Regional Safeguarding Advisory Board

CONTEXTUAL SAFEGUARDING

INDIVIDUAL ACADEMY ASSESSMENT

Nethergate Academy

Academy:

Region: Nottingham City

DSL completing assessment: Sarah Heery

Date: Updated November 2026

Submitted to Safeguarding Advisor Date: November 2026

Student Needs					
Health (Of school population in relation to safeguarding)	**Education** (Curriculum, PSHE, SRE in relation to safeguarding)	**Emotional and behavioural development** (The moods and emotional regulation of students)	**Identity and school culture** (e.g. positive, normalisation, ethos of staff and students)	**Peer relationships** (Between students and staff to students)	**Social presentation** (e.g. of students to staff and outsiders)
All our pupils have a disability, and many are nonverbal as such are amongst the most vulnerable in terms of safeguarding. They are most likely to experience abuse as they are overly reliant on adults and find it hard to stand up for themselves. Many of our pupils have learning and communication difficulties. This means recognising and reporting abuse is particularly difficult. Our pupils have many medical appointments to attend. In addition to the usual appointments such as dental checks they often need regular appointments to review medication. They are reliant on adults to organise and take them to their appointments. Due to sensory processing difficulties many of our pupils have restricted diets. This can impact on their health it may mean being over or underweight. Self-harm is an issue with some pupils due to sensory processing difficulties high anxiety levels and depression. The impact of DV is denied by parents.	Our students need support to understand relationships-they are vulnerable to anyone who would take advantage of them in person or online including their peers. Many are non-verbal and cannot communicate their experiences clearly. They are extremely vulnerable in terms of abuse. Money/property, sexual favours, doing another's bidding, accepting ill treatment including emotional and physical harm or neglect. Many of our pupils have very limited understanding of social interaction. They may not be able to read social cues, and they may misinterpret facial expressions and actions. We constantly support our pupils in understanding how to stay safe using programs such as NSPCC talk pants. Emotional Literacy Support (ELSA). Each issue involving online safety is dealt with individually with parents. We ensure pupils have specialised relationship	Having a disability has a massive impact on emotional and behavioural development. All our pupils struggle with mood and emotional regulation. Some pupils have particularly severe difficulties in this area. When dysregulated pupils put themselves in danger and need very close supervision. Having behavioural and emotional difficulties puts extreme pressure on families. School staff are trained to support pupils in school when they are dysregulated-this may mean Emotional Literacy support Assistant support. Many staff have been trained in emotions coaching and are skilled at offering support at the most difficult times. Families are supported through regular meetings and telephone contact. Staff set up sensory circuits and planned movement breaks to aid regulation. Parents are given	**Vision Statement;** A place of belonging, growth, and endless possibilities-where every child is celebrated, empowered, and supported to thrive in their own unique way. We envision a school where; • Every pupil is seen, heard, and deeply valued • Learning is personalised, joyful and meaningful • Staff, families, and professionals work together to unlock potential • Inclusion is our daily practice-not just a principle. • Every child is an enabled communicator. Our Values  Nethergate staff strive to practise unconditional positive regard for all pupils' i.e. basic acceptance and support of a person regardless of what the person says or does. We understand pupils benefit from the PACE approach	Our pupils frequently struggle to manage relationships with each other and with staff. We have a high adult ratio and highly trained staff to support and role model positive interactions. We run interventions such as lego therapy and communication groups to support social interaction. We have staggard playtimes. Some of our pupils socialise together out of school. As a result of their learning difficulties, they have great difficulties managing social situations without adult support and supervision. These social occasions often lead to behaviour problems and pupils feeling uncomfortable. These situations inevitable come into school and we look into them with the support of parents and sometimes outside agencies. Staff are frequently trained and	Some of our pupils are nonverbal and at times they behave in a way which the general public may find alarming. They rely on adults to keep them safe. Some of our pupils travel independently. Our pupils are vulnerable and look or behave a bit differently to other young people. At times they put themselves in danger but being led into unsafe situations-eg hanging around the shops instead of getting home. There have been difficulties with their behaviour in the community (loud/abusive) and also issues in the local area where our pupils have been the victim of bullying from the local secondary school pupils and also other young people. Pupils are vulnerable in the community-we have had students telling us they have taken drugs and alcohol. We always pass any concerns on to parents (if safe to do so) and relevant agencies. Parents have reported pupils giving their money to other young people who they think are friends, but they do not know their names.

Parents cannot deal with their children's behaviour and do not put boundaries in place. Staying up late gaming and on social media. The impact of parental mental health on the pupils. The impact of parental cannabis use on pupils' health.	lessons, internet safety lessons, lessons about personal safety.	information about support groups in the weekly newsletter.	(Playfulness, Acceptance, Curiosity, and Empathy.) especially those young people who have experienced childhood trauma.	reminded of the importance of vigilance inside school and outdoors. Staff are reminded about the importance of being able to see children at all times.	who is first in the line. Parental mental health impacts on how pupils behave in the community. Parental behaviour has a huge impact on how pupils behave online.

Staff Support			
Ensuring safety (Academy staff are able to ensure students' physical, emotional, psychological wellbeing)	**Trusted relationships** (Students have relationships with adults whom they trust in the Academy)	**Knowledge and understanding of safeguarding role** (Staff have training on safeguarding, are aware of safeguarding policy and procedures and act upon this)	**Policy framework** (The Academy have appropriate policies in place to respond to safeguarding concerns that are used by staff and relate to those in use by the multi-agency partnership)
PI training-we are trained to physically support pupils if they are behaving in an unsafe way **Early intervention**-staff act very quickly if negative body language and non-co-operation are seen pupils will be asked to leave the room. Teacher know when physical aggression is likely and the priority is to keep pupils safe –the teacher can radio for support and the young person who is struggling to engage will leave the room. **Culture of openness.** Pupils will tell staff if they feel unsafe or if there are any bullying issues Staff take any threats of unkind behaviour very seriously as we believe in early intervention. **Engagement team**-staff are always available to offer support if a pupil is not engaging in a positive way. Staff respond to radios immediately as they are only used in emergencies. Parental links-we have strong open relationships with parents. They ring us to let us know if their children are upset or angry so that we can be aware and put support in. Parents will also make us aware if there are any problems in school that we need to look into.	Relationships are key and our staff build trusting relationships with pupils whilst maintaining a clear pupil teacher boundary. Class team-the primary relationship will be with the class teacher and teaching assistant. They will work hard to make strong trusting relationships with their pupils.	All staff have basic safeguarding training before they start working at Nethergate. All staff know their role in safeguarding children and what to do if they have any concerns about a pupil or member of staff. They have all been trained and DSL does regular update staff meetings. The DSL attends the Nottingham city DSL Network. All DSL's are trained. SLT who interview staff are trained in safer recruitment. All staff have an introduction to safeguarding	The following documents are available on our website Site specific safeguarding policy updated September 2026 Physical Intervention Policy Behaviour and Motivation Policy The GAT Safeguarding Policy, Code of conduct and KCSE is shared

ELSA we have a number of staff trained as Emotional Literacy Support Assistants. They are trained in guiding pupils through difficult times when they are struggling. **Library HUB and outdoor classroom**-the hub is a place where pupils can go to get support at any time. Many pupils check in every morning for tea and toast. Other pupils check in through the day or if they are anxious or upset. They can go there for first aid or just 5 minutes time out-we encourage pupils to recognise when they are feeling dysregulated and take action to help themselves. The outdoor classroom is a provision at lunchtimes where children can go for emotional support. **Restorative approach**. When there are disagreements between pupils, we encourage them to talk through what happened with an adult and reflect on what they might have done differently and decide how they can repair any damage. **Emotion coaching**-staff have been trained in how to support pupils who are struggling with their emotions. Staff acknowledge the frustration they are feeling, name unacceptable behaviour revisit expectations, help pupils to find solutions. **PACE** we practice **P**layful, **A**cceptance, **C**uriosity and **E**mpathy **Enrichment/therapeutic** Activities which enrich a young person's experience helps to develop self-esteem and confidence. Activities with a physical dimension also supports good mental and physical health Outdoor learning Horse riding **NCS** National Citizenship service DOE Duke of Edinburgh PE Sensory circuits planned movement breaks Baxter (school dog) Lego therapy Tea therapy Flexible approach-we are flexible and adapt our curriculum to meet the needs of our pupils. Our pupils have individualised curriculums to meet their needs. Their work is tailored to meet their learning styles and needs. Opportunities to help others and build self-esteem. E.g., reading buddies, working in the kitchen, jobs around school. **Curriculum** **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 Safeguarding assemblies and the NSPCC pants programme are also used	**Library Hub**-Mrs Smith is our engagement mentor Trained in emotional literacy who is always there to provide emotional support and help pupils to sort out any difficulties **Senior Leadership Team** The SLT provide a further level of support for all pupils if they need help dealing with issues at school or in the community or home. They are always available and know pupils well. **Specialist teachers** Outdoor learning IT Art Cooking **SALT and OT** Speech and Language and occupational therapists support pupils and families **MHST** The mental health support team provide 1.1 counselling, group work and assemblies **EPs** The Educational Psychology service provide training for staff and supervision if needed.	training in September and engage in the online training programme. If staff start after September they are trained by the DSL on arrival. All staff have a hard copy of the latest Keeping children safe in education part 1 and Annex A. The DSL has attended training on child on child abuse, county lines, CCE CSE prevent and child deaths, information sharing, administration of medication, epilepsy, paediatric first aid,	with all staff in September on the INSET day and as part of induction for new staff.

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

Environmental and Family Factors				
Neighbourhood safety (Are students safe on their journey and around the Academy? Is the Academy aware of issues locally and included in forums to discuss these?)	**Parental integration** (Are parents supported to engage with the Academy)	**Physical Academy Safety** (Do students feel safe at the Academy? Is information collated on the location of incidents etc. are there issues affecting the safety of students linked to the physical and online world)	**Resources** (Does the Academy have resources to respond to safeguarding issues? Do they engage with local partnership services etc.)	**Thresholds** (Are there clear thresholds internally for responding to safeguarding/behavioural issues? Are staff aware of these? Do these link to those used by the multi-agency partnership?
If we have pupils who travel independently. • We have staggered the leaving times of our independent travellers to	Parents are welcomed into school in the new parent's meeting before their child start at Nethergate.	Pupils are asked if they feel safe in student surveys. **Unstructured times** such as break times and lunch times have been identified as being most difficult for pupils –incidents of challenging behaviour occur during and	The Academy employs a senior leader as Safeguarding Lead. The DSL does not have teaching commitments so that she has the capacity to deal with safeguarding concerns. She attends all meetings with local	We believe in early intervention. Staff report even small changes in presentation or unusual comments/behaviour. Our thresholds are extremely low for reporting concerns. The DSL is in regular contact with social

limit contact with local secondary school pupils. • Staff monitor the school gate. • Pupils are travel trained by our trained travel trainers. • We work with parents to keep pupils safe. Parents inform us if pupils have not been coming straight home and we talk to them revisiting issues about personal safety. • Parents at the gate report any issues of anti-social behaviour by our independent travellers to staff.	We carry out an Annual parent's survey which we act on. Parents are invited into school for; Parents evenings EHCP reviews Half termly coffee mornings NSPCC Internet safety workshop Makaton workshop Plays The SENCO/DSL liaises closely with parents and makes referrals to other agencies as appropriate.	following lunch time and break times. We are consulted with parents and reduced the lunch hour and removed afternoon break. We deal with issues which occur online out of school hours regularly. Pupils struggle to manage their behaviour on group chats, and we regularly address this. Pupils or parents frequently ask for help to sort these issues out. **Safe shared areas in school** Swiped entry to different areas of school Outside gates locked Behind the shed blocked off in response to a blind spot for adult supervision) Lunch clubs supervised Structured playtime groups School staff supervise all lunchtimes and break times rather than having 'dinner time staff' Toilet access -monitored by staff (known time/place for child on child abuse)	partners such as Child in Need reviews, Family Help meetings, conferences and core group meetings. She engages fully with services. She supports parents by helping them to apply for respite. She also liaises with; social workers, family support workers, respite carers, the special needs team, paediatricians, and specialist nurses. She has time to make the necessary referrals and attends all relevant training.	care. The disabled children team works with a lot of our families and have close links with the DSL. Staff are aware that the DSL needs information to keep other professionals working with the families updated. Any concerns are reported via cpoms. If a child says something which indicated the child may be in danger or staff notice any unexplained marks they pass it on verbally to the DSL or deputy DSLs immediately and then record it on cpoms.

Academy: **Date Completed: Updated 29.4.24**

Initial Findings / Discussion Points
All our pupils are extremely vulnerable and rely on adults to keep them safe and healthy they may be unable to report abuse because of their communication difficulties and cannot get the support they need. They may be unaware that what they are experiencing is not okay. Our pupils do not have the same opportunities to meet up with friend independently and as a result they spend a lot of time in their rooms using social media. Pupils are vulnerable to child on child abuse in the community and on social media. They are desperate to make new friends and are unaware of the risks of strangers online. Parents have all the usual pressures of modern life plus the additional pressure of coping with the challenges of having a child with disabilities. Many have to deal with the expense and stress of medical appointments. Significant cuts in services have made support more difficult to access. Poor parental mental health and in some cases their own learning needs impact on their ability to cope can lead to drug and alcohol abuse. This has a negative impact on our pupils. Childhood trauma and/or diagnosis of Autism ADHD or other conditions has meant behavioural difficulties lead to safeguarding concerns relating to behaviour in school and in the community. Our school profile is changing. We have more nonverbal children with severe autism. Their behaviours are challenging. We are dealing with inappropriate sexualised behaviour and children who communicate through their behaviour which includes biting.
Primary Concern - Vulnerability Our pupils are particularly vulnerable to abuse; from their families, their peers, people in the community, strangers online and professionals. Our pupils' disabilities and in some cases early childhood trauma affect their levels of anxiety and they are vulnerable to developing serious mental health problems.
Current Intervention / Provision
Staff have been trained in safeguarding with particular reference to young people with additional needs. (TEACCH, MAKATON, Sensory curriculum) We have Internet safety workshops each year for parents. Pupils are taught about internet safety in PSHE lessons and assemblies. Parents and schoolwork together to deal with any issues which arise. Pupils follow PSHE programmes throughout school about how to keep themselves safe in the home and community. Many staff are trained in PACE which helps them to deal with pupils struggling with their mental health and the results of childhood trauma. MHST has made a huge impact and provided vital support to young people who have experienced trauma or who's mental health has been affected by their disabilities. Parents are supported by staff. The DSL is available to discuss any issues and help parents to access support from other services.
Action Taken
Staff have a high level of training around SEN and the vulnerability of our pupils. Staff are trained to recognise and deal with the impact of childhood trauma on the brain. We also learnt about the impact on the teenage brain of conditions such as Autism and ADHD. We were trained in 'emotions coaching' and the development of the 'teenage brain'. This has helped us to manage behavioural challenges in a positive way. We have a school counsellor who works with pupils who have experienced. We have developed our 'hub' provision. This is a place where pupils can go for support-physical (first aid) or emotional. Staff in the hub have been trained in ELAS (Emotional Literacy). Pupils who need additional support check in with key staff each morning so that issues arising at home/on the way to school can be dealt with swiftly. Outdoor learning teacher has an impact on emotional well-being We have considered Hacket's continuum with regard to sexualised behaviour We have been trained in Teacch approach to teaching children with autism We have been trained in positive behaviour management.

Academy: **Date Completed:**

Next Steps / Planned Intervention
Annual Internet Safety workshop planned in Spring **Staff meetings planned through the year personal care, harmful sexual behaviour, internet safety, our school priorities, national issues** **Zones of regulation** **Coffee mornings and workshops planned each half term to encourage parents into school and develop support networks** **Protected characteristics staff meeting** **Refresh CPOMs recording pastoral team** **Refresh Hackett's continuum.**

	Date
Discussed at Regional Safeguarding Advisory Board	
Reviewed at Trust Safeguarding Advisory Board	