments are limited to 7 hours a week.	
There is at least one deputy DSL and roles and responsibilities are clearly defined between DSL and DDSL(s)	The school has a DDSL. The roles and responsibilities between the DSL and DDSL are clearly defined, with each supporting the other and providing cover during absences. The relationship between the DSL and DDSL was described as strong and mutually supportive by both.	
The DSL meets with the nominated safeguarding governor at least once per term	Meetings between the nominated safeguarding governor and DSL exceed the minimum requirements. The DSL and nominated governor meet twice per term (6 times a year). Both described a strong working relationship. The nominated safeguarding governor described the DSL as, '*Dedicated, hardworking and very committed. He keeps on top of safeguarding and ensures that all standards reflecting KCSIE standards are met*'. The DSL facilitates the nominated governor's visit and provides all requested information. An agreement on what issues will be discussed is reached between the DSL and the nominated Governor prior to the visit. The visit usually comprises of a review of SG records at the school, meeting with the DSL, staff, students and tour of the school. Following the school visit the nominated Governor provides a verbal and written report to the Governing Board. The nominated governor demonstrated awareness of the boards responsibility to oversee safeguarding by ensuring risks are identified and managed appropriately. Whereas the school's arrangements for safeguarding were described as robust, both the DSL and nominated safeguarding governor described the increasing challenges in making referrals to children's social care	

	and CAMHS. Lack of resources and increasingly higher thresholds for interventions has led to the development of in-house resources. This is an area that is continuously monitored by the DSL and safeguarding situations are escalated in the children's social care management hierarchy when necessary.	
Safeguarding is a standing item on leadership team meetings, staff meetings	The SLT meet twice a week on Mondays and Thursdays. Safeguarding is a standing item on the agenda. Additionally, there is a weekly pastoral care meeting. Minutes of SLT meetings are not recorded because of a lack of administrative support. Without minutes it is difficult to evidence discussion of safeguarding issues.	Minutes of SLT meetings are recorded. This will provide evidence of safeguarding discussions at leadership level.
Contextual factors and the school community's needs are part of the school's safeguarding procedures/approaches	The school is located in an area where no significant specific safeguarding issue have been identified. Never the less the DSL remains alert and has developed a good link with the local police who come and offer regular awareness sessions to the school about child sexual exploitation, online abuse, radicalisation and drug abuse.	
The DSL takes an active role in multi- agency working including Early Help	The DSL attends the DSL forum in the borough every half term. Meetings are remote and provide a platform for sharing safeguarding issues, challenges and provides peer support.	
The school works with families to access Early Help	The school has a good approach to early intervention through in-house pastoral care and most low-level concerns are addressed through this internal resource. The DSL also supports families to access early help where this is identified as a need.	
The DSL is aware of vulnerable pupils and vulnerable groups of pupils who may experience additional barriers to reporting concerns	The school has a number of processes to identify and monitor vulnerable pupils. Pupils complete a strengths and difficulties questionnaire at the start of each term. This allows the school to identify pupils who maybe experiencing mental health issues, identity concerns, family conflict, peer relationship problems etc. Pupils who are identified as requiring support are encouraged to attend lunchtime clubs and supported through the student support hub, either individually or in groups. Staff meetings are held every week to review vulnerable	Goldington Academy is providing a high level of in-house pastoral support to pupils. Employing a second pupil mentor to support the head of pastoral care will help with the volume of work.

	pupils and monitor their progress. Pupils who require early help are referred on following parental consent. A high level of pastoral care is provided in-house, and with the level of push back from statutory agencies this is likely to increase. Employing a pupil mentor to support the head of pastoral care will help to respond to increased demand of this service for pupils and prevent situation from escalating towards statutory intervention.	
Records are kept of staff training and the DSL can report on the effectiveness of the training in building capacity of all staff to protect children	Training records are comprehensive. A record is kept of all training attended by all staff for 20/21. Training effectiveness is evaluated through analysis of safeguarding concern reports submitted through CPOMs. Further training and staff support need is identified through this process as well as regular team meetings.	
The DSL's training has been completed within the last 2 years	Training records confirm that both the DSL and DDSL have completed a number of training courses. The DSL has completed the following training in the past two years: • Annual Advanced Certificate in Online Safety for DSLs - 03/01/2021 • National professional Qualification for Senior Leadership – 18/02/21 • Safeguarding Supervision; two-day training through Central Beds 25/02/21 • Brook – Sexual behaviours traffic light tool training 10/08/21 • UK Feminista – tackling Sexism in schools 10/10/21 • Recognising and responding to self-harm – 13/02/2020 • Prevent – Home Office refresher training 09/04/2020 • E Safety training: Online Safety Alliance online certification for staff 28/04/2020 • National Online Safety: E safety online certification for staff - 28/04/2020 • Annual online safety course for teachers – 09/07/2020 • Working together to safeguard children (9.10.2020), • Safer Recruitment Training (28/06/20, 05/07/21,10/08/21), Prevent, Train the Trainer (6.11.2020), • DSL, Managing your role (8.3.2019)	

	- LAC Co-ordinating Role (02.5.2019) - Attachment Theory Training –23/01/19	
The DSL keeps up to date with safeguarding developments through networks, email alerts etc	The DSL is linked into key safeguarding update networks, (NSPCC learning, Safeguarding in Schools, Local authority DSL Forum).	
The DSL has access to supervision or peer support	The DSL gets peer support through the DSL forum. Supervision comprising mostly of reporting safeguarding activity is also provided through the head teacher and nominated safeguarding governor.	The current arrangements for supervision between the DSL and his line manager comprises mainly of reporting safeguarding activity. Widening the scope of supervision to include other functions of safeguarding supervision (education, support and mediation) will address other aspects of the work and provide a safe space to express the impact of safeguarding work.
The DSL uses data from reporting of concerns to identify trends or emerging issues in safeguarding	Evaluation of safeguarding concern reports made by staff, data collected through pupil voice and parent feedback allows the DSL to identify trends and plan training and awareness raising with stakeholders.	
The DSL can identify areas for improvement of safeguarding in their school	Regular reviews of safeguarding practice ensures that improvements are continuously identified and implemented. An area for improvement that has been identified is to make separate rooms for pastoral care and behaviour isolation. Currently pupils use the same room for both needs.	

e. **Child Protection Procedures and Record Keeping**

Child Protection Procedures and Record Keeping	Findings	Recommendation
There is a procedure for reporting concerns to the DSL	The safeguarding policy includes a clear procedure for reporting concerns to the DSL. Staff and pupil interviews demonstrated awareness of the reporting procedure.	
Record keeping of safeguarding concerns is secure and separate from other records	There is a separate section on CPOMS for safeguarding records. Access is limited to the SLT which includes the DSL and DDSL.	
Safeguarding records include a chronology, actions, decisions and outcomes	The school maintains a manual and electronic system of recording. A sample of safeguarding records viewed showed good recording practice. There was a chronology, decisions and actions were recorded along with outcomes.	
Safeguarding records show involvement with external agencies where applicable	The records showed all involvement with external agencies is recorded. The DSL and DDSL attend all relevant multi-agency meetings.	
There are arrangements in place for transfer of safeguarding records for pupils joining and leaving the school	This arrangement is in place. Where the receiving school uses CPOMS, transfer is made electronically. Where this arrangement is not in place, files are forwarded manually.	

f.   Staff Awareness and Training

Staff awareness and training	Findings	Recommendation
Staff understand the procedure for reporting and recording concerns	Interviewed staff described the procedure for reporting and recording concerns. The easy access to the recording form on CPOMS was described as very helpful.	
Staff receive 'need to know' feedback from the DSL after reporting a concern	Necessary information to promote the concerned pupil's welfare is shared with staff on a need-to-know basis. Specific details about any concern are not disclosed. Advice on managing challenging behaviour is provided by the DSL,	

	DDSL and Mental Health lead to reduce the risk of escalation of negative behaviours and events. Staff interviews confirmed this.	
Staff know how to escalate a concern	Staff described the process of escalation where necessary. Reports are made to the DSL in the first instance, and where concerns relate to the DSL or SLT members, the report would be made to the nominated safeguarding governor and/or directly to statutory agencies.	
Staff have received safeguarding training in the last 12 months	Staff training records show that all staff received annual refresher training in the following topics in September 2021 • Prevent refresher led by the DSL • CPOMS training led by DSL • Positive handling policy reminders • SIMS lesson monitor • Level 2 safeguarding training led by DSL • E-Safety training through National Online Safety	
Staff receive regular updates about safeguarding issues	Staff receive a safeguarding update email every Monday from the DSL. This is often accompanied with a quiz and links to online courses.	
New staff spend time with the DSL as part of their induction	All new staff meet with the DSL within the first week of their employment at Goldington Academy. All supply staff are provided with a Supply Staff Handbook, which includes key information about the school's procedures and expectations. The handbook includes information about safeguarding, reporting procedure, and recording form.	Inserting the school code of conduct into the Supply Staff Handbook will help supply staff to understand Goldington Academy's expectations of staff behaviours towards children.
Staff know how to support pupils appropriately where there are safeguarding concerns	Staff are provided with information on a need – to - know basis so that they can support children with safeguarding concerns. The DSL gives advice on how to support the child to all concerned so that responses are consistent across the staff group. All staff maintain appropriate communication to support consistent behaviour management with children who are subjects of safeguarding concerns.	

Staff know they can get support and advice from the DSL and other sources	Staff who were interviewed reported that the DSL and DDSL are very accessible and approachable. Alongside this staff stated that they can also approach heads of years for advice and support, as well as the head of pastoral care and mental health lead.	

g.   Safeguarding in the curriculum

Safeguarding in the Curriculum	Findings	Recommendation
Safeguarding is taught through the formal curriculum (Relationships Education in Primary; Sex and Relationships Education in secondary)	Safeguarding is integrated in many processes within the school. Each pupil has an individual pupil planner. This a notebook of lesson information as well a page on anti-bullying, peer on peer abuse and safeguarding. The Life Skills curriculum includes learning about healthy relationships, romantic as well as friendships. The Life skills subject also includes topics on Bullying, Online abuse, child sexual and criminal exploitation and other safeguarding related subjects.	
Safeguarding messages are reinforced in various ways including tutor time, assemblies, awareness days/weeks	Safeguarding messages are regularly reinforced in different ways. School assemblies often include specific safeguarding topics. I observed a Year 10 assembly led by the Head of Year. Two topics were covered through videos, Healthy Relationships which focussed on what controlling behaviour looks like, and Healthy Friendships which raised awareness about grooming, emotional manipulation, threat of violence and exploitation. Other topics for school assemblies have included awareness about British Values, E-Safety, LGBTG+ and the use of pronouns, FGM, Peer on Peer abuse. The pupil planner includes a page on peer-on-peer abuse, with a definition and behaviours that would constitute this form of abuse. Hyperlinks are also included for pupils who wish to seek support with this issue. Throughout the school there are displays about different types of safeguarding issues. Posters are also included about helplines. There are also posters in pupil toilets. The audit coincided with anti-bullying week. All pupils are sent a bulletin on anti-bullying each morning to	

	generate discussion on the issue. Alongside this, pupils are encouraged to use one kind word each day on the anti-bullying week. Other communication has included information from the police about knife crime.	
The curriculum is adapted so that issues of contextual safeguarding can be accommodated	The DSL reported that there aren't any specific contextual issues that have been identified by the local child protection network. However, should an issue arise the school safeguarding curriculum will include this. Specialist speakers are regularly invited by the DSL to speak about specific safeguarding issues. These have included online abuse, child sexual exploitation and radicalisation.	
Pupils are taught about online safety at an age-appropriate level	All pupils are required to complete an online safety course. Each pupil is also required to agree to follow the online safety rules when they log onto the school's devices. A page on ICT – Pupil Acceptable Use Agreement is also included in the Pupil Planner. Every pupil is required to sign this agreement.	
Pupils with additional needs are supported to understand safeguarding messages, including online safety	The school has a Mental Health Lead who is also responsible for children with special educational needs (SEN). The lead advises on adapting the safeguarding curriculum to make it accessible to children with SEN.	
Teaching about safeguarding takes account of diversity in relationships such a LGBTQ+	Issues around diversity are integrated in learning materials. The two safeguarding videos I observed involved young people from different backgrounds. The school is very aware about LGBTQ+ issues. A weekly lunchtime club called spectrum is facilitated by the head of pastoral care. Group members signed a confidentiality contract to make it a safe space for pupils who want to attend.	

h. Pupil Voice

Pupil Voice	Findings	Recommendation
Pupils feel safe in school	In a safeguarding survey carried out in October 2021 with a randomly selected sample size of 136 pupils, **55% reported that they felt safe all the time** and **39% felt safe most of the time**. The pupil leadership group reported that they felt safe in the school. Public areas have CCTV cameras. Pupils appreciated the visibility of teachers during breaks and described arrangements for the opportunity to talk to people about anything that worried them.	
Pupils can identify any areas that feel unsafe	The pupils reported that the high visibility of school staff during all breaks created a safe environment. Goldington Academy also fostered a culture of pupils looking out for each other.	
Pupils know who they can talk to if they are worried	The pupil planner includes a page on safeguarding which allows the pupil to record the name of their trusted adult. The page also includes telephone numbers for Childline, NSPCC, Bedfordshire Police and Bedford Multi-Agency Support Hub. In the pupil safeguarding survey referred to above, 40% **strongly agreed** that there is an adult that they can talk to if something is worrying them and **46% agreed** that this was the case. **12% neither agreed or disagreed** and **1% strongly disagreed**. The six pupils I spoke to were aware of who the DSL and DDSL were in the school, and they could speak to teachers and heads of year. Pupils described the DSL and DDSL as very approachable.	
Pupils can identify some of the things they have been taught about safeguarding	The pupil group were able to share examples of their learning. This included peer on peer abuse, for example sharing sexual images without their permission, sexual and sexist name calling, bullying behaviour, such as offensive name calling, taking belongings, disallowing pupils to be part of groups, gossiping and spreading lies.	

Pupils are taught about healthy relationships/friendships including online	The pupil group described aspects of unhealthy relationships (abusive and threatening behaviour) and friendships (using someone for their own gain). Pupils also gave examples of online grooming.	
Pupils are taught about tolerance and anti-bullying	This issue was described as extremely important at Goldington Academy. In the pupil survey referred to above, **39% stated that bullying doesn't happen** at Goldington Academy, and **40% stated that it sometimes happens but rarely**. The interviewed pupil group reported that even the smallest inappropriate comment is reported to the DSL and nipped in the bud. Every classroom has an anti-bullying box where pupils can drop their concerns. The school has 6 anti-bullying ambassadors per year. Their role is to champion anti-bullying and monitor the school for incidents and report to staff. The student ambassadors wear badges to identify them. They have been trained by the DSL.	
Pupils are taught about issues such as consent, sexual harassment and sexual violence (at an age - appropriate level)	These topics are included at age-appropriate level in the Life skills class. Both boys and girls in the pupil group described knowledge about sexual harassment and awareness that 'No' means 'No' in relation to sexual activity. One of the pupils gave the example of the 'Cup of tea' a video which explains the concept of consent. Another pupil pointed to a poster in the library about sexism and said it prompts discussion between boys and girls.	
The school has approaches which support wellbeing and mental health of all pupils	The school has a mindfulness club and art classes for pupils who want to use this medium to express emotions. Pupils complete a strengths and difficulties questionnaire each term which is analysed by the Mental Health lead and appropriate supports are identified in consultation with the DSL and head of pastoral care. Support is offered through pastoral care, student support hub, and mental Health lead.	

Pupils are aware of how to report concerns about sexual harassment or sexual violence	The pupil group stated that this is not an issue in the school. However, if it does happen, they are aware of reporting pathways. Each pupil names a trusted adult in their pupil planner book. Pupils are also told that they can tell their parents, form tutor, teachers or anyone at school. Pupils can also go their form tutor, DDSL and the DSL. The pupils also suggested a generic reporting box to replace the current anti-bullying box.	The current anti-bullying box placed in each classroom should also allow pupils to share other concerns. A change in the labelling of the box to 'Anti-bullying and Other Concerns' will most likely achieve this.

Useful Resources

NSPCC training for schools:

https://learning.nspcc.org.uk/training/schools-safeguarding-courses

RSE resources for schools:

https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources

Appendix 1 – People interviewed

Name	Role
Alan	Nominated Safeguarding Lead Governor
William Atkinson	Designated Safeguarding Officer
Anthea Jones	Deputy Designated Safeguarding Officer
Sam Brown	History Department and Life skills
Liane Chapman	Assistant Head Teacher/PE Department
Melissa Lopez	Head of Art
Shanade	Art Teacher/Life skills
Abby	Cover Manager
Louisa	Data Manager
Alex	Mental Health and SEN Lead
Sue Sangar	Pastoral Care – Student support lead manager
Stephania	Pupil – Year 9
Caitlin	Pupil – Year 10
Jasper	Pupil – Year 11
Isobel	Pupil – Year 11
Travis	Pupil – Year 11
Mohammed	Pupil – Year 11

Appendix 2 – Documents Viewed

Document	Date Developed
Safer working practices for those working with children and young people at Goldington Academy	July 2021
Supply staff handbook	2021-2022
Safeguarding Link Governor Visit Report	13.10.2021
Mental Health Link Governor Visit Report	18.10.2021
Pupil Safeguarding Survey Report	October 2021
Bedford Borough Council - Securing good behaviour in schools	4.02.2021
Safeguarding training log – whole staff	2020/21
Training overview spreadsheet – Safeguarding Leads	2016 -2021