



GREENWOOD ACADEMIES TRUST

Nethergate Academy Site Specific Arrangements for Safeguarding and Child Protection

To be read in conjunction with Keeping Children Safe in Education 2025

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Introduction

This document sets out the arrangements for Safeguarding and Child Protection at the Nethergate Academy.

The Nethergate Academy is committed to Safeguarding and encourages a strong culture of vigilance in this area.

This document forms part of the integrated safeguarding portfolio and should be read alongside:

- Greenwood Academies Trust: Trust Safeguarding Policy;
- Greenwood Academies Trust: Managing Allegations Against Adults Working within the Trust Policy;
- Greenwood Academies Trust: Online Safety Guidance
- Greenwood Academies Trust: Safeguarding Training Curriculum (Internal)
- DfE Keeping Children Safe in Education – September 2025; [KCSIE 2025](#)
- Working Together to Safeguard Children – Dec 2023; [WTTSC 2023](#)
- Local arrangements for managing allegations issued through the relevant Local Safeguarding Children Partnership;
- The Children Act 1989 and 2004;
- The Children and Social Work Act 2017;
- The Education Act 2002;

Other relevant documents include: *(available on request from the DSL or Safeguarding Directorate)*

- Managing Allegations Against Adults Working Within the Trust – Process for Case Managers
- Internal GAT Safeguarding Directorate Forms
- Internal DSL Practice Guides

It is important to see safeguarding as the “umbrella” term for everything that is done to support children and young people, to keep them safe and promote their welfare. ‘Working Together to Safeguard Children – Dec 2023’ defines safeguarding as:

- Providing help and support to meet the needs of children as soon as problems emerge;

- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children’s mental health and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child; and
- taking action to enable all children have the best outcomes in line with the outcomes set out in the Children’s Social Care National Framework

Child protection is defined as:

- part of safeguarding and promoting welfare; and
- the activity that is undertaken to protect specific children who are suffering, or who are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

It can be seen therefore that protection is only one part of safeguarding and indeed the spirit of the legislation is about promotion of children’s needs and the prevention of harm. This supports the need for all staff to be able to respond early when they have a concern rather than wait until something is more defined and certain.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity which can impact children and families' lives.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the Academy.

Child includes everyone under the age of 18.

Parents refer to birth parents and other adults who are in a parenting role, for example step- parents, foster carers and adoptive parents and LA corporate parents.

All adults employed by the Trust are aware that safeguarding is everyone’s responsibility and that they have a role to play in ensuring the safety and wellbeing of children. All adults working within the Trust take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them whilst recognising that children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful and/or find it difficult to speak about what they need.

All adults are aware that no single practitioner can have a full picture of a child’s needs and circumstances. In order to ensure that the welfare of the child is paramount, adults will always consider and act in the best interests of the child.

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion

have equal rights to protection, safeguarding and opportunities.

- We recognise that all adults, including temporary staff, volunteers and Trustees, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- All staff believe that our academies should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental wellbeing and moral development of the individual child.
- Pupils and staff involved in child protection issues will receive appropriate support and supervision.

Key Staff and Contacts

Academy Based Contacts

Name	Role
Tracey Ydlibi	Principal
Sarah Heery	Designated Safeguarding Lead
Tracey Ydlibi, Sharon Muddeman, Rebecca Shaw, Katie Howse, Tracey Farrell, Yvette Orton	Deputy Designated Safeguarding Lead/s
Chris Thomas	Online Safety Lead
Sarah Heery	Prevent Duty Lead
Sharon Muddeman	Mental Health / Wellbeing Lead
Sarah Heery	Designated Teacher for Looked After Children
Sarah Heery	Designated Teacher for Previously Looked After Children
Naomi Thomas	Attendance Officer
All staff	Physical Handling Trained Staff
All of the above can be contacted via the Academy office on 01159152959	

Other Useful Contacts

Agency / Contact	Contact Details
Safeguarding Helpline Greenwood Academies Trust	0115 7483310 - option 4 safeguarding@greenwoodacademies.org
Sandra Fletcher, Safeguarding Trustee Greenwood Academies Trust	0115 7483310 admin@greenwoodacademies.org
Sarah Martin Education Director for Nethergate Academy	sarah.martin@greenwoodacademies.org Mobile: 07834 337846
Children's Social Care Contact Centre Council Multi Agency Safeguarding Hub (City MASH)	0115 876 4800
Children's Social Care – Emergency Duty Team Multi Agency Safeguarding Hub (City MASH)	0115 876 4800
Local Authority Designated Officer (LADO) Council Caroline Hose	LADO 2nd Floor Loxley House Station Street

	Nottingham NG2 3NG Email: caroline.hose@nottinghamcity.gov.uk
Child Line	0800 1111
NSPCC Information Service	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285

The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead (DSL) is the member of the Academy's Senior Leadership Team who is responsible for the strategic leadership of safeguarding.

The DSL is the person to whom staff should pass their concerns and who will ensure a practical and efficient way of dealing with those concerns.

Availability

During term time the DSL (or a DDSL) should always be available for staff within the Academy to discuss any safeguarding concerns. Alternative arrangements and any out of hours cover should be communicated as appropriate.

Managing Referrals

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's services as required and support staff who make referrals to children's social care;
- to the Channel Programme where there is a radicalisation concern and support staff who make referrals to the programme;
- where a person is dismissed or has left due to risk or harm to a child to the Disclosure and Barring Service and;
- where a crime may have been committed to the police as required.

Working with others

The DSL is expected to:

- ensure academy procedures are followed and adhered to with regard to reporting concerns about a child;
- promote the process within the academy to be followed to report any concerns regarding a child;
- act as a source of support, advice and expertise for all staff;
- act as a point of contact with all safeguarding partners;
- liaise with the Principal to ensure they have an overview of safeguarding concerns – especially high profile and/or complex concerns;
- be aware of the requirement for children to have access to an Appropriate Adult ;
- assist the Principal (or case manager) in collating information regarding child protection concerns in cases which involve an allegation of concern regarding a staff member;
- liaise with all relevant staff on matters of safeguarding and welfare when assessing concerns to ensure children's needs are considered holistically;
- liaise with the mental health and attendance leads where safeguarding concerns are linked to mental health or attendance concerns;
- promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Principal and relevant strategic leads to promote educational outcomes and identify the impact any welfare, safeguarding and child protection issues may have on attendance, engagement and achievement including ensuring staff are aware of children who have or have had a social worker. In addition to this the DSL should also understand the academic progress and attainment of any children with current or previous social care involvement and maintain a culture of high aspirations for this cohort of pupils.

Information sharing and managing child protection records

The DSL should understand that comprehensive safeguarding records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved and;
- a note of any action taken, decisions reached and the outcome.

The DSL should ensure:

- written records of concern on CPOMS are maintained and are comprehensive (as described above) and all staff are aware of how to accurately record concerns and actions;
- all CPOMS records are regularly reviewed and subject to quality assurance scrutiny and;
- CPOMS files and any additional safeguarding information is transferred within 5 days following any transition.

Raising Awareness

The DSL should:

- ensure all staff have access to and understand all safeguarding policies (including temporary and agency staff);
- ensure the correct version of the Trust Safeguarding Policy and Site Specific Safeguarding Arrangements are available on the Academy website and;
- share Local Safeguarding Children Partnership information as appropriate with wider staff teams.

Training, knowledge and skills

The DSL and any DDSLs should:

- ensure they are appropriately trained to carry out their role and that this training is updated at least every two years;
- undertake Prevent training to understand the requirements of the Prevent Duty and complete an academy specific Prevent Risk Assessment;
- understand and support the academy with regards to the Prevent Duty and supporting staff protecting children from the risk of radicalisation;
- understand Local Authority Early Help and Child Protection referral and assessment processes
- have working knowledge of Child Protection Conferences and attend and contribute to all relevant meetings;
- provide information and support to children's social care staff as appropriate;
- understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing and what is needed in responding to this in promoting educational outcomes;
- be alert to the specific needs of children in need and those with SEND, health conditions and who are identified as young carers;
- understand the importance of information sharing within the academy and across multi-agency frameworks;
- understand the unique risks associated with online safety and ensure they have the relevant knowledge and capability to help keep children safe online;
- have knowledge of the systems used for monitoring and filtering and Gen-AI and Cyber Security systems;
- recognise the additional risks that children with SEND can face online and ensure they have the relevant knowledge and capability to support children with SEND to stay safe online and;
- obtain access to resources and attend any relevant or refresher training courses.

Providing support to staff

The DSL should:

- ensure all staff receive the appropriate level of safeguarding training for their role within the academy;

- ensure staff are supported during any referral process;
- support staff to consider how safeguarding, welfare and educational outcomes are linked with academic and pastoral support and;
- ensure an open and efficient route for staff to report concerns to them and have their concerns taken seriously.

Understanding the views of children

The DSL will ensure that all children within the academy feel heard and will:

- encourage a culture of listening to children and taking account of their wishes and feelings across the academy and;
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships to facilitate effective communication.

Holding and sharing information

The DSL should:

- understand the importance of information sharing and relevant data protection legislation;
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decision made including the rationale for those decisions including where it was decided that action was not taken and;
- gather, collate and analyse as appropriate all relevant information for the purposes of Quality Assurance and Academy improvement activity.

The Deputy Designated Safeguarding Lead (DDSL):

It is for the Principal and Designated Safeguarding Lead to determine how many Deputy Designated Leads there are across the academy. Any deputies should be trained to the same level as the DSL and, in the absence of the DSL, would be expected to carry out those functions necessary to ensure the ongoing safety and protection of pupils.

Online Safety Lead

- To work with the Designated Safeguarding Lead (DSL) and review the academy online safety approach annually

Regular meetings between the Online Safety Lead and the DSL should include discussion regarding:

Incidents relating to online safety and safeguarding including review of;

- what happened?
- what was the resolution?
- can we improve practice?
- can we improve education?

Communication across the community

Opportunities for ongoing training and pupil learning

- Have oversight of all online safety incidents, including internet monitoring alerts and how they have been resolved
- Meet with Senior Leadership Team discuss incidents and developments
- At least once a half term the Online Safety Lead should meet with the DSL and/or SLT to discuss concerns and new technology that has become available
- Lead the implementation and review of site specific Online Safety processes and documents in line with the Trust Filtering and Monitoring and Online Safety Guidance

- Liaise with relevant staff to develop, review and monitor the online safety curriculum for pupils
- Ensure all staff are aware of and understand the procedures outlined in policies relating to online safety
- Provide and/or co-ordinate training and advice for staff
- Staff should receive updated online safety training annually. This can either be provided by the Online Safety Lead or other agencies (e.g. NSPCC). This should be logged as part of the academy central training log
- Attend updates, subscribe to appropriate newsletters and liaise with relevant staff to ensure communication across the whole academy community is ongoing
- Have knowledge of the systems used for monitoring and filtering and Gen-AI and Cyber Security systems
- Have knowledge and understanding of reporting routes to CEOP (Criminal Exploitation and Online Protection), IWF (Independent Watch Foundation) and Remove and Report

Mental Health Lead

- To work with the Designated Safeguarding Lead (DSL)
- To oversee a whole school approach to mental health and wellbeing and work with others to embed a strong culture to promote positive mental, social, emotional and physical health
- To support the identification of at-risk children and young people, liaising with the safeguarding team to use early help systems to signpost and link into mental health services
- To complete relevant training to acquire knowledge and maintain an accurate understanding of the landscape of best practice in school mental health and wellbeing
- To work with SLT to link to other policies and processes, including safeguarding, behaviour and attendance
- To oversee the development of an effective mental health and wellbeing provision in line with the government guidance for senior mental health leads
- To work with the academy PSHE Co-ordinator to ensure specific learning regarding mental health and wellbeing is part of an ongoing curriculum plan
- To ensure effective early intervention and prevention to enable pupils to access mental health and wellbeing support and have oversight of internal and external intervention
- To contribute to whole school programmes and initiatives, such as assemblies, tutor time activities and PHSE programmes, in the areas of mental health and wellbeing

Children and Young People who may be particularly vulnerable

Any child may benefit from Early Help, but some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, reluctance on the part of some adults to accept that abuse can occur and contextual safeguarding issues. To ensure that all of our pupils receive equal protection, all staff should be particularly alert to the potential need for early help for any pupils who:

- are disabled or have certain health conditions and have specific additional needs;
- have special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- have mental health needs;
- are young carers;
- show signs of being drawn into anti-social or criminal behaviour, including gang

- involvement and association with organised crime groups or county lines;
- are frequently missing/go missing from care or from home;
- have experience multiple exclusions, are at risk of permanent exclusion or are attending Alternative Provision or Pupil Referral Units;
- are at risk of modern slavery, trafficking, sexual exploitation or criminal exploitation;
- are at risk of being radicalised or exploited;
- have a family member in custody or is affected by parental offending;
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- are misusing drugs or alcohol themselves;
- have returned to their family from care;
- are at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- are privately fostered;
- are persistently or severely absent from education, including persistent absences for part of the school day;
- are asylum seekers;
- are vulnerable to being bullied, or engaging in bullying;
- are living in temporary accommodation;
- are living transient lifestyles;
- are living in chaotic and unsupportive home situations;
- are homeless;
- are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- do not have English as a first language;
- are within the court system.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children with special educational needs or disabilities

Nethergate Academy recognises that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse and neglect such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEND being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges and;
- cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school and the consequences of this.

Allegations against staff or volunteers

When an allegation is made against a member of staff, our set procedures **must** be followed. The full procedures for dealing with allegations against staff can be found in the Trust's Managing Allegations Against Adults Working Within the Trust Policy.

If you have a concern about an adult working within the Academy, please contact:

Name	Role	Contact Number
Tracey Ydlibi	Principal	0115 9152959

If your concern relates to the Principal, please contact:

Name	Role	Contact Number
Safeguarding Directorate		safeguarding@greenwoodacademies.org
Sarah Martin	Education Director	0115 748 3310 Sarah Martin Education Director – Special Academies Greenwood Academies Trust Mobile: 07834 337846 Website: www.greenwoodacademies.org

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding arrangements and know that any concerns will be taken seriously by the senior leadership team.

If it becomes necessary to consult outside the school, they should follow the Trust Whistleblowing Policy.

The NSPCC whistleblowing advice line is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285, the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All staff in addition to completion of mandatory online Safeguarding modules on initial employment / joining the Academy and every two years thereafter, will undertake Academy based INSET training each September as directed by the Safeguarding Directorate, covering as a minimum:

- Signs and symptoms of abuse and neglect (including online safety);
- Local procedures for responding to concerns;
- The Academy's behaviour policy;

- Response to children that go missing in education or are persistently or severely absent;
- The staff code of conduct; and
- Allegations management.

Any staff joining the Academy throughout the academic year, whether permanent, part time, agency or supply staff must also receive this training in a format appropriate to the setting and circumstances.

The level of additional training staff will receive is based on their role. More information on this can be found within the GAT Safeguarding Training Curriculum.

It is the DSL's responsibility to ensure that all staff complete mandatory safeguarding training including online modules and that this is up to date. Regular reviews of training requirements should be undertaken between the DSL and the Principal.

Safer Recruitment

All Safer Recruitment processes are overseen by the Trust People Directorate and our Academy complies with the requirements of Keeping Children Safe in Education 2025 and the Local Safeguarding Children Partnership (LSCP) by carrying out the required checks and verifying the applicant's identity, qualifications, and work history.

- At least one member of each recruitment interview panel will have completed Trust face to face safer recruitment training within the last **2 years**; and have read and understood Keeping Children Safe in Education 2025 Part 3: Safer Recruitment, and be aware of additional internal Greenwood Academies Trust Recruitment, Selection and Disclosure Policy and Procedure
- In order to follow best practice, all staff involved in any part of the recruitment process should also undertake safer recruitment training at an appropriate level and have read and understood Keeping Children Safe in Education 2025 Part 3: Safer Recruitment
- All staff are made aware of relevant legislation and their obligations to disclose relevant information
- The Academy obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the Academy have been appropriately checked
- Trainee teachers will be checked either by the Academy or by the training provider, from whom written confirmation will be obtained; and
- The Academy maintains a single central record of recruitment checks undertaken.

Principals and DSLs should ensure that they have read and understood all Safer Recruitment guidance in KCSIE 2025: Part 3 and Greenwood Academies Trust: Recruitment, Selection and Disclosure Policy and Procedure.

Volunteers

All volunteers working with the Academy will be risk assessed and will undergo checks commensurate with their work in the Academy, their contact with pupils and the supervision provided to them.

Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Work Experience pupils whether from the Academy or other Academy / setting will undergo the same checks and procedures as a volunteer. Under no circumstances should a Work Experience candidate

be unsupervised at any time or expected to undertake one to one interaction with pupils, parents or visitors.

Contractors

The Academy checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised whilst pupils are on-site.

Site security

Visitors to the Academy, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the Academy's safeguarding and health and safety regulations. The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

We use a range of methods to ensure that our site is secure and safe for all pupils. These include controlled access and magnetic locks. Within the site, these may be deployed in different ways depending upon a pupil's ability to keep themselves safe. We will always be happy to discuss these arrangements with pupils, parents and carers.

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the Academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our Academy, we will ensure that they have appropriate procedures in place, including safer recruitment procedures and agree clear communication methods for any concerns or relevant information.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

Teaching our pupils about safeguarding

Pupils will learn to develop resilience, to know how and when to ask for help, and to know where to access support. Our PSHE curriculum will help support the development of important attributes in our pupils, such as honesty, recognising feelings, turn taking, making choices, kindness, tolerance, courtesy, and self-efficacy.

Nethergate uses the PSHE Association planning framework for SEND which is fully aligned with the [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) from the Department for Education (DfE).

Examples of how we teach about safeguarding through our PSHE curriculum.

Informal pathway.

"Never assume a person who has difficulty communicating has nothing to

say.” Stacy Sekinger

Self-Awareness

Things we are good at

(Encountering)

Respond with curiosity to stimuli about the ways in which we are special.

Respond with curiosity to stimuli about our family.

(Foundation)

Describe ourselves — recognising that there is self and there are others

Pupils will be given the skills and opportunities to make choices and express their opinions using a range of photographs, symbols, gestures, and signs. They will be enabled to communicate yes, no, or maybe in response to a range of situations and scenarios. They will respond to adult modelling of how different people communicate with each other and learn specific vocabulary to support their learning in PSHE including the correct names for the main body parts, including genitalia. They will communicate their feelings using symbols, signs, photographs, or words, as appropriate. Visual aids will enable pupils to demonstrate the areas of their bodies that are private.

Pupils will learn to recognise the difference between ‘public’ and ‘private’ behaviours. They will respond to visual representations of different rules that keep them safe and demonstrate simple ways to keep themselves safe around school, at home or in the community. They will respond to stimuli about asking for help and then show that they know what to say or do to communicate that help is required using their own preferred method of communication. Pupils will identify someone who can help them if they are worried or frightened.

Describe times when we may feel unhappy with our friends or family members. Demonstrate positive ways we could let others know how we are feeling.

Keeping safe

(Encountering)

Respond to stimuli about keeping physically safe.

Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.

(Foundation)

Describe some simple ways we can help keep ourselves physically safe in school.

Respond to stimuli about the different ways we can communicate with adults in school.

Respond to stimuli about ways of asking for help.

Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.

(Foundation)

Identify trusted adults in school.

Recognise things we would call ‘personal’ and things we would call ‘private’.

Recognise what keeping something secret means.

Identify someone who can help us if we are afraid or worried.

Semi formal pathway

“Disability only becomes a tragedy for me when society fails to provide the things we need to lead our lives.” Judith Heumann

Self-Awareness

Kind and unkind behaviours

(Encountering)

Respond with curiosity to stimuli about what anger is and what being angry feels like.

Respond to stimuli about what feeling upset means.

(Foundation)

Describe what feeling angry means.

Describe what feeling upset means.

Recognise that behaviour which hurts others’ bodies or feelings is wrong.

Identify things we are good at (strengths/talents).

Describe the ways in which we are special and unique.

(Development)

Describe things that we enjoy or that make us feel happy.

Identify what we are good at, both in and out of school.

Recognise that being unique means we might like and be good at different things from other people
Explain why 'trust' is not the same as 'like'.
Give examples of what is meant by trust.
Identify how we feel when we trust someone.
Identify some reasons for keeping personal information private.
Identify the difference between a 'surprise' and a 'secret'.
Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid, or sad.
Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.

(Development)

Recognise that we do not have to trust someone just because they say we should.
Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.
Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried, or anxious, no matter who asks us.
Explain when and why to ask an adult for help if we're asked to share information or keep a secret.
Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.
Explain that there may be people online who do not have our best interests at heart.
Identify things that we should never share online without checking with a trusted adult first.

(Enrichment)

Describe 'degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings). Explain that if we don't feel sure about sharing information or feel pressured, we don't have to.
Give examples of how others may put us under pressure to do something.
Explain what a 'dare' is and what people might say or do if they are 'daring' us.
Identify some basic strategies for saying 'no' to pressure or dares.
Identify whom to tell in different situations and what we could say.

(Enhancement)

Give examples of when we might take back our trust if we feel someone no longer deserves it.
Describe how we might feel if someone has dared us to do something.
Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.
Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.

Accidents and risk

(Core KS3/4)

Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire).

Identify some behaviours that might be risky.

(Development KS3/4)

Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.

Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.

(Enrichment)

Explain how other people's identity online can be different to what it actually is in real life.
Explain how to respond if we're not sure if someone online is who they say they are.
Identify some benefits of balancing time on electronic devices with other activities.

(Enhancement)

Demonstrate practical strategies for keeping safe when using specific digital devices and platforms.
Explain how what we post online might affect ourselves or others.
Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online.
Identify basic rules for using social media, including age restrictions and why they exist.
Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.

Keeping safe online

(Core KS3/4)

Explain what is meant by social media and how people use social media.

Recognise that not all information seen online is true.

Explain how other people's identity online can be different from what it actually is in real life.

(Development KS3/4)

Describe some ways in which social media can be used in a safe and positive way.

Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online.

Identify some possible risks of using social media.

Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.

Child Protection Procedures

Recognising Concerns

Everyone has a role to play in ensuring the safety and welfare of our pupils, their families and each other. Anyone working with children should see and speak to the child, listen to what they say, observe their behaviour, take their views seriously and work with them and their families when deciding how support their needs.

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone. Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education 2025 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Taking action

Any child, in any family in any academy could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'. When concerned about the welfare of a child, staff should always act in the best interests of the child and should act on concerns immediately:

- in an emergency take the action necessary to help the child, if necessary call 999;
- report your concern as soon as possible to the DSL, definitely before the end of the day and ensure the concern is fully recorded on CPOMS;
- do not start your own investigation,
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family; and
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should record these early concerns following the agreed Academy process. It is important to understand that pupils may not find it easy to tell staff about their abuse verbally. They may show signs or act in ways that they hope adults will notice and react to. In some cases, there may not be a direct report – staff may be approached by a friend of the pupil or overhear a conversation that suggests a pupil may be at risk.

If a pupil reports a concern to you

It takes a lot of courage for a child to disclose that they are being abused exploited or neglected. They may feel ashamed, their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL. The point at which they tell the pupil is a matter for professional judgement. Staff will reassure pupils that they are being taken seriously and will be supported and kept safe. During their conversations with the pupil staff will:

- listen carefully and allow them to speak freely;
- remain calm and not overreact;
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me' and confirm that it was right to tell;
- not be afraid of silences – do not stop the pupil from speaking freely;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother think about it;
- not speculate or accuse anyone or jump to conclusions (especially about the abuser);
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why;
- not automatically offer any physical touch as comfort;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- report verbally to the DSL even if the child has promised to do it by themselves;
- Record the concern on CPOMS and;
- seek support if they feel distressed.

Effective Safeguarding Practice

- If possible, reports should be taken with two members of staff present (preferably one of these being a trained DSL)
- Careful management of reports that include an online element – additional guidance should be read, and staff must remember that they must not view or forward images of children

- Not promising confidentiality but staff should only share the report with people who are required to progress the issue.
- Ensure the pupil understands what the next steps will be
- Recognising that a pupil will most likely disclose to an adult they trust – this could be anyone within the Academy and all staff should feel confident in taking details of a disclosure and should be supportive and respectful of the pupil
- Recognising that an initial disclosure to an adult may only be the first reported incident, not representative of a singular incident and that trauma can impact memory so pupils may not always be able to recall specific details or timelines
- Keeping in mind that certain pupils may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and / or sexual orientation
- Listening carefully to the pupil, reflecting back, using the pupil’s language, being clear about boundaries and how the report will be progressed, not asking leading questions
- Considering how to make a record of the report. Best practice is to wait until the end of the report and write up a thorough summary to be recorded on CPOMS and shared with the DSL. If notes are made during the report staff should remain engaged with the pupil and not appear distracted
- Only recording the facts as the pupil presents them. Notes / records should not reflect any personal opinion of the member of staff.
- Informing the DSL as soon as possible (or Deputy DSL) if they are not involved in the initial report

Notifying parents

The Academy will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents/carers are contacted.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL (or Deputy in their absence). That person will then decide who else needs to have the information and they will disseminate it on a ‘need- to-know’ basis.

Any member of staff can contact children’s social care or the dedicated NSPCC helpline if they are concerned about a child.

Child protection information will be stored and handled in line with the GDPR and Data Protection Act 2018.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate;
- relevant;
- adequate;
- accurate;
- timely; and
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share. Child protection information will be stored in CPOMS, separately from the pupil's education and pastoral file.

The DSL will normally obtain consent from the pupil and/or parents/carers to share sensitive information within the Academy or with outside agencies. Where there is good reason to do so, the DSL may share information without consent and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent/carer to see child protection records, they will refer the request to the Principal to consider in line with the Trust Data Governance Policies and inform the Trust Governance Team.

The Data Protection Act does not prevent Academy staff from sharing information with relevant agencies, where that information may help to protect a child.

Early Help

Currently an online referral to early help can be made through the online MARF. In April 2025 a realignment of Early Help Services took place in Nottingham City Council in line with the Families First Partnership Programme. The Family Help Service was developed and the Team around the Family (TAF) approach was created, with a requirement for this way of working to be embedded within all local authorities by 2026. Each School has been allocated a TAF Worker, their role is to support you to implement the Team around The Family Processes in line with government guidance. Sarah Beeby is Nethergate's allocated worker 07525310717 Sarah.Beeby@nottinghamcity.gov.uk

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or likely to suffer from harm. The pupil (subject to their age and understanding) and the parents/carers will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Principal and the Trust Safeguarding Directorate are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety; and
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Escalating concerns

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL;
- staff not being satisfied about the decision of the DSL or Principal;
- staff aware that a colleague has not passed on a concern;
- external agencies not accepting a referral from an Academy when it is felt one is needed; or
- staff not aware of what has happened to their concern because of a lack of feedback.

It is important that staff do not close down a concern because they feel “stuck” or “they can’t do anymore”. It is important to escalate concerns to DSLs, Principals, other senior staff or if necessary, to the Trust Safeguarding Directorate.

If there are concerns about the work of an external agency the Academy will follow the escalation steps outlined in the locally agreed procedures documents.

The important principle is not to allow a concern to be “closed down” without it having received the necessary attention, assessment and resolution.

If the options above have been explored fully and the concern still isn’t being handled effectively therefore placing the child or young person at risk, it is important that you continue to escalate your concerns by contacting the Safeguarding Trustee via Greenwood House or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

Specific Safeguarding and Child Protection Issues

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. It can be committed by parents or other family members, by people known but not related to the victim (neighbours, friends, acquaintances) and by strangers.

Staff should be vigilant regarding community safety incidents within the vicinity of the academy and ensure that all information is passed to the DSL in a timely manner – examples of incidents of concern may be loitering by unknown people or unknown adults engaging in conversation with pupils.

Children should also be given practical advice in order to ensure they are able to keep themselves safe focussing on building confidence and abilities rather than simply stranger warnings.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Staff should be aware that different forms of harm overlap and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim.

There are a range of factors that could contribute to a child’s vulnerability to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources.

Exploitation does not just include face to face contact, it can also occur online.

The definition of Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity a) in exchange for something the victim needs or wants and/or b) for the financial or other advantage of the perpetrator or facilitator and/or c) through violence or threat of violence.

Some of the following can be indicators of CCE:

- appearing with unexplained gifts, money or new possessions;
- associating with other young people involved with exploitation;
- suffering from changes in emotional well being;
- misuse of drugs and alcohol;
- going missing for periods of time or regularly coming home late; and
- regularly missing school or education or ~~de~~ not taking part in education.

This list is not exhaustive, staff should remain vigilant, and any concerns should be raised immediately with the DSL. Pupils who have been exploited will need additional support to help keep them in education.

The definition of Child Sexual Exploitation (CSE) is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any young person, male or female, under the age of 18 years, including 16 and 17 year olds who can legally consent to sexual activity.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

Indicators of CSE (in addition to those indicators for CCE) can include:

- having older boyfriends or girlfriends; and
- suffering from sexually transmitted infections, displaying sexual behaviours beyond expected development or becoming pregnant

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

The Academy includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff should be made aware of the indicators of sexual exploitation, and all concerns must be reported immediately to the DSL.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting

illegal drugs using dedicated mobile phone lines or other form of 'deal line'. This activity can happen locally as well as across the UK – no specified distance of travel is required.

Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of CCE and CSE indicators may also be applicable to where children are exploited through involvement in county lines. Some additional specific indicators are children who:

- go missing (from home or school) and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging'; where drugs are concealed internally to avoid detection;
- are found in accommodation they have no connection with, often called a 'trap house' or cuckooing or hotel room where there is drug activity;
- owe a debt bond to their exploiters; and
- have their bank accounts used to facilitate drug dealing

Academy staff will remain vigilant to those children and concerns will be shared with the DSL.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The families of children may also be subject to child arrangements processes through the family court system.

We recognise that both circumstances may be stressful for children and appropriate support will be provided in line with local and national guidance.

Children who are absent from education

Attendance, absence fixed term suspensions and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation as well as criminal exploitation, including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour based' abuse or risk of forced marriage. The Academy will monitor unauthorised absence and implement appropriate Early Help intervention to identify the existence of any underlying safeguarding risk and help prevent the risks of a child going missing in future. DSL's and Attendance staff will ensure Academy Children Missing from Education procedures are followed, including liaison with the Local Authority, particularly where children go missing for extended periods of time, on repeated occasions and/or are missing for periods during the Academy day.

[The National Gov.uk Local Authority Guidance can be found here](#)

[Nottingham City Guidance](#)

Alternative Providers

Where an academy places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The Academy must always know where a child is based during school hours. This includes having records of the address of any alternative providers and any subcontracted provision or satellite sites the child may attend. Written information will be obtained from the provider that appropriate safeguarding checks have been carried out on individuals working at their own establishment.

Children with family members in prison

Children who have family members that are sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The Academy recognises that these children may need support. Support will be provided in line with guidance from the National Information Centre on Children of Offenders (NICCO) and local agencies.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking') for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cybercrime.

If there are concerns regarding a pupil in this area, this must be reported to the DSL and Principal (or other member of SLT) without delay in order to access additional support.

Domestic abuse

The Domestic Abuse Act received Royal Assent on 29 April 2021. The act creates a statutory definition of domestic abuse and recognises the impact of abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

'Abusive behaviour' is defined in the act as any of the following:

- physical or sexual abuse;

- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse; and/or
- psychological, emotional or other abuse.

For the definition to apply, both parties must be aged 16 or over and ‘personally connected’

‘Personally connected’ is defined in the act as parties who:

- are married to each other;
- are civil partners of each other;
- have agreed to marry one another (whether or not the agreement has been terminated);
- have entered into a civil partnership agreement (whether or not the agreement has been terminated);
- are or have been in an intimate personal relationship with each other;
- have, or there has been a time when they each have had, a parental relationship in relation to the same child; and/or
- are relatives.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by exposure to domestic abuse in the context of their home life where domestic abuse occurs between family members. This can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people this may not be recognised in law under the statutory definition of ‘domestic abuse’. However, as with any child under the age of 18, standard safeguarding procedures should be followed with both young victims and young perpetrators to provide appropriate support.

Staff will remain vigilant to incidents of this type and will ensure support and intervention is available and provided to young victims and young perpetrators.

Operation Encompass

This operates in all police forces across England. DSLs (or Principals) will receive notification of when Police have been called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident. This should occur before the next school day.

Usual Academy safeguarding procedures should be followed if any further action is required following an Operation Encompass notification.

Homelessness

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

Indicators of risk of homelessness include:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- family being asked to leave their property

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

The DSL (and deputies) should be aware of the contact details and referral routes into the Local Housing Authority so concerns can be raised and progressed in a timely manner. They will then be better able to support pupils facing homelessness by supporting and signposting through appropriate agencies and support networks within the locality.

It should be noted that referrals to Children's Social Care should be considered alongside any referrals to homelessness support services to ensure all concerns are addressed appropriately.

Mental Health

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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, however, academy staff are well placed to identify where a child's behaviour suggests 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 experiences, this can have a lasting impact throughout childhood. It is key that staff are aware of how these children's experiences, can impact on their mental health, attendance and progress at school.

All staff are made aware of the indicators of potential mental health concerns and will share these with the DSL.

Mental Health support

At Nethergate staff are trained to recognise signs of poor mental health and report concerns to the mental health lead Sharon Muddeman. Sharon will discuss with the rest of SLT to see what kind of support is required. Concerns will be discussed with parents.

1) Sessions with our ELSA trained TA

2) Referral to our MHST worker Casie Mills casie.mills@nottinghamcity.gov.uk support may be in a group of 1.1

3) Referral to CAMHS or another counselling service

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Concerns regarding these issues must be reported to the DSL and Principal (or other member of SLT) without delay.

Preventing Radicalisation

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule

of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Background factors combined with specific influences such as family or friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods, such as via social media or internet and within settings, for example within the home environment.

Academy staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the Academy follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The Academy has an identified Prevent Lead who will be familiar with the Prevent Duty and co-ordinate all concerns and necessary referrals to the Channel Programme related to extremism, radicalisation and terrorism.

All Academy staff are required to complete mandatory Radicalisation and Extremism Training which should be co-ordinated and logged by the DSL.

Sexual Violence and Sexual Harassment between Children (Child-on Child Abuse)

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will in all likelihood adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) also attends the Academy.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

All staff are trained to recognise incidents of child on child abuse and will report instances including sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser. It will be made clear that no form of child on child abuse, sexual violence or sexual harassment will be tolerated or accepted as an inevitable part of growing up or banter, any behaviour of this type will be challenged by all adults working within the Trust and not normalised. Staff are aware that addressing inappropriate behaviour (even if it appears relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The Trust's position in relation to sexual violence and sexual harassment:

'Our position as a trust and within all our academies is clear: sexual violence and sexual harassment

are never acceptable, will never be tolerated and are not an inevitable part of growing up. Such behaviour will never go unchallenged or become accepted and we remain committed to working openly and transparently to promote mutual respect.

Our Safeguarding and Child Protection Policy has guidance within it around the indicators of child on child abuse and harmful sexual behaviour along with our response procedures. All relevant Safeguarding Policies are available on individual academy websites.

All pupils are taught the Relationships and Sex Education (RSE) curriculum.

The appropriate means for disclosing an allegation of abuse relating to another pupil is always to inform a member of the specific academy's safeguarding team directly or a member of the Trust Safeguarding Directorate. In the event that an allegation is made against a member of staff, this must be sent to the Academy Principal or directly to the Trust Safeguarding Directorate. We will always act on concerns raised'.

See KCSIE 2025: Part 5 and Appendix 3 for further information regarding sexual violence and sexual harassment between children and Academy response and reporting procedures.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm or significant change in wellbeing;
- signs of assault or unexplained injury; and/or
- unexplained gifts or new possessions.

These can all suggest that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.

There are a range of risk factors which all staff should be aware of which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

All staff should be aware that violence can often peak in the hours just before and just after school. These are particularly risky times for pupils involved in serious violence.

So-called 'honour'-based Abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses crimes that have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.

Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Adults working within the Academy who have a concern regarding a pupil who may be at risk of HBA or has suffered from HBA should report this to the DSL immediately who will follow agreed academy, Trust and national procedures for multi-agency safeguarding liaison.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting consequences.

Where FGM **has taken place** it is a mandatory requirement that teaching staff personally report this to the police. This will be with full support from the DSL.

Forced Marriage

A forced marriage is a marriage entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of consent can be where a person does not consent or where they cannot consent (if they have learning disabilities for example). Some perpetrators use perceived cultural practices as a way to coerce a person into marriage. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. Academy staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England, they play an important role in safeguarding children from forced marriage.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the Academy should notify the Local Authority of the circumstances.

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The Academy ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care

arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care.

Work experience

The Academy has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education.

Children staying with host families

The Academy may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. Some overseas pupils may reside with host families during school terms and we will work with the Local Authority to check that such arrangements are safe and suitable. In such circumstances the Academy follows the guidance in Annex D of Keeping Children Safe in Education (2023) to ensure that hosting arrangements are as safe as possible.

Appendix One

Indicators of Abuse and neglect

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant in relation to the impact of all forms of domestic abuse on children including where they see, hear or experience its effects. Children may be abused in a family or institutional or community setting by those known to them, or more rarely by others. Abuse can take place online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults of another child or children.

Physical abuse

Physical abuse is a form of abuse which 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 (this used to be called Munchausen's Syndrome by proxy but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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. It may involve serious bullying (including cyber bullying), 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, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 abuse. Sexual Abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (also known as child on child 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, for example, 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 caregivers); 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 of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age

- acquire gifts such as money or a mobile phone from new 'friends'

This is not an exhaustive list and individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

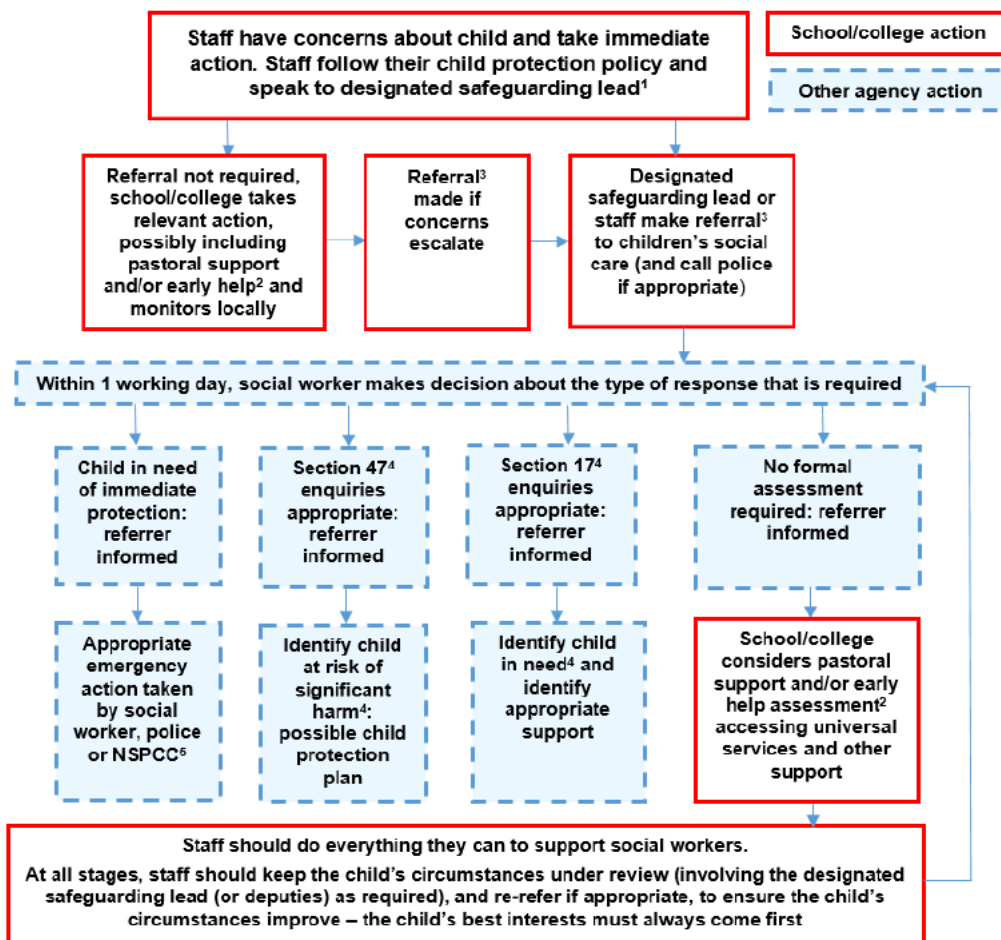
All staff must be aware that safeguarding indicators and/or behaviours can be associated with factors outside of school and/or can occur between children outside of these environments. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms.

All staff must also be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

Children can also abuse their peers online, this can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images and the sharing of abusive and pornographic images to those who do not wish to receive such content.

Appendix Two – Concerns Flowchart

Actions where there are concerns about a child



Appendix 3 – Child on child sexual violence and sexual harassment

It is essential that all pupils are reassured that they are being taken seriously and that they will be supported and kept safe by academy staff. Pupils will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls will most likely be the victims of sexual violence and sexual harassment and more likely that it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also at three times greater risk of being abused by their peers.

Staff should be aware of the importance of:

- making clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment
- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as ‘banter’, ‘part of growing up’, ‘just having a laugh’ or ‘boys being boys’; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual Violence

It is important that staff are aware of sexual violence and the fact that children can, and sometimes do, abuse other children in this way and that it can happen inside and outside of school. When referring to sexual violence KCSIE 2025 is referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A Person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Staff should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity

may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to remember that:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual Harassment

When referring to sexual harassment KCSIE means 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as: deliberately brushing past someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature;
- upskirting (a criminal offence); and
- online sexual harassment. This may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing nudes and semi-nudes images and/or videos – taking and sharing nude photographs of under 18's is a criminal offence;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;
 - sexual exploitation; coercion and threats;
 - coercing others into sharing images of themselves or performing acts they're not comfortable with online.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the academy responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to come forward. Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of normalised unacceptable behaviours and provide an environment that may lead to sexual violence.

Appropriate and adequate support should also be provided to the alleged perpetrator of any incidents.

A Risk Assessment should be considered in all circumstances, regardless of perceived seriousness – this should be completed by the DSL in conjunction with other agencies as appropriate.

Any child within any Greenwood Academies Academy will be listened to and supported by experienced and trained safeguarding staff. All staff should report any concerns to the Designated Safeguarding Lead as soon as possible.

All DSLs and Deputy DSLs are familiar with Part 5 of Keeping Children Safe in Education (2024). The Trust Safeguarding Directorate will support with any sexual violence or sexual harassment concerns following Trust and Government Guidance.

Harmful Sexual Behaviour (HSB)

Children's sexual behaviour exists on a continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent.

Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can occur simultaneously between the two.

All HSB observed or reported is considered in a child protection context.

The DSL and Deputy DSLs have a good understanding of HSB and ensure that all academy staff have received training at an appropriate level to their role within the academy.

Appendix Four – Online Safety

As our pupils increasingly use electronic equipment on a daily basis to access the internet, share content and images via social media and for online learning, the Academy recognises the importance of safeguarding children from potentially harmful and inappropriate online material. There is an effective Trust wide approach to online safety followed within the Academy which empowers us to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. **If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).**

The Trust ensures online safety is a running and interrelated theme and considers how online safety is reflected as required in all relevant policies and whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Remote learning

All staff must refer to Academy specific remote learning guidance and follow the Trust Safeguarding Guidance for the use of Microsoft Teams for delivering online learning and communicating with pupils.

Filtering and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Trust is committed to doing all that we reasonably can to limit children's exposure to the above risks from the Academy's IT system. As part of this process, the Trust will ensure the Academy has appropriate filters and monitoring systems in place and that all staff are aware of how this filtering is undertaken and monitored.

Via the Safeguarding Directorate, DfE Filtering and Monitoring Standards are met by compliance with the following:

- identification and assigning of roles and responsibilities to manage filtering and monitoring systems in conjunction with our external IT provider
- annual review of filtering and monitoring provision

- blocking of harmful and inappropriate content without unreasonably impacting teaching and learning
- consistent and ongoing monitoring mechanisms in place to meet academy safeguarding needs
- meet the requirements set out in the DfE published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely

All Principals and DSLs are aware of their responsibilities regarding online monitoring and filtering and ensure that all relevant training and awareness is provided to all staff. The DSL will ensure that the online safety lead follows guidance in the online safety lead job description.

Appendix Five – Administering Medicines

****Please refer to the full Trust Medical Support for Pupils Policy for full details and all forms for completion referenced throughout this appendix****

Medicines should only be administered at the Academy if it would be detrimental to the pupil's health not to do so. Wherever clinically possible, medicines should be prescribed in dose frequencies which enable them to be administered outside of school hours.

A) Prescription Medication

This policy is relevant for tablets, medicines, creams and sprays prescribed by a GP or other authorised healthcare professional.

1. All parents/carers will be asked to complete the Parental Agreement Form (Appendix A1, A3 or Appendix A4 in the full Medical Support for Pupils policy) in the presence of the designated person before medicine can be administered by the Academy
2. All prescribed medicines must be brought to the Academy in the original container with the prescriber's instructions for administration and dosage and must be in-date. NB insulin may be in a pen or pump rather than the original container
3. All medication (see item 6 for exceptions) must be handed in to the Academy reception with a covering letter from the parent/carer on the day that it is brought in to the Academy (the letter must be filed with the Parental Agreement Form (Appendix A2, A3 or Appendix A4) and moved to the individual pupil's file at the end of each term
4. Storage of Medication
 - (i) All medication (see item 6 for exceptions) will be secured in a locked cabinet/container. The pupil will be made aware of where the medicine is stored and how to access it immediately
 - (ii) A safe container for the disposal of sharp needles will be kept in a locked cabinet and handed to the site manager for safe disposal
 - (iii) Medicines requiring refrigeration should be kept in a secure, clearly labelled box in the fridge
5. Administration of Medication

(i) Prescription medication will be administered in accordance with the prescriber's instructions by the member(s) of staff named in the parent/carer agreement and/or IHP or by one of the following:

- Principal
- Designated person(s)

Academy staff will be appropriately instructed on the administration of medication

(ii) The Academy will keep a daily log of all medicines dispensed (Appendix A2)

(iii) Administration will always be recorded and witnessed and countersigned by an additional member of staff (See Appendix A2)

6. Exceptions

- (i) Secondary age pupils who have an inhaler for asthma will keep it in their academy bag, to be used by themselves only as necessary. The inhaler must be clearly marked with the pupil's name
- (ii) Secondary age pupils who have an Epi Pen for allergic reactions will keep it in their academy bag clearly labelled with their name. This is to be administered by one of the staff named in Section 5.
- (iii) Pupils who have a signed Appendix A3 or A4 authorising self-administration

B) Non-Prescription Medicine

Non-prescription medication will not normally be administered by the Academy. Non-prescription medication will only be administered where the Academy has written parental consent.

7. Where a pupil's medical or care needs are covered under the Equality Act 2010, staff will be informed of any reasonable adjustments necessary to the curriculum and its delivery, the Academy environment and equipment.

Consideration will be given to the potential impact of:

- time and effort
- inconvenience
- indignity or discomfort
- loss of opportunity
- diminished progress.

* See the SEN and Disability Policy

8. A copy of the DfE guidance Supporting pupils at school with medical conditions is published with the Medical Support for Pupils policy and will be kept available in the Academy for reference.

Appendix 6 – Further Reading / Additional Information Sources (recommended for all Lead and Deputy Designated Safeguarding Leads)

[All links are accessible via the KCSIE 2025 online document](#)

Trust documentation can be found on the DSL Teams pages

Trust Policies Teams pages or requested from safeguarding@greenwoodacademies.org

Abuse

[Supporting Practice in tackling sexual abuse - CSA Centre](#)

[What to do if you're worried a child is being abused](#)

[Domestic abuse: Various information/Guidance](#)

[Faith based abuse: National Action Plan](#)

[Forced marriage resource pack](#)

[Disrespect NoBody campaign - GOV.UK](#)

[Tackling Child Sexual Abuse Strategy](#)

[Together we can stop child sexual abuse](#)

Bullying

[Preventing bullying including cyberbullying](#)

Children missing from education, home or care

[Children missing education](#)

[Children who run away or go missing from home or care](#)

[Missing Children and Adults strategy](#)

Children with family members in prison

[National Information Centre on Children of Offenders](#)

Child Exploitation

[Safeguarding children who may have been trafficked](#)

[Care of unaccompanied migrant children and child victims of modern slavery](#)

[Modern slavery: how to identify and support victims](#)

[Child exploitation disruption toolkit](#)

[County Lines Toolkit for Professionals](#)
[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#)

Confidentiality

[Gillick competency Fraser guidelines](#)

Drugs

[From harm to hope: A 10 year drugs plan to cut crime and save lives](#)

[Honest information about drugs](#)

[Drug and Alcohol education - teacher guidance and evidence review](#)

(So-called) 'Honour' Based Abuse including FGM and forced marriage

[Female genital mutilation: information and resources](#)

[Female genital mutilation: multi agency statutory guidance](#)

[FGM resource pack](#)

Health and Wellbeing

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#)

[Supporting pupils at school with medical conditions](#)

[Mental health and behaviour in schools](#)

[Overview - Fabricated or induced illness](#)

Homelessness

[Homelessness code of guidance for local authorities](#)

Information Sharing

[Government information sharing advice](#)

[Information commissioners Office: Data sharing information hub](#)

Online Safety Advice

[Childnet](#)

[Educateagainsthate](#)

[London Grid for Learning](#)

[NSPCC E-safety for schools](#)

[Safer recruitment consortium](#)

[Searching, screening and confiscation](#)

[South West Grid for Learning](#)

[Use of social media for online radicalisation](#)

[Online Safety Audit Tool](#)

[Online safety guidance if you own or manage an online platform](#)

[A business guide for protecting children on your online platform](#)

[UK Safer Internet Centre](#)

Online Safety – Remote education, virtual lessons and live streaming

[Guidance: Get help with remote education](#)

[Departmental guidance on safeguarding and remote education](#)

[London Grid for Learning](#)

[National cyber security centre](#)

[UK Safer Internet Centre](#)

Online Safety – support for children

[Childline](#)

[UK Safer Internet Centre](#)

[CEOP](#)

Online Safety Parental Support

[Commonsensemedia](#)

[Internet Matters](#)

[How Can I Help My Child?](#)

[Stopitnow - Lucy Faithfull Foundation](#)

[National Crime Agency/CEOP Thinkuknow](#)

[Parentzone](#)

[Talking to your child about online sexual harassment: A guide for parents](#)

Private Fostering

[Private Fostering: local authorities](#)

Radicalisation

[Prevent duty guidance](#)

[Prevent duty: additional advice for schools and childcare providers](#)

[Educate Against Hate](#)

[Extremism and Radicalisation Safeguarding Resources](#)

[Managing risk of radicalisation in your education setting](#)

Serious Violence

[Serious violence strategy](#)
[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#)
[Youth Endowment Fund](#)
[Gangs and youth violence: for schols and colleges](#)
[Tackling violence against women and girls strategy](#)
[Violence against women and girls: national statement of expectations for victims](#)

Sexual Violence and Sexual Harassment

[Banardo's](#)
[Lucy Faithfull Foundation](#)
[Marie Collins Foundation](#)
[NSPCC](#)
[Rape Crisis](#)
[UK Safer Internet Centre](#)

Harmful Sexual Behaviour

[The Survivors Trust](#)
[NICE guidance](#)
[HSB Toolkit](#)
[Shorespace](#)
[NSPCC Learning: Protecting children from harmful sexual behaviour](#)
[NSPCC - Harmful sexual behaviour network](#)
[Contextual Safeguarding Network - Beyond Referrals \(schools\)](#)
[Stop It Now](#)

Support for Victims

<http://www.anti-bullyingalliance.org.uk/>
[Rape Crisis](#)
[The Survivors Trust](#)
[Victim Support](#)
[Childline](#)

Toolkits

[NSPCC Online Assessment Tool](#)
[NSPCC Responding to disclosures](#)
[NSPCC Harmful sexual behaviour framework](#)
[Peer on peer abuse toolkit - Farrer & Co and Carlene Firmin MBE](#)
[Contextual Safeguarding Network](#)
[Childnet - STAR SEND Toolkit](#)
[Childnet - Just a joke?](#)
[Childnet - Step Up, Speak Up](#)
[Addressing child on child abuse: a resource for schools and colleges](#)

Sharing Nudes and Semi-nudes

[London Grid for Learning - collection of advice](#)
[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)