



Child Protection and Safeguarding Policy

September 2025

Policy last reviewed: *July 2025*

Reviewed by: *Jan Fossick FSM/DDSL*

Agreed by governors: *September 2025*

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Head Teacher/Principal: *Rebecca Bond, Head Teacher*

Designated Safeguarding Lead: *Rebecca Bond, Head Teacher*

Deputy Designated Safeguarding Leads: *Jan Fossick (Family Support Manager), Cat Strickland (Deputy Head Teacher), Estelle Collett-Cox (Deputy Head Teacher), Kim Morris (Senior Family Support Worker), Jacqui Barker (Senior Family Support Worker).*

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1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2025) 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 the impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Henley Green School.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Henley Green School's commitment to keeping children safe;

- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Henley Green School's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Henley Green School is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of Henley Green School, in line with Keeping Children Safe in Education (September 2025) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQA+, Gender questioning, etc);

- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Henley Green School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- **Keeping Children Safe in Education (2025)**
- **Working Together to Safeguard Children 2023**

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (**September 2025**).

2.8 This policy should be read in conjunction with the following policies;

behaviour policy, attendance policy, anti-bullying, anti-radicalisation, online safety, child on child abuse.

Links to these policies can be found in Appendix A.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Henley Green School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (September 2025) in this policy, it should be understood that Henley Green School will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body

3.1.1 Governing bodies have a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Gemma Sumner. Part 2 of Keeping Children Safe in Education (September 2025) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for Henley Green School's safeguarding arrangements

- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure the school consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure the school have an effective child protection policy, that it is published on the school website <https://www.henleygreen.co.uk/> or available by other means (Policy Folder) and review this annually;
- Ensure the school have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety and filters and monitoring processes) and this is regularly updated;
- Ensure the school contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who are absent from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.2. The Role of the Headteacher

3.2.1 The headteacher will;

- *Ensure that this policy is reviewed annually at minimum and ratified by the governing body;*
- *Ensure that this policy and associated procedures are adhered to by all staff;*
- *Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;*
- *Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filters and monitoring processes;*
- *Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;*
- *Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;*
- *Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;*
- *Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)*
- *Promote a whole school approach to safeguarding;*
- *Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;*
- *Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;*
- *Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;*
- *Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;*
- *Ensure that the school collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;*
- *Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and*
- *Ensure that children's Services (from the host local authority or placing authority) have access to Henley Green School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2025).*

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead (DSL) for Henley Green School is Rebecca Bond.

Our Deputy Designated Safeguard Leads (DDSL) in the DSL's absence are Jan Fossick, Cat Strickland, Estelle Collett-Cox, Kim Morris, Jacqui Barker

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring);
- Ensure all staff have safeguarding training on 1st September and throughout the year. All new staff members will have safeguarding training when they join Henley Green.
- The DSL and DDSLs will support staff to fulfil their roles by organising training for all staff, ensure that all staff know how to follow policies and procedures and follow this up regularly.
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2023);
- Always be available during term time school hours for staff in Henley Green School to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed¹;
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (September 2025);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Henley Green School;

- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of Henley Green School community acts in the best interests of the child;
- Ensuring Henley Green School knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in Henley Green School and
- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (September 2025).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Henley Green School;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indicators of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding

lead and systems in Henley Green School that support safeguarding and child protection;

- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (September 2025) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2 The school will work with Children's Services the Police, Health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our local Family Hub to ensure children receive appropriate, co-ordinated Early Help Assessments The Moat Family Hub Tel: 024 76785621.

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse, Neglect and Exploitation

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the school/college, including the multi-faceted occurrence of factors causing emotional harm. In many cases abuse and other risks will take place concurrently both online and offline.

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2023)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act 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, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	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.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent 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

	<p>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, though it may occur alone.</p>
<p>Sexual abuse</p>	<p>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.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of Henley Green School policy and procedures for dealing with this.</p>
<p>Neglect</p>	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the</p>

	<p><i>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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</i></p>
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4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- 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 experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit*
- has a mental health need;*
- is a young carer;*
- 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 care or from home;*
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;*
- is misusing drugs or alcohol themselves;*
- has a family member in prison, or is affected by parental offending;*

- *is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;*
- *has returned home to their family from care;*
- *is showing early signs of abuse and/or neglect;*
- *is at risk of being radicalised or exploited;*
- *is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;*
- *is persistently absent from education, including persistent absences for part of the school day.*
- *is a privately fostered child.*

4.7 Henley Green School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Henley Green School believes that a child is at risk of or is the victim of;

- *bullying, including cyberbullying, prejudice based and discriminatory*
- *child criminal exploitation and sexual exploitation (including involvement in county lines);*
- *domestic abuse;*
- *emotional abuse;*
- *fabricated or induced illness;*
- *faith-based abuse;*
- *female genital mutilation;*
- *forced marriage;*
- *gangs or youth violence;*
- *gender-based violence;*
- *hate;*
- *mental health;*
- *neglect;*
- *peer on peer abuse;*
- *physical abuse;*
- *radicalisation;*
- *relationship abuse;*
- *serious violence and harassment;*
- *sexual abuse;*
- *sexual violence or sexual harassment (including peer on peer abuse);*
- *sharing of consensual or non-consensual nude and semi-nude images/videos;*
- *So-called 'honour-based' abuse;*
- *trafficking and modern slavery.*

4.8 Henley Green School will also take action to protect;

- *Children missing education;*
- *Children missing from home or care.*

4.8.1 *There are other familial issues that can have a detrimental impact on children.*

We work with other agencies in line with Keeping Children Safe in Education (2025) to support children and families in the following circumstances;

- *Children facing the court procedures and/or children in the court system;*
- *Children with family members in prison;*
- *Children who are homeless;*
- *Children who need a social worker.*

4.9 Children potentially at greater risk of harm

4.9.1 *Henley Green School recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.*

4.9.2 *The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.*

4.9.3 *This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).*

4.10 Children absent from Education

4.10.1 *Henley Green School understands that children being absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines.*

4.10.2 *Henley Green School will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll.*

4.10.3 *Henley Green school will follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer. Attempts will be made to contact parents and/or carers and alternative emergency contacts. The school will hold at least two emergency contacts for every child.*

4.10.4 *The school will consider patterns and trends in a child's absences and their personal circumstances and use professional judgement when deciding if an absence should be considered as prolonged.*

4.10.5 *Consideration will be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or a police welfare check requested. Henley Green School has an attendance policy, shared with parents/Carers. This includes expectations for reporting child absences and the actions Henley Green school will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's*

safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.

4.11 Elective Home Education

4.11.1 Henley Green School recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart however elective home education can mean that some children are not in receipt of suitable education.

4.11.2 Since 2016, Henley Green School has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside Henley Green School to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Children requiring Mental Health support

4.12.1 The school recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should inform the schools SENDCO (Estelle Collett-Cox) who will observe/assess and then follow the routes of an appropriate referral.

4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.12.6 Henley Green's designated lead for promoting mental health and wellbeing across the school is Estelle Collet-Cox, DHT & SENDCO.

4.12.7 Further information, guidance and advice regarding mental health can be found on page 50 of Keeping Children Safe in Education 2025.

4.13 Children who are Lesbian, Gay, Bi (LGBTQA+) or may be gender questioning children

4.13.1 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

4.13.2 In line with updated Keeping Children Safe In Education (2025) guidance, it is important to consider the Cass review, which identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

4.13.3 It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

4.13.4 As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

4.13.5 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

4.13.6 LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within school;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Henley Green School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by Henley Green School to make decisions about protecting children, please visit <http://www.coventry.gov.uk/rightthehelprighttime>.

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2025).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her;
or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

If you believe a child is at risk of FGM, a referral to the MASH is also required.

5.9 Henley Green School have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Henley Green School's Prevent duty.

5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

5.12 Child on Child Abuse

5.12.1 Henley Green School understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, **online** or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse. (Also refer to Henley Green Behaviour policy which has reference to sexual violence and sexual harassment).

5.12.2 All members of staff will be made aware of the school's policy and procedures with regards to child-on-child abuse. The school will ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse at the

beginning of the new school term and through the induction of new starters, this will include annual and ongoing safeguarding training to all staff. Abusive behaviour can happen to any pupils and all staff at Henley Green know what abuse is and looks like, how it can be managed and what support and intervention can be put in place to meet the needs of the individual. Staff will put preventative strategies in place to reduce further risk of harm. Any reports of abuse by other children and involving children with SEND will require close liaison with the DSL (or deputy) and the SENDCO.

5.12.3 The school will work to prevent child on child abuse by ensuring that bullying, fighting and harassment between children are not generally seen as child protection issues and are dealt with in line with the school's Behaviour Policy and procedures which includes antibullying procedures. However, it may be appropriate to regard a young person's behaviour as 'abusive' if:

- There is a significant difference in power (e.g. age, size, ability, development etc.) between the young people concerned.
- the perpetrator has repeatedly tried to harm one or more other children.
- There are concerns about the intention of the alleged young person. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The DfE statutory guidance 'Keeping Children Safe in Education' is our first point of reference for child protection and child welfare issues in school.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, Henley Green School will investigate this.

Expected action taken from all staff at Henley Green;

It is important to deal with a situation of child-on-child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example, do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?).

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action.

If from the information that you gather you believe any young person to be at risk of significant harm, you must follow Henley Green safeguarding child protection procedures (where a crime has been committed the police should be involved also). If this is the case, once children services have been contacted and decided on what will happen next then you will be informed on your next steps.

Informing parents

If, once appropriate advice has been sought from police/children's services you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents.

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of harmful sexual behaviour, it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site. Support from identified services may be necessary through school/strengthening families/early help referral and the young person may require additional support from family members.

5.12.5 In the event that an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by Henley Green staff and referral to the MASH will be considered.

5.12.6 Henley Green School will never pass off child on child abuse as 'banter', 'having a laugh', 'part of growing up' or other such terminology that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7 Henley Green School will adhere to guidance set out in Keeping Children Safe in Education (2025) when responding to incidents of child-on-child abuse.

5.12.8 All staff will be made aware that 'upskirting' is a criminal offence.

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

5.13.1 Both CCE and CSE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.13.6 The school understands children can be at risk of, or involved in, serious violent crime. This can result in an increase absence from school or college, a change in friendships, decline in educational attainment, significant change in wellbeing, or signs of unexplained injuries.

5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.14.1 "Sharing of consensual or non-consensual nude and semi-nude images or videos" refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;

- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 The school has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. (See Online Safety Policy & PHSE Policy)

5.14.3 Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos' should be reported to the DSL without delay.

5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the MASH in regards to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

5.14.5 Any incidents of 'sharing consensual or non-consensual nude images or videos' involving the following will result in a MASH and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.14.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being,

development and ability to learn. We use the Operation Encompass Alert System, whereby DSLs are alerted to a Domestic Abuse incident. This means we can best support the child/children affected, in school.

Jan Fossick FSM is our Domestic Abuse Champion.

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Henley Green School.

5.16.2 The school adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

5.13.3 Please see searching, screening and confiscation policy

5.17 Online Safety

5.17.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education 2025:

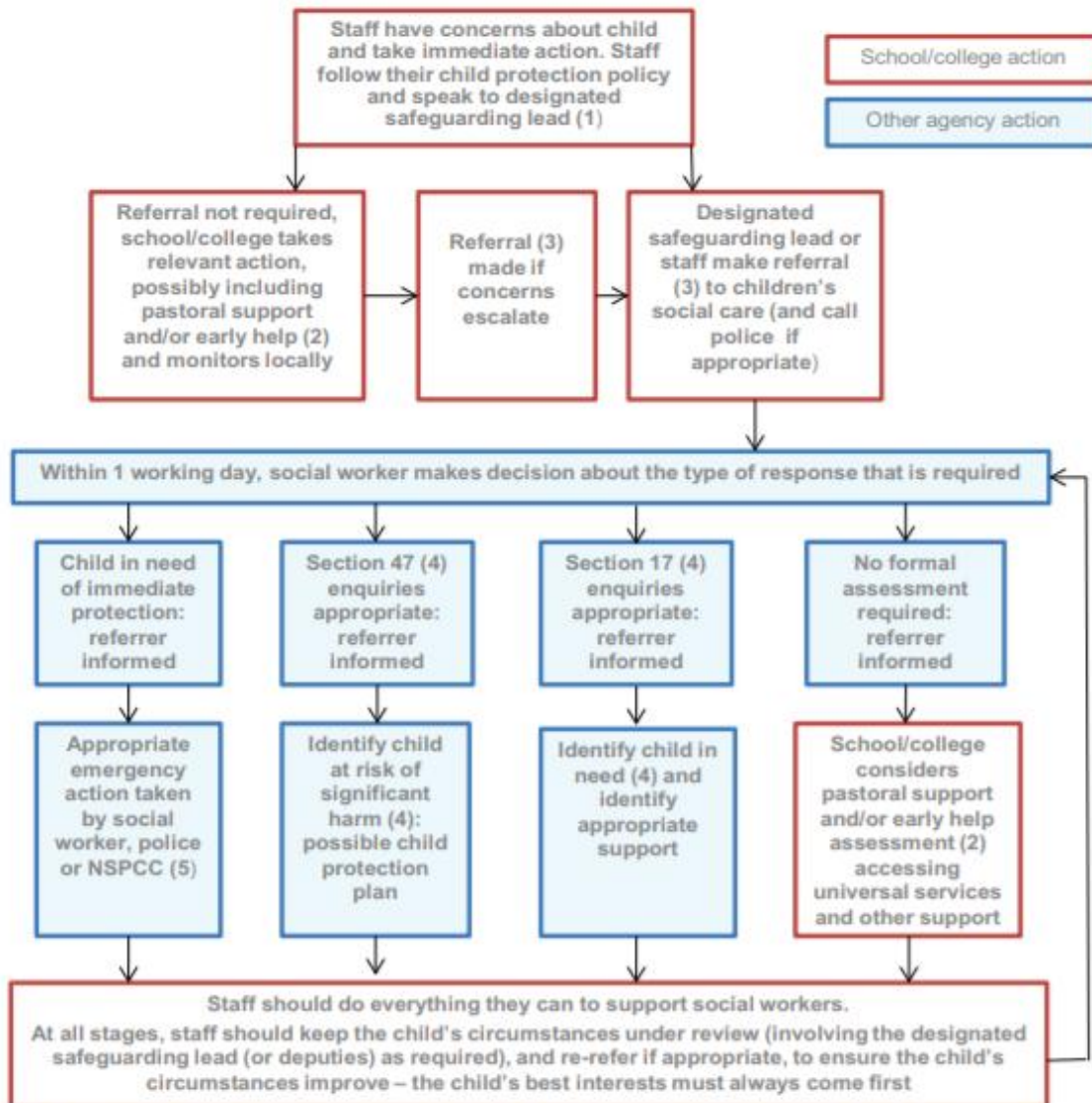
- Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.)
- Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2 The school understand that the above can take place on a students phone or smart device (including smart watches, smart glasses and 'air tags') whilst at school/college or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology We have an Online Safety Policy, Acceptable Use of IT policy and Behaviour policy – to be read in conjunction with this policy.

5.17.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.

Impero is used as a filtering and monitoring system for all staff and students. SLT are alerted by any concerns and appropriate action is taken – a conversation with a child or staff member if there is an identified risk or concern. Appropriate action will then be taken by the safeguarding lead if necessary.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.18 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.18.1 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy](#) to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely. Records will be clear, comprehensive, actioned and outcome noted.

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 Henley Green keeps all safeguarding files electronically, using a system called Child Protection Online Management System (CPOMS).

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days for in-year transfers). Once received by the new school, this school will not retain the information.

6.6 The school will seek to hold at least two emergency contacts for every child.

6.7 All data processed by Henley Green School is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018) and Information Sharing (2024). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping

children safe and promoting their welfare. Please see the Data Protection and GDPR policies for additional information;

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education (September 2025).

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Henley Green School and then annually, all staff are informed of all the pupils within the school where parents/carers have not given consent for their child/children to be photographed or allowed on school website.

7.2 Parents can withdraw consent at any time and must notify Henley Green School if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

7.5 All Parents are asked to sign our 'Parental Consent and Safe Use of Images document.'

Use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities:

7.5 Staff are not permitted to use any personal electronic devices to take or share images of children.

7.6 School provides class ipads for staff to use to take and share images of children. The images taken are:

- in line with the School's 'Acceptable Use Policy'
- in line with parental/ guardian consent and the School's 'GDPR policy'.

7.7 Children are able to access pupil ipads during lesson times. They are taught about e safety and are not permitted to take photos of themselves or others unless this is part of a learning task.

7.8 School provides a mobile phone as a method to contact families, this should only be used in an office (where children are not present). This mobile phone should not be used by staff to take or share images of children.

7.9 The use of staff personal devices, including mobile phones, cameras and electronic devices with imaging and sharing capabilities must only be done outside of working hours, in a space where children are not present – i.e. during lunch breaks or before/ after work. Smart watches may only be used as time-keeping devices during working hours.

7.10 In emergency situations, such as awaiting a call from a doctor, staff must seek permission from leadership to carry a mobile phone on their person and this must only be used in a room where children are not present.

7.11 On trips, staff can carry their personal mobile phones as an emergency contact point (as outlined in 'Emergency Procedures' for trips). During trips, staff's personal mobile phones should only be used to contact school/ update parents (if appropriate) during working hours.

7.12 Parents are not allowed to use electronic devices in the school buildings when dropping off or collecting their children. When parents are invited into school, for example for performances, they are reminded of the expectations of recording events and are asked not to share images of other children.

7.13 Any breach of the above would be dealt with as outlined in the 'School Behaviour Policy'/'Code of conduct for staff/ parents'.

8 Early Help Assessment

8.1 Henley Green School is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Henley Green School is committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

The Moat Family Hub, Deedmore Road Coventry CV2 1EQ Tel: 02476 785621

8.2 Any child may benefit from early help, but as guided by KCSIE (2024) all school and college staff will be particularly alert to the potential need for early help for a child 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 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 experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

• is at risk of being radicalised or exploited • 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

8.3 Henley Green School works within the Coventry Safeguarding Children Partnership's [effective-support-for-children-and-young-people](#) framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Henley Green School has committed to training staff throughout the academic year. All staff members will be made aware of Henley Green School safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education (September 2025)
- School procedures for Children Absent from Education
- The school Behaviour Policy

9.2 Staff at Henley Green School will be able to access other training such as;

child sexual & child criminal exploitation (including county lines);

mental health

online safety

emotional abuse/neglect;

domestic abuse;

fabricated or induced illness;

faith-based abuse;

female genital mutilation;

radicalisation;

sexual violence or sexual harassment

trafficking and modern slavery

local authority training

DSL briefings

governor and volunteer training

9.3 Henley Green School recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10 Safer Recruitment

10.1 Henley Green School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required prior to interview);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required);
- Online public searches
- Verification of the candidate's mental and physical fitness may also be sought.

10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Henley Green reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.

10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times and a risk assessment completed.

10.7 All safer recruitment practices at Henley Green School comply with Keeping Children Safe in Education (September 2025). See Part 3 of Keeping Children Safe in Education (September 2025) for further information. See Safer Recruitment policy for further details.

10.8 Henley Green School will obtain a reference before employment. The following will also apply – Henley Green school will:

- not accept open references e.g. to whom it may concern
- not rely on applicants to obtain their own references
- ensure any references are from the candidate's current employer, training provider or education setting and have been completed by a senior person with appropriate authority
- not accept references from a family member
 - obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
 - secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- establish the reason for the candidate leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.

Henley Green school will record information about staff qualifications and identity checks, and vetting processes and references that have been completed - (including the 3.14) 3.10) references criminal records check reference number, the date a check was obtained and details of who obtained it).

10.9 References will be provided for previous employees upon request in a timely manner. When asked to provide references, Henley Green will ensure the information confirms whether we are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding

concerns/allegations that meet the harm threshold* . We will not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.

* The harm test is explained in the Disclosure and Barring service Guidance: Making barring referrals to the DBS and Section 35(4) of the Safeguarding Vulnerable Groups Act 2006.

11 Allegations of abuse against staff

11.1 Henley Green School takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2025) and the CSCP Guidance, ['Allegations Against Staff and Volunteers'](#).

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors.

11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

11.5 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold as outlined in Working Together to Safeguard Children (2023) guidance indicating that a person in a Position of Trust has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

11.7 If they feel the criteria is met then they should refer in to Coventry LADO using the online referral form on:

[https://myaccount.coventry.gov.uk/service/Allegations against people who work in positions of trust with children referral](https://myaccount.coventry.gov.uk/service/Allegations%20against%20people%20who%20work%20in%20positions%20of%20trust%20with%20children%20referral)

The Headteacher or Chair of Governors can also seek guidance/advice if unsure by emailing lado@coventry.gov.uk.

11.8 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;
- Humiliating pupils.

The details of the LADO can be found at the front of this policy.

11.9 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with Keeping Children Safe in Education 2025, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.10 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.11 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Henley Green School in managing the allegation.

11.12 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.13 Henley Green School ensures staff are aware of the school's whistleblowing procedures ensures all staff feel able to raise concerns about poor or unsafe practice. Staff know that concerns will be taken seriously by the senior leadership team. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other channels are open to them:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is:

help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

11.13 Supply Teachers and all contracted staff

11.13.1 Although the school does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.13.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.13.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.13.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. The school will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.14. Governors

11.14.1 If an allegation or concern is about a Governor, the school/college will follow local procedures.

11.15. Volunteers

11.15.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

11.16. Whistleblowing

11.16.1 Henley Green School operates a culture of safeguarding, and all staff should report any concerns about poor or unsafe practice, or Henley Green School safeguarding processes to the senior leadership team.

11.16.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.16.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

11.17. Complaints Procedure

11.17.1 The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors. (Please refer to the Complaints policy).

11.17.2 Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)

11.17.3 Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 Henley Green School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 The school will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE) through our 'Jigsaw' programme.

12.4 Children at Henley Green School will receive the following as part of our promotion of safeguarding across the curriculum:

All children in years R-6 will be taught the Protective Behaviours curriculum as part of PHSCE delivery. Children will also be taught about e-safety, cyberbullying, healthy

lifestyles (including becoming mentally healthy), the dangers of extremism, FGM and CSE as appropriate to their age range during PHSCE, year group and full school assemblies. PHSCE curriculum overview provides explicit reference to when each child is taught about British Values, Mental well-being and developing positive and healthy relationships. Some of these issues are developed further in the following policies – ‘Anti radicalisation Policy’, ‘E-Safety Policy’ ‘Behaviour Policy’ ‘Attendance Policy’.

12.5 Education at home and remote education

12.5.1 Henley Green will plan the same curriculum for remote learning as we do in school wherever possible and appropriate. We may need to make some adaptations in some subjects to enable students to work at home. Pupils will receive a mix of online and paper-based resources, as appropriate for their need and year group.

12.5.2 Henley Green recognises that some pupils, for example pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Pupils receive differentiated work packs.*
- Online consultations, reviews and specialist support will continue go ahead.*
- Parents can contact the school SENDCO to discuss pupil's needs on an individual basis.*

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Henley Green School recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Lynsey Jewkes.

13.2 Staff will receive training on how to best safeguard children who Looked-After are and who have been Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 Henley Green School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs

14.1 As outlined in Keeping Children Safe in Education (2025), Henley Green School is aware that children with additional needs or disabilities may be more vulnerable to

abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Safer Eating – Early Years

15.1 Whilst children are eating there will always be a member of staff in the room with a valid paediatric first aid certificate.

15.2 Before a child is admitted to Henley Green school, the school will obtain information about any special dietary requirements, preferences, food allergies and intolerances that a child has, and any special health requirements. This information will be shared with all staff involved in the preparing and handling of food.

15.3 At each mealtime and snack time staff must be clear about who is responsible for checking that the food being provided meets all the requirements for each child

15.4 Henley Green school will have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information will be kept up to date and shared with all staff.

15.5 Henley Green school will ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time.

15.6 Henley Green school will have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age.

15.7 Henley Green school will prepare food in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child.

15.8 Young children will be seated safely in an appropriately sized low chair while eating. There is a designated eating space where distractions are minimised.

15.9 Children will always be within sight and hearing of a member of staff whilst eating. Staff will sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking; to prevent food sharing and be aware of any unexpected allergic reactions. When a child experiences a choking incident that requires intervention, the school will record details of where and how the child choked and parents and/or carers will be made aware. The records will be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action will be taken to address any identified concerns.

(Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.)

16 Using the Toilet and Intimate Hygiene – Early Years

Henley Green School will ensure

- There is an adequate number of toilets and hand basins available – there are separate toilet facilities for adults.
- There are suitable hygienic changing facilities for changing any children who are in nappies.
- Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.
- There is an adequate supply of clean bedding, towels, spare clothes, and any other necessary items

17 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary. Staff at Henley Green are trained in safe handling and use specific techniques to keep themselves and the child safe whilst physically moving them. Strategies used to de-escalate situations. This will be recorded within a Team Teach Red book detailed incident/dated/ signed Logbook kept within Leadership office.

18 Work Experience/ Alternative Provision

16.1 The School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider or work experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

19 Children staying with host families (see Annex D KCSIE)

20 Use of school premises for non-school activities

The School may hire or rent out school or college facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters were appropriate. This applies whether the children in attendance are on the school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. [Keeping children safe in out-of-school settings](#) offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

21 Boarding schools and residential settings

22 Summary

19.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A

The school's safeguarding policy is intended to be used in conjunction with the following policies which can be found on the school website.

The school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- [Allegations Against Staff or Volunteers \(CSCP\)](#)
- [Allegations Against Members of Staff](#)
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Intimate Care Policy
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Staff Code of Conduct
- Equalities Policy
- [Managing Professional Disagreements \(CSCP\)](#)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- Intimate Care Policy
- IT Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Whistleblowing Policy

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (2025), Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

Henley Green takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum (please refer to curriculum information).

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

County lines is the organised criminal distribution of drugs from the big cities into smaller towns and rural areas using children and vulnerable people. The term "county lines" has two likely origins. In America, the county sheriffs must stop at the county line as they have no jurisdiction past that point. American rap music may have transferred the term to the UK.

Although cannabis is occasionally linked to the county lines organisations, it is harder drugs that provide the focus: heroin, cocaine, and amphetamines. The county lines gangs use standard business techniques to develop their trade. In a new area, they need to offer discounts, a consistent quality product, and make sure it is reliably delivered. The main county line gangs operate from London and Liverpool, but other groups work out of the West Midlands

Children most at risk are those with chaotic backgrounds, maybe some previous offending, poor school attenders, and often children who are looked after. Henley Green will follow the child protection procedures.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: • psychological; • physical; • sexual; • financial; and • emotional.

Exposure to domestic abuse and/or violence 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in

the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

Henley Green has signed up to receiving notifications from Operation Encompass to ensure we can support the children/families at the earliest opportunity.

Fabricated or induced illness

Fabricated or induced Illness (FII) is a rare form of child abuse. It occurs when a parent/carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Henley Green monitors all children's Attendance and reasons/patterns of absent and will follow the child protection procedures school if concerns were identified.

Faith-based abuse

Faith-based abuse is linked to faith or belief in spirits, witchcraft or possession is a horrific crime, condemned by people of all cultures, communities, and faiths.

Henley Green will follow the child protection procedures if there is the smallest risk that religious beliefs will lead to young people being harmed.

Female genital mutilation (A form of so-called 'honour-based' abuse)

Whilst all staff should speak to the designated safeguarding lead (or deputy) regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A KCSIE 2021 for further details.

Forced marriage (A form of so-called 'honour-based abuse')

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse, and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence, and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. Henley Green will follow the child protection procedures.

Gangs or youth violence

A gang is a predominantly street-based group of young people who see themselves (and are seen by others) as a discernable group and engage in a range of criminal activity and violence. They may also identify with or lay claim over territory, have some form of identifying structure feature, and/or are in conflict with other similar gangs. Serious Youth Violence is defined as 'any offence of most serious violence or weapon enabled crime,

where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth Violence' is defined in the same way but also includes assault with injury offences. Henley Green will follow the child protection procedures.

Gender-based violence

Violence is aimed at someone because of their gender identity. It is deeply rooted in gender inequality and continues to be one of the most notable human rights violations within all societies. Gender-based violence is violence directed against a person because of their gender. Most gender-based violence is against women (and inflicted by men) for gender-based reasons, and so gender-based violence affects women disproportionately. Henley Green will follow child protection procedures in any case of gender-based violence.

Hate

A hate crime is defined as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.' A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. Henley Green will follow the child protection procedures in any case of hate related abuse.

Homelessness

A person is homeless if it is not reasonable for them to continue to occupy accommodation because it is probable that this will lead to domestic abuse or other violence directed against:

- themselves
- someone who lives with or is reasonably expected to live with them

This means a person at risk of violence or domestic abuse is automatically homeless, regardless of availability and legal rights to occupy accommodation. A person whose accommodation is unreasonable to occupy because of violence or domestic abuse cannot be found intentionally homeless from that accommodation. Where children attending Henley Green become homeless, the school and Family Support Team will endeavour to support, signpost and liaise with housing officials and external agencies wherever possible. The school will make charity applications and ensure homeless children are monitored in school.

Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties. We will actively assess the risk of children being drawn into terrorism. Staff will be alerted to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Local Children's Safeguarding Board as appropriate.

Henley Green Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Henley Green Primary School is committed to providing a secure environment for pupils, where children and young people feel safe and are kept safe. All adults at the school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all children in line with our statutory duties set out at S157/S175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance; DfE Guidance "Keeping Children Safe in Education, 2021", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015". Henley Green would follow the child protection procedures.

Relationship abuse

Children form bonds with others at all stages of their development. Forming healthy, positive relationships helps children and young people feel safe and supported as they grow up.

But being in an unhealthy relationship negatively affects a young person's wellbeing. They might feel anxious and nervous or not free to make their own decisions. They might have low self-esteem and depression, experience headaches or have other ongoing physical health symptoms (Women's Aid, 2015). In every nation of the UK, schools are required to teach children and young people about healthy relationships.

It's important that anyone who works or volunteers with children is able to recognise if something is wrong in a young person's relationship and take appropriate action to keep them safe.

How to promote healthy relationships in the early years

- Provide opportunities for children to play in different sized groups. Plan activities that promote turn-taking.
- Encourage boys and girls to play alongside one another and avoid gender stereotyping.
- Ask children what they like or dislike about an activity. Help them express their thoughts and feelings in different ways and listen to the views of others.
- Where possible, allow children to decide whether or not they want to join in with an activity. Help them to say "no" if they don't want to do something.
- Talk about the ways that people are different and similar. For example we may have different hair, eye or skin colour but we all eat, breathe and have feelings.
- Talk about personal space and explain that some people might like more or less than others. Teach children that it's OK to say "no" if they don't want someone to touch them.

promoting healthy relationships to 5- to 11-year-olds

- Empower children to have individuality and help them understand that everyone is unique.
- Praise children for demonstrating honesty, kindness, and respect for others.
- Give children opportunities to voice their opinions and encourage them to listen to other people's views.
- Help children understand that "no" means "no" and make sure they know who to talk to if they are ever uncomfortable with something they have been asked them to do.
- Work with children to resolve conflicts and help them understand how others might be affected.
- Talk to children about bullying in all its forms and make sure they know how to get help if they need it.

Serious Violence

The Serious Violence Duty was introduced as part of the Police, Crime, Sentencing and Courts Act 2022, requiring specified authorities to work together to prevent and reduce serious violence. This includes identifying the types of serious violence and preparing and implementing a strategy to prevent and reduce it in an area. The policy emphasizes the importance of collaboration among police, justice, fire and rescue services, health, and local authorities to ensure the safety and well-being of children.

Delivering the serious violence duty in Coventry

What is the serious violence duty?

A statutory duty launched in January 2024, requiring local agencies—such as Coventry City Council, West Midlands Police, health services, schools, and youth justice—to join forces to prevent serious violence. The emphasis is on protecting young people by addressing root causes and intervening early. For more detail on the [Serious Violence Duty](#) visit the GOV.UK webpages.

What is serious violence?

Serious Violence is defined in the legislation and includes offences such as homicide and violence resulting in serious injury. The use of weapons to threaten or cause injury are also classed as serious violence. Serious Violence is often connected with particular activities, for example, drug dealing and criminal exploitation (sometimes referred to as County Lines).

Who are the partners?

- Coventry City Council
- The Youth Justice Service
- The Probation Service
- West Midlands Police
- West Midlands Fire and Rescue Service
- The Integrated Care Board (ICB)
- Education (schools, colleges, extended learning centres and alternative provision providers)
- Prisons and the secure estate

Alignment with other areas of work

Serious Violence is not a new problem. Nationally, there has been a steady rise in "knife crime" and this often involves people under 25 years of age. Coventry is not the only City affected by this issue. The Duty was introduced as a way of ensuring that partners work together to understand serious violence in their area and plan how to tackle it.

Tackling serious violence presents a complex challenge for agencies. The causes of violence are rarely straightforward. There is much academic research that suggests poverty and deprivation is linked to higher levels of violence. For communities living in areas of high deprivation, this means that they may experience higher levels of violence than people living in more affluent areas. For young people, violence is something they engage in for a period of their life which they "mature" out of. Violence is often connected to traumatic events in a person's life, which has not been addressed and leaves them with anger which may result in violence. In some communities, witnessing violence is commonplace and it becomes normalised, therefore, it goes unchallenged.

Mere deployment of additional police resources within an area does not address the underlying causes of violence; while it may offer short-term respite, the issues tend to resurface once policing resources shift focus. Coventry's partners strongly advocate for violence prevention as the optimal use of our collective resources. Partners, including the police, need to work together so that violence can be dealt when it happens, but, more importantly, before it happens. This is known as a preventative or "public health" approach. The public health approach to tackling violence has been in operation in Coventry since 2020 and over that time, the levels of most serious violence are decreasing.

Many of the underlying triggers for violence are already under scrutiny through ongoing initiatives within the city. The partners' approach to prevention involves working within our existing frameworks and implementing gradual, sustainable changes aimed at concentrating efforts for long-term impact on violence reduction.

Relevant strategies already in place are:

- The Drug and Alcohol Strategy
- The Early Help Strategy
- The Youth Justice Plan
- The Health and Wellbeing Plan
- The Community Safety Plan
- Schools Violence Reduction Plan
- Attendance and Inclusion Policy (operated by individual schools)
- Child Friendly Coventry Initiative
- The Domestic Abuse Strategy
- This area of work is also closely linked with the work of the Children and Adult Safeguarding partnership
- Modern Slavery Protocol
- Families First

Sexual violence or sexual harassment (including peer-on-peer abuse)

Sexual abuse or sexual harassment (including child on child abuse) All staff should recognise that children can abuse other children. All staff should be clear about their school policy and procedures regarding child-on-child abuse.

- *Procedures to minimise the risk of child-on-child abuse.*
- *How allegations of child-on-child abuse will be recorded, investigated and dealt with.*
- *Clear processes as to how victims, perpetrators and any other child affected by child-on-child abuse will be supported.*
- *a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.*
- *recognition of the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boy’s perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously; and the different forms child on child abuse can take, such as sexual abuse and sexual harassment. KCSIE guidance sets out how schools should respond to reports of sexual abuse and sexual harassment; sexting (also known as youth produced sexual imagery): the policy should include the school’s approach to it. Henley Green would follow the child protection procedures.*

Sharing of consensual or non-consensual nude images and videos

Where children are found to be sharing consensual or non-consensual images/videos, child protection procedures will be followed, and the police will also be informed.

Trafficking and modern slavery

Child trafficking is child abuse. It’s defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another. Modern slavery crimes may involve, or take place alongside, a wide range of abuses and other criminal offences such as grievous bodily harm, assault, rape or child sexual abuse. The crime is often hidden from the authorities and the public. Victims may struggle to leave their situation because of threats, punishment, violence, coercion and deception, and some may believe that they are not in a situation of exploitation.

Children absent from education, home or care

The school will also take action to protect;

- *Children **absent from** education*
- *Children missing from home or care*

Children Absent from Education

Refer to statutory guidance alongside Henley Green Attendance Policy.

Children Missing from home or care

Refer to statutory guidance alongside Henley Green Safeguarding Policy

Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary caregivers for more than 28 days.

Indicators of abuse

See below for possible indicators of abuse. (Taken from What to do if you are worried a child is being abused, 2015)

- *Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;*
- *Children with clothes which are ill-fitting and/or dirty;*
- *Children with consistently poor hygiene;*
- *Children who make strong efforts to avoid specific family members or friends, without an obvious reason;*
- *Children who don't want to change clothes in front of others or participate in physical activities;*
- *Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;*
- *Children who talk about being left home alone, with inappropriate carers or with strangers;*
- *Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;*
- *Children who are regularly missing from school or education;*
- *Children who are reluctant to go home after school;*
- *Children with poor school attendance and punctuality, or who are consistently late being picked up;*
- *Parents who are dismissive and non-responsive to practitioners' concerns;*
- *Parents who collect their children from school when drunk, or under the influence of drugs;*
- *Children who drink alcohol regularly from an early age;*
- *Children who are concerned for younger siblings without explaining why;*
- *Children who talk about running away; and*
- *Children who shy away from being touched or flinch at sudden movements.*

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.