GREENWOOD ACADEMIES TRUST

Nethergate Academy Site Specific Arrangements for Safeguarding and Child Protection

To be read in conjunction with Keeping Children Safe in Education 2026

Document Owner	Tracey Ydlibi
Version	9
Effective From	01/09/2026
Next Review Date	31/08/2027

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Introduction

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

Nethergate Academy Context

Nethergate Academy is a 5-19 special school where all pupils have an Education, Health and Care Plan (EHCP). Pupils attending Nethergate have a wide range of special educational needs and disabilities including autism, learning disabilities, speech, language and communication difficulties, ADHD, sensory processing differences, physical disabilities, complex medical needs and social, emotional and mental health needs. Many pupils require support with communication and some are non-verbal communicators.

As a specialist setting, we recognise that our pupils are among the most vulnerable children in society. Their communication needs, reliance on adults, social vulnerability and difficulties recognising risk can create additional safeguarding challenges. Staff maintain a culture of curiosity, vigilance and professional challenge to ensure concerns are identified and responded to at the earliest opportunity. We recognise that behaviour can be a form of communication and seek to understand the underlying causes of distress, anxiety or changes in presentation

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 readalongside:

- Greenwood Academies Trust: Trust Safeguarding Policy;
- Greenwood Academies Trust: Staff Code of Conduct;
- 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 2026; KCSIE 2026
- Working Together to Safeguard Children – March 2026; WTTSC 2026
- Local arrangements for managing allegations issued through the relevant Local Safeguarding Children Partners;
- 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' defines safeguarding as:

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

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- 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 upbring 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 suspected to be suffering, or who are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care as well as 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 is anti-discriminatory and anti-racist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity and disability, 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 refers to birth parents and other adults who are in a caring/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. All adults have a role to play in identifying concerns, sharing information and taking prompt action. 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 ensuring that their approach is child centred.

- 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

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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.

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Key Staff and Contacts

Academy Based Contacts

Name	Role
Tracey Ydlibi	Principal
Sarah Heery	Designated Safeguarding Lead
Sharon Muddeman, Beckie Shaw, Tracey Farrell, Katie Howse, Annie Chisiwa.	Deputy Designated Safeguarding Lead/s
Sarah Heery	Online Safety Lead
Sarah Heery	Prevent Duty Lead
Sarah Heery	Allergen Lead
Sharon Muddeman	Mental Health / Wellbeing Lead
Sarah Heery	Designated Teacher for Looked AfterChildren
Sarah Heery	Designated Teacher for Previously LookedAfter Children
Naomi Thomas	Attendance Officer
All class staff	Physical Handling Trained Staff

All of the above can be contacted via the Academy office on 01159152959
Admin@nethergateacademy.org

Nethergate Academy

Swansdowne Drive
Clifton
Nottingham
NG11 8HX

The safeguarding team provides oversight across both the Swansdowne Drive and Green Lane sites. Staff on either site can access immediate safeguarding advice from a DSL or DDSL at all times

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 **Organisation:** Greenwood Academies Trust **Telephone:** 0115 748 3310
Children's Social Care Contact Centre Nottingham City Council	Nottingham City Council Station Street</Loxley House> Nottingham NG2 3NG **MASH:** 0115 876 4800
Children's Social Care – Emergency Duty Team Nottingham City Council	Children's Social Care / City MASH (office hours): 0115 876 4800 **Emergency Duty Team (EDT): 0115 876 1000** **Alternative EDT number: 0115 876 560**
Local Authority Designated Officer (LADO) Nottingham City Council	***Nottingham City Local Authority Designated Officer (LADO):*** **Mona Cook and Jodie Turner** **LADO@nottinghamcity.gov.uk** **For LADO enquiries call: 0115 87 65166**
Child Line	0800 1111
NSPCC Information Service	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285

The Designated Safeguarding Lead (DSL):

The DSL should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) and 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 robust and communicated as appropriate.

Whenever the DSL is unavailable, a clear, reliable and known arrangement should be in place so that concerns can be raised.

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 leads where safeguarding concerns are linked to mental health;
- recognise that attendance is a safeguarding issue and that being absent from education as well as missing education can indicate neglect, abuse, exploitation or wider welfare concerns.

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- 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 by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced 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 or 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.
- Staff should not assume another practitioner will share information that may be critical to keeping a child safe. Information should be shared early, lawfully, proportionately and wherever safe to do so, transparently with families. Fears about data protection must not stand in the way of safeguarding and promoting the welfare of children.

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 that parents know that referrals will be made about suspected abuse or neglect may be made and the role of the academy in this;
- share Local Safeguarding Partner information as appropriate with wider staff teams;
- help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff and leaders.

- **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 Family 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 how Trust wide filtering and monitoring arrangements work and liaise with the Safeguarding Directorate and Trust IT provider as required to ensure arrangements remain effective and proportionate
- understand the unique risks associated with online safety and ensure they have the relevant knowledge and capability to help keep children safe online whilst they are at school;
- 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 whilst they are at school;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures put in place to protect them

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 communication.

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Holding and sharing information

The DSL should:

- understand the importance of information sharing and relevant data protection legislation both within the academy, with other schools on transfer, including in-year and between primary and secondary education and with safeguarding partners other agencies, organisations and practitioners;
- Understand relevant data protections laws;
- 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

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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 Family 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:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care

- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit 11
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

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

The Nethergate Academy recognises that children with special educational needsor 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 condition without further exploration,
- these children 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 risks that they do not understand that what is happening to them is abuse,
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Safeguarding within a Specialist Setting

At Nethergate Academy we recognise that safeguarding concerns may present differently for children with complex SEND.

Staff remain alert to:

- Changes in behaviour, engagement or emotional regulation.
- Increased self-injurious behaviour.
- Changes in communication, routines or presentation.
- Regression in previously established skills.
- Signs of anxiety, withdrawal or distress.
- Unexplained injuries or marks.
- Sexualised behaviours that may require assessment using recognised frameworks.
- Indicators of exploitation, coercion or manipulation online and within the community.

Many pupils require support to understand relationships, personal boundaries, consent and safe use of technology. Safeguarding education is therefore embedded throughout the curriculum and is adapted to meet individual learning and communication needs. Pupils receive teaching on personal safety, healthy relationships, online safety, community safety and seeking help through personalised PSHE programmes, visual supports, social stories and practical learning opportunities

Allegations against staff or volunteers

When an allegation is made against a member of staff, our Trust 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	01159152959

If your concern relates to the Principal, please contact:

Name	**Role**	**Contact Number**
Safeguarding Directorate	**Safeguarding Support**	**safeguarding@greenwoodacademies.org**
Sarah Martin	Education Director	0115 748 3310

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 or agency 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;** have read and understood Keeping Children Safe in Education 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 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 2026: Part 3 and Greenwood Academies Trust: Recruitment, Selection and Disclosure Policy and Procedure.

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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 safetyand 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.

Sixth Form Provision (Green Lane)

Nethergate Academy operates a Post-16 provision at Green Lane, located approximately a 10-minute walk from the main Swansdowne Drive site. The Green Lane provision forms an integral

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part of Nethergate Academy and all Greenwood Academies Trust safeguarding policies, child protection procedures, reporting systems and expectations apply equally to both sites.

A Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) will normally be present on the Green Lane site. In the event that a DSL or DDSL is temporarily working from another location, safeguarding support remains immediately available through telephone contact, Microsoft Teams and direct communication with the safeguarding team. A DSL or DDSL can attend the Green Lane site promptly whenever required. All staff understand how to access safeguarding advice and support at any time during the school day. [Site Speci...ts Sept 26 | PDF]

Staff at both sites use the same safeguarding systems and procedures, including:

- CPOMS recording and monitoring.
- Child protection referral procedures.
- Family Help and MARF processes.
- Allegations management procedures.
- Online safety procedures.
- Prevent duty procedures.
- Attendance monitoring and welfare checks.
- Health and safety and site security procedures.

Safeguarding concerns arising at Green Lane are managed in the same way as concerns arising on the main school site. Information is shared appropriately between sites to ensure that all safeguarding information is current and that pupils receive a consistent, coordinated and timely response.

As many Post-16 learners access the local community, college placements, work experience placements, travel training and independent travel opportunities, safeguarding education at Green Lane places a particular emphasis on:

- Preparation for adulthood.
- Community safety.
- Independent travel safety.
- Healthy relationships and consent.
- Online safety and exploitation risks.
- Financial safety and scams.
- Employment and workplace safety.
- Personal safety within the community.

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Staff maintain close communication with families, employers, colleges and external agencies to ensure risks are identified early and appropriate support is put in place.

Contextual Safeguarding at Nethergate Academy

Nethergate Academy recognises that safeguarding risks can occur outside the family home.

Risks identified through our contextual safeguarding assessment include:

- Online exploitation and inappropriate use of social media.
- Child-on-child abuse within and beyond school.
- Vulnerability to grooming by strangers online.
- Financial exploitation by peers and members of the public.
- Community-based bullying and victimisation.
- Unsafe relationships due to social vulnerability and difficulties understanding intent.
- Independent travel risks for pupils travelling to and from school.
- Exposure to drugs, alcohol and anti-social behaviour within the wider community.

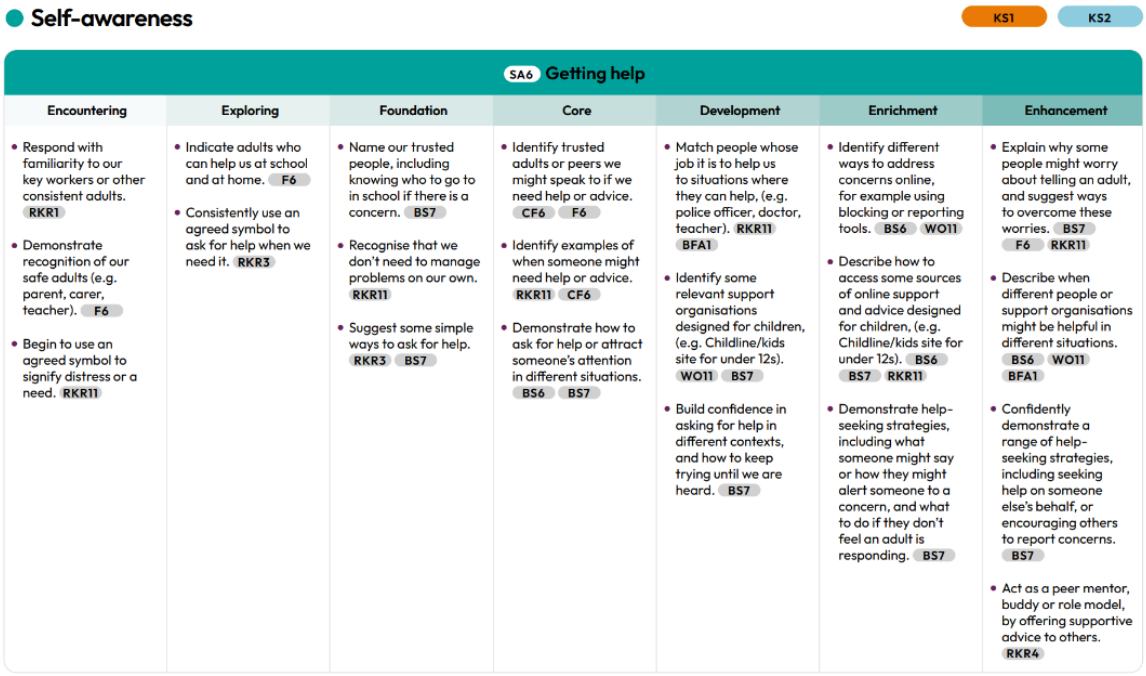
Safeguarding concerns arising outside school are taken seriously and responded to through close partnership working with parents, social care, health services, police and other professionals. Contextual concerns are discussed within safeguarding meetings and recorded through CPOMS.

Teaching our pupils about safeguarding

We teach children how to safeguard themselves through the PSHE curriculum. This is now taught through the curriculum areas My Independence, My Health, My Community and My Future.

We use the PSHE SEND framework to inform planning and outcomes. It has recently been updated. Here is an example of the planning we use from the framework

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Self-awareness KS1 KS2

SA6 Getting help

Encountering	Exploring	Foundation	Core	Development	Enrichment	Enhancement
• Respond with familiarity to our key workers or other consistent adults. RKR1 • Demonstrate recognition of our safe adults (e.g. parent, carer, teacher). F6 • Begin to use an agreed symbol to signify distress or a need. RKR11	• Indicate adults who can help us at school and at home. F6 • Consistently use an agreed symbol to ask for help when we need it. RKR3	• Name our trusted people, including knowing who to go to in school if there is a concern. BS7 • Recognise that we don't need to manage problems on our own. RKR11 • Suggest some simple ways to ask for help. RKR3 BS7	• Identify trusted adults or peers we might speak to if we need help or advice. CF6 F6 • Identify examples of when someone might need help or advice. RKR11 CF6 • Demonstrate how to ask for help or attract someone's attention in different situations. BS6 BS7	• Match people whose job it is to help us to situations where they can help, (e.g. police officer, doctor, teacher). RKR11 BFA1 • Identify some relevant support organisations designed for children, (e.g. Childline/kids site for under 12s). WO11 BS7 • Build confidence in asking for help in different contexts, and how to keep trying until we are heard. BS7	• Identify different ways to address concerns online, for example using blocking or reporting tools. BS6 WO11 • Describe how to access some sources of online support and advice designed for children, (e.g. Childline/kids site for under 12s). BS6 BS7 RKR11 • Demonstrate help-seeking strategies, including what someone might say or how they might alert someone to a concern, and what to do if they don't feel an adult is responding. BS7	• Explain why some people might worry about telling an adult, and suggest ways to overcome these worries. BS7 F6 RKR11 • Describe when different people or support organisations might be helpful in different situations. BS6 WO11 BFA1 • Confidently demonstrate a range of help-seeking strategies, including seeking help on someone else's behalf, or encouraging others to report concerns. BS7 • Act as a peer mentor, buddy or role model, by offering supportive advice to others. RKR4

Child Protection Procedures Recognising Concerns

Communication and Safeguarding

Nethergate Academy is committed to ensuring every child has a voice.

Communication methods used across the school may include:

- Speech and language.
- Makaton signing.
- Visual timetables.
- Symbols and communication boards.
- Objects of reference.
- PECs and visual supports.
- Assistive technology and AAC devices.
- Intensive interaction approaches.

Staff understand that disclosures may not always be verbal. A child's behaviour, communication, emotional presentation or interaction patterns may indicate a safeguarding concern. Staff will respond appropriately to all forms of communication and seek specialist advice where required

Many pupils at Nethergate Academy have complex health needs requiring medication, specialist interventions or support with personal care. Staff receive appropriate training to ensure pupils' health, dignity and wellbeing are protected at all times. Safeguarding considerations are embedded within personal care, moving and handling, intimate care and medical procedures.

Individual healthcare plans are implemented where required and are reviewed regularly with families and health professionals

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.

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.

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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 memberwill, 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

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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 firstbe 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.

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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.

Family Help

Supporting Families

Nethergate Academy believes in early intervention and works closely with families to secure support before concerns escalate.

The DSL and wider safeguarding team regularly support families with:

- Early Help referrals.
- Short Break applications.
- Disabled Children's Team referrals.
- Dynamic Support Register referrals.
- Attendance support.
- Mental health support pathways.
- Housing and financial hardship signposting.
- Access to health and social care services.
- Transition planning and preparation for adulthood services.

Parents are encouraged to contact the safeguarding team whenever they require support or guidance

Referrals to family help, short breaks and the disabled children's team are all made by the DSL through the online Multi Agency Referral Form MARF Multi Agency Safeguarding Children Hub (MASH) - Nottingham City Council 01158764800

The DSL can refer to the Dynamic Support Register when there are serious concerns about hospitalisation or family breakdown nnicb-nn.nottsdsr@nhs.net Once on the DSR a referral can be made to the keyworking service. Keyworker support families to access services. https://nottinghamcity-dash.achieveservice.com/

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 receivedthe 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 Academy Central Offices or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.