



Safeguarding children and young people is the responsibility of everyone

For review and approval

Safeguarding and Child Protection Policy

September 2017

The Futures Trust and President Kennedy School are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share this commitment

Date of Last Review: September 2017

Reviewed by: The Futures Trust

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CONTENTS

1. Purpose and Aims
2. Statutory Framework
3. The Role of the Governing Body
4. The Role of the Headteacher
5. The Role of the Designated Safeguarding Lead
6. The Roles & Responsibilities of all Staff within School
7. Safeguarding Training
8. Promoting the Well-Being of Children and young People
9. Dealing with concerns or disclosures regarding a child or young person
(including protocol for staff when there are allegations or incidents of abuse;
includes a requirement for all verbal notifications to the designated person for
safeguarding to be confirmed by dated written communication)
10. Confidentiality
11. Communication with Parents
12. Record Keeping
13. Safer Recruitment
14. Dealing with Concerns regarding School Staff/Volunteers
15. Special Circumstances

Appendices:

Appendix 1: Types of Abuse and Neglect

Appendix 2: Indicators of abuse

Appendix 3: Referral guidance

Appendix 4: Staff / Volunteer pro-forma for reporting Child Protection concern/s to DSL

Appendix 5: Preventing Extremism and Radicalisation Guidance

Annex 1 Prevent audit for primary and secondary schools

Annex 2 Associated terminology

Annex 3 Letter: Supporting children who are travelling/have travelled abroad to
specific locations

Annex 4 Flow chart: Supporting children who are travelling/have travelled abroad to
specific locations

Appendix 6: Child Sexual Exploitation Guidance

1 Purpose and Aims

1.1 President Kennedy School fully recognises its responsibilities for safeguarding children (child protection).

1.2 Our policy applies to all staff, volunteers, governors and visitors in the school.

1.3 There are five main elements to our policy:

- Ensuring we practice safe recruitment, that staff receive appropriate training in respect of their roles and responsibilities and that any unsuitable behaviour is reported and managed using the school's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

1.4 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

2 Statutory Framework

2.1 In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:

- The Children Act 1989 & 2004
- The Education Act 2002 (Section 175 for Maintained Schools, Section 157 for Independent Schools, Academies and Free Schools.)
- The Education (Pupil Information) (England) Regulations 2005
- Working Together to Safeguard Children (DfE 2015)
- Keeping Children Safe in Education (DfE 2016), which is available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Mandatory reporting of FGM: procedural information (Home Office 2016) which is available at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- Procedures set out by the Coventry Safeguarding Children Board.

3 The Role of the Governing Body and the Trust

- 3.1 Part 2 of Keeping Children Safe in Education (DfE, 2016) sets out the responsibilities of governing bodies and proprietors. As part of these overarching responsibilities the Governing Body and Trust will:
- 3.1.1 Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management, Governing Body or Trust.
 - 3.1.2 Ensure that a senior member of staff of the school's leadership team is identified to take the role of Designated Safeguarding Lead as defined in *Keeping Children Safe in Education 2016*, and is given Annex B of the statutory guidance. A second member of staff, the Deputy Designated Safeguarding Lead, will fulfil this role when the DSL is unavailable.
 - 3.1.3 Ensure that the school has a nominated governor responsible for child protection, to take lead responsibility in the Governing Body for Safeguarding and Child Protection, and to provide support and challenge to the DSL to ensure that the work of the school conforms to this policy.
 - 3.1.4 Ensure that on arrival at school all visitors (including contractors) are provided with a leaflet making them aware of their responsibilities in being alert to the signs of abuse, and their responsibility for referring any concerns to the Designated Safeguarding Lead or their Deputy; this will include the names of the Designated Safeguarding Leads and their contact details.
 - 3.1.5 Make this policy available to parents and carers through the school website and ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
 - 3.1.6 Ensure that children and young people are taught about keeping themselves safe, in a way that is appropriate to their age. This will include raising their awareness of the types of abuse and neglect, and specific safeguarding issues e.g Child Sexual Exploitation.
 - 3.1.7 Ensure that children and young people are safeguarded from potentially harmful and inappropriate online material, including ensuring that appropriate filters and monitoring systems are in place.
 - 3.1.8 Ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help¹ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:
 - Working with the named CAF Co-ordinator in Children & Family First regarding resistant families
 - Working to help identify children and young people who are privately fostered

¹ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

- Working with the Child Sexual Exploitation (CSE) Team
 - Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda
- 3.1.9 Ensure that the school develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:
- Attendance at case conferences
 - Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan
 - Contacting the child’s social worker directly if there is an unexplained absence of a child who is Looked After. This will then trigger actions identified in the ‘Joint Police and Social Care Protocol for Dealing with Children Missing from Care’.
- 3.1.10 Ensure that the school’s Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Coventry Safeguarding Children Board.
- 3.1.11 Ensure that the school adheres to and fully implements the Trust’s Safer Recruitment Checklist and the processes that underpin it.
- 3.1.12 Ensure there is a staff Code of Conduct which links to this Safeguarding and Child Protection Policy, and which is shared with all current staff and forms part of the induction training for new staff.
- 3.1.13 Ensure that all staff and volunteers receive appropriate training in respect of their roles and responsibilities in relation to safeguarding, and that as part of this all staff and volunteers receive Part One and Annex A of *Keeping Children Safe in Education 2016*.
- 3.1.14 Ensure that ² any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or in the case of a volunteer, when we cease to use their service as a result of a substantiated allegation. ³
- 3.1.15 Ensure that the Trust’s Whistleblowing Policy is accessible to staff and volunteers and is published on the school’s website.
- 3.1.16 Review this Safeguarding and Child Protection Policy and its effectiveness, annually (no later than the date of next review given on the front cover).

² Following guidance from the LADO

³ Working Together to Safeguard Children (DfE 2015) states “If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.”

4 The Role of the Headteacher

- 4.1 The Headteacher, supported by the Designated Safeguarding Lead, must ensure that this policy and associated procedures are followed by all staff.
- 4.2 The Headteacher will ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

5 The Role of the Safeguarding Lead

- 5.1 The broad areas of responsibility of the Designated Safeguarding Lead involve managing referrals/cases and raising awareness of safeguarding and child protection amongst staff. Annex B of *Keeping Children Safe in Education 2016* provides more detailed information on these areas of responsibility.
- 5.2 The Designated Safeguarding Lead will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.
- 5.3 In making decisions on whether to refer child protection concerns/disclosures to Children's Social Care the Designated Safeguarding Lead must use Coventry's Children's Social Care Thresholds and Practice Standards, available at: <http://coventryscb.proceduresonline.com/>. The DSL will consult with the Referral and Assessment Service if still unsure on whether to refer.

6 The Role & Responsibilities of all Staff within School

- 6.1 All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* and ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.
- 6.2 All staff and volunteers must act in accordance with this policy if a child presents with indicators of abuse (see Appendix 2 for details). Procedures for dealing with a disclosure are given in section 9 of this document.
- 6.3 If concerns or allegations arise regarding a member of staff or the Headteacher, then the processes outlined in **section 14** of this document and the school's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers must be followed.

7 Safeguarding Training

- 7.1 The Headteacher must undertake training on child protection at least once every three years (statutory requirement), at LSCB level 1 or above. If the Headteacher is the Designated Safeguarding Lead then he/she shall meet the training requirements set out in 7.2 below.
- 7.2 In addition to basic child protection training the Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training, and then undertake DSL refresher safeguarding training at least annually or LSCB Level 3 at least every two years (statutory requirement).
- 7.3 The Deputy Designated Safeguarding Lead must also meet the training requirements in section 7.2.
- 7.4 Any newly appointed Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training.
- 7.5 All other staff, who work with children, will undertake safeguarding and child protection training at Level 1 (this should be carried out by the Designated Safeguarding Lead in School) to equip them to carry out their responsibilities for child protection effectively. This must be kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children must be made aware of the school's arrangements for child protection and their responsibilities.
- 7.6 All new members of staff will receive child protection training as indicated in 7.5 above as part of their induction programme, and will be required to complete online training provided by the NSPCC.
- 7.7 Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.
- 7.8 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.
- 7.9 Up to date records in relation to safeguarding training will be maintained by the school and will be reviewed by the Trust alongside the school's Designated Safeguarding Lead on a termly basis.

8 Promoting Children and Young People's Well-being

- 8.1 The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help⁴ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- 8.2 The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Common Assessment Framework (CAF).
- 8.3 Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

9 Dealing with concerns or disclosures regarding a child or young person

- 9.1 All staff and volunteers must be aware that the main categories of abuse are:
- Physical abuse
 - Emotional abuse
 - Sexual abuse
 - Neglect.

These categories are described in more detail in Appendix 1 and signs indicating the possibility of abuse are described in Appendix 2. The abuse may be instigated by one or more adults, and/or other children and young people.

- 9.2 If any member of staff or volunteer has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead, as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the Designated Safeguarding Lead immediately so that the Referral and Assessment Service can be informed and the necessary protective measures implemented.
- 9.3 A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** staff are aware of the signs and behaviour which **may** indicate abuse, as noted in 9.1.
- 9.4 All staff and volunteers must:
- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.

⁴ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

9.5 When receiving a disclosure from a child that he/she has been abused in some way the member of staff or volunteer must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of the disclosure.

9.6 The member of staff or volunteer who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, immediately 'face to face' or through a telephone conversation. The member of staff must immediately provide the DSL with a **written** record of the concern/disclosure using the School's Child Protection Online Management System (CPOMS). If there are any issues regarding access to CPOMS a written record can be made using the agreed school pro forma in Appendix 4, which must be signed and dated.

9.7 Child Protection Online Management System (CPOMS)

Staff at President Kennedy School must record all Safeguarding issues onto the CPOMS system. CPOMS allows staff to record information in a central repository and enables relevant people alerted immediately. Staff must still alert the Designated Safeguarding Lead in person. The system enables Senior Leaders to build a chronology around a student and can produce reports on vulnerable student groups for Case Conference Meetings, Governors and Ofsted at the touch of a button.

All Staff have access to the system through the front page of the School's portal using the CPOMS icon. To ensure optimum security ALL members of staff need to create their own password, and will be shown how to do this during their induction at the school. If staff require any extra support on using CPOMS this is available from the Designated Safeguarding Leads.

- 9.8 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.
- 9.9 The Designated Safeguarding Lead must place the concern on the school's safeguarding file for the child (creating one if necessary).
- 9.10 When the Designated Safeguarding Lead, or in their absence, the Deputy Designated Safeguarding Lead, has been informed, they shall make the decision whether or not to refer the concern to Social Care. On the question of how to decide whether to refer to Social Care, the Coventry Safeguarding Children Board's document 'Children's Social Care Thresholds and Practice Standards' states:

“Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

- **Has suffered significant harm; or**
- **Is likely to suffer significant harm.**

All referrals to Children's Social Care must be made in writing using the Multi-Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised.” (Section 8, p.6)

The full Children's Social Care Thresholds and Practice document is available at: <http://coventryscb.proceduresonline.com/>

The Referral and Assessment Service will be consulted when there is uncertainty about whether to refer.

- 9.11 Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the citywide Referral and Assessment Service at:

**Children's Social Care Referral and Assessment Service
4th Floor Broadgate House,
Broadgate,
Coventry,
CV1 1NG**

Telephone: 024 7678 8555 (the same telephone number as previously)

Send online referrals to: RAS@coventry.gcsx.gov.uk

9.12 Additional referral guidance is provided in Appendix 3.

10 Confidentiality

10.1 Safeguarding information should be treated as confidential and only shared as part of the agreed school and Coventry Safeguarding Children Board protocols

10.2 All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.

10.3 Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

11 Communication with parents / Carers

11.1 Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

12 Recording Keeping

12.1 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead at the receiving school. The school will retain a receipt for the records signed by the receiving school.

12.2 The information contained will be regarded as confidential. Any request for access to the information by non-Coventry Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

13 Safer Recruitment

13.1 The school will comply with the guidance set out in Part 3 of Keeping Children Safe in Education (DfE 2016), and will adhere to and fully implement the Trust's Safer Recruitment Checklist and the processes that underpin it

13.2 When recruiting volunteers the school will adhere to and fully implement the Trust's Volunteer Policy.

13.3 The school's safer recruitment practices will be reviewed by the Trust alongside the school's Designated Safeguarding Lead on a termly basis, and any actions required will be reported to the Governing Body and Trust.

14 Dealing with concerns regarding school staff or volunteers

(also see the school's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers)

- 14.1 To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'. (*Safer Recruitment Consortium October 2015*)
- 14.2 A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff Code of Conduct, or may have:
- 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 he or she would pose a risk of harm if they work regularly or closely with children⁵.
- 14.3 This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.
- 14.4 All members of staff/volunteers must report any such concerns in accordance with the School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers. The Statement is available on the school's Portal and from the HR Office, and sets out what staff must and must not do. Failure to report it in accordance with the Statement of Procedures is a potential disciplinary matter.
- 14.5 The member of staff / volunteer must report their concern immediately and without delay to the Headteacher, or where the Headteacher is the subject of the concern the Chair of the Governing Body. In the absence of the Headteacher they must report to the Designated Safeguarding Lead. In the absence of either party they must report to the next most senior member of staff in school.
- 14.6 The person to whom a concern or allegation is reported must take the matter seriously, keep an open mind, and must:
- Find time and, if necessary, a suitable place to listen to the person's concerns or allegations.
 - Listen to what is being said without displaying shock or disbelief.
 - Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the person asks that information is kept secret, it is important that you tell the person that you cannot promise complete confidentiality.
 - Allow the person to talk freely. Do not cross examine, interview, or probe. Listen, only asking questions when necessary to clarify.
 - Not criticise the alleged perpetrator.
 - Stress that it was the right thing to share the concerns.
 - Explain what has to be done next and who has to be told.

⁵ These 3 points, drawn from *Keeping Children Safe in Education* (DfE 2016), represent the LSCB threshold for position of trust strategy meetings

- Make records that are factual, accurate and relevant and avoid subjective judgements.
- Sign and date the record of the disclosure.
- If they are not the Designated Safeguarding Lead- Immediately discuss the allegation with the Designated Safeguarding Lead.
- Ensure that they act in accordance with Part Four of Keeping Children Safe in Education '*Allegations of abuse made against teachers and other staff*' at all times. (Part Four is contained in the school's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers)

14.7 The member of staff/volunteer must provide the relevant person as specified in 14.5 above with a signed, dated **written** record of their concerns without delay.

14.8 The relevant person receiving the concern/allegation must not unilaterally determine its validity.

14.9 The person will not investigate the concern itself, or take written or detailed statements, but will assess whether the concern meets any of the three criteria set out in **section 14.2** above. In doing so they will inform and seek advice from the Trust's HR Director. If any of the criteria are met then the Headteacher (or DSL or next most senior person) **must contact the LADO within one working day**⁶, and provide the LADO with **written** confirmation of the concern. The name and contact telephone of the LADO are given on the front cover of this policy.

14.10 The Headteacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the concern

14.11 If concern is raised regarding the Headteacher, then the Chair of Governors must be contacted, whose name and contact telephone number is given on the front cover of this policy. In the absence of the Chair of Governors, the Vice Chair must be contacted, whose name and contact telephone are given on the front cover.

14.12 In the event of a concern regarding the Headteacher, the Chair of Governors (or the Vice Chair) shall inform and seek advice from the Trust's HR Director and contact the LADO (within one working day) whose contact details are given on the front cover of this policy.

15 Special Circumstances

15.1 **Children who are looked after:** The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the Designated Safeguarding Lead hold details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after.

15.2 **Work experience:** The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in

⁶ Working Together to Safeguard Children (2015)

accordance with the guidance in *Keeping Children Safe in Education 2016*. A copy of which is viewable on the school website and is available from the Leader of Careers, Mrs K Rawlins.

- 15.3 **Children staying with host families:** The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education 2016*, **Annex E** to ensure that hosting arrangements are as safe as possible. Some overseas pupils may reside with host families during school terms and we will work with the Local Authority to check that such arrangements are safe and suitable.
- 15.4 **Boarding Schools and Children's Homes:** Research has shown that children can be particularly vulnerable in residential settings. All boarding schools and residential special schools comply with the National Minimum Standards for their particular setting and are appropriately inspected

Types of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by 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 adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

Indicators of Abuse

NB. This guidance is provided as a useful reminder of the indicators of abuse but should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in school performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour eg. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, eg. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, eg. for sport
- Phobias or panic attacks

Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging.

Referral Guidance

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

For guidance and support, contact the Children's Social Care Referral and Assessment Service Telephone: 024 7678 8555.

MAKING A DECISION

Further guidance on making a decision is provided in the Children's Social Care, Thresholds and Practice Standards, available at:

<http://coventryscb.proceduresonline.com/>



Staff / Volunteer pro-forma for reporting Child Protection concern/s to DSL

The information on this form is strictly confidential. Please complete the form and check that it is clear and legible. Hand it to the designated teacher **in person** as soon as possible. Thank you.

| The Child's Details | |
|----------------------------|--|
| Name | |
| DOB | |
| Tutor Group | |
| Address | |
| Home Contact Number | |

| The Incident | |
|--|--|
| Date | |
| Time | |
| Outline the incident (use a separate sheet if necessary) | |

| Action Taken/Other Useful Information | |
|--|--|
| Action taken by whom | |

| Your Details | |
|-----------------------------------|--|
| Your Name | |
| Your Job Title | |
| Names of any other staff involved | |

Signature

Date

Time.....

Preventing Extremism and Radicalisation Guidance

Introduction

1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
2. President Kennedy 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.
3. President Kennedy School is committed to providing a secure environment for students, 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.
4. 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.
5. Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance produced by the Walsall Local Safeguarding Children Board; DfE Guidance "Keeping Children Safe in Education, 2015", HM government document "Prevent strategy: A guide for local partners in England" and the "Counter Terrorism and Security Act 2015".
6. The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities, which includes all schools including academies, free schools, maintained schools and studio schools to have due regard to the need to prevent people from being drawn into terrorism. The new legislation will be measured through various inspection frameworks, with schools and Children Services measured through OFSTED. The government will be producing guidance to help schools deliver the required standards (issued under section 29 of the Act).
7. **Geoff Thomas is the Prevent Coordinator in Coventry and offers support and challenge in relation to the Prevent agenda. To contact Geoff please call 02476 831437 or email Geoff.Thomas@Coventry.gov.uk**
8. **The Department for Education has set up a helpline for teachers who have questions and/or concerns about extremism.**
9. **Teachers can call: 0207 340 7264 or email: counter.extremism@education.gsi.gov.uk**

School Ethos and Practice

10. When operating this Policy, the school uses the following accepted Governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

11. There is no place for extremist views of any kind in our school, whether from internal sources (students, staff or governors) or external sources (school community, external agencies or individuals). Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

12. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this Policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

13. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

14. Therefore, the school will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

15. Please see notes on associated terminology in **Annex 2**.

The Counter Terrorism and Security Act July 2015

16. The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework. The duty also applies to children's homes. Statutory guidance has been published and comes into force on 1st July 2015.

17. Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively.

18. Other duties on schools include:

- effective partnership working with other local agencies, e.g. LSCB, police, health, etc.
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers

- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

19. Ofsted are responsible for monitoring how well schools are implementing this duty.

20. See **Annex 1** for optional schools audit.

Recognising the indicators of vulnerability to radicalisation

21. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

22. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

23. Indicators of vulnerability include:

- **Identity Crisis** – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **Personal Circumstances** – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
- **Special Educational Need** – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

24. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;

- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.
25. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct/Staff Behaviour policy for staff.
 26. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. All staff will receive WRAP training (Workshop to Raise Awareness of Prevent) and radicalisation and extremism will be an integral part of annual staff safeguarding training.
 27. Our school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for President Kennedy School is Mr Beattie.
 28. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or head/principal. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered assistance. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.
 29. Our school will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Board for safeguarding individuals vulnerable to extremism and radicalisation. <http://www.coventry.gov.uk/lscb>

Teaching Approaches

30. We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via Citizenship and PSHE sessions; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011. These approaches include setting targets for young people to build a sense of ownership; creating a safe space for dialogue between staff and students; building resilience in students; improving student skills for collaborative work; improving students' ability to interact with each other and a peer mentoring scheme. We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. The school will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.
31. We will also work with local partners, families and communities in our efforts to challenge extremist views and to assist in the broadening of our students' experiences and horizons.

Use of External Agencies and Speakers

32. The school encourages the use of external agencies or speakers to enrich the experiences of our students; however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.
33. Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos.
34. Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:
 - Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
 - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
 - Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
 - Activities are matched to the needs of students
 - Activities are carefully evaluated by the school to ensure that they are effective.
35. Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistleblowing

36. Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to whistle blow or raise any issue in confidence.
37. Please refer to the separate Whistleblowing Policy which is available on the school's website and from the HR Office.

Recruitment

38. The arrangements for recruiting all staff, permanent and volunteers, to our school will follow government guidance on safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that appropriate references are always received and checked and that we complete and maintain a Single Central Record of such vetting checks.
39. We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
40. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body

41. The Governing Body of our school will undertake annual training led by the Designated Safeguarding Lead to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.
42. The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.
43. In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, September 2016' the Governing Body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.
44. Governors will review this policy regularly prior to the start of a new academic year (on an annual basis) but may amend and adopt any amendments outside of this timeframe in accordance with any new legislation or guidance.

Standards for Teachers

45. The 2011 (updated 2013) Standards for Teachers (part two) states:
46. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements, define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.
47. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:
 - **Treating students with dignity, building relationships rooted in mutual respect**, and at all times observing proper boundaries appropriate to a teacher's professional position
 - **Having regard for the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others**
 - **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs**
 - Ensuring that personal beliefs are not expressed in ways that exploit students' vulnerability, or might lead them to break the law.
48. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. They must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.
49. **NB** the phrase '**fundamental British values**' refers to the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011 and updated recently. It includes the need for schools to explore with students and students '**democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs**'.

Policy Adoption, Monitoring and Review

50. This Policy was considered and adopted by the Governing Body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education' March 2015 and duties as set out in the Counter Terrorism and Security Act 2015.
51. Parents/carers will be issued with a hard copy of this Policy on request. This Policy will also be made available to parents/carers via the school's website.

52. Governors will review this policy annually prior to the start of a new academic year but may adopt any amendments outside this timeframe in accordance with any new legislation or guidance.

Supporting children who are travelling/have travelled abroad to specific locations

53. If a student/parent/carer seeks permission to travel abroad and this falls within the academic school term then the family should be provided with the letter as set out in **Annex 3**. The Dangers of travelling for terrorism (or Forced Marriage or Female Genital Mutilation) are becoming increasingly apparent and concerning. While this guidance refers to children and young people returning; there is an absolute desire to stop them travelling wherever possible. School staff must also be alert and refer cases of potential concern if they become aware that a student/pupil is intending to travel during school holidays.

54. If you have concerns either post travel or pre travel and/or identify any concerns in relation to extremism as identified above please refer to the flow diagram on **Annex 4** which relies on your professional judgment with full support and guidance from your **SPOC**. If any of the indicators of concern are noted upon return/extremism risk identified then consideration needs to be given to making a referral to Channel, the Channel panel will suggest appropriate intervention. This will be from a safeguarding perspective around a number of issues that will encompass extremism vulnerabilities. If any responses/discussions give further indicators for concern around extremism then the Local Security and Partnership Officer will be contacted.

LINKS AND SUPPORTING DOCUMENTS

HO Foreign Travel Advice

<https://www.gov.uk/foreign-travel-advice>

Prevent Tragedies

www.preventtragedies.co.uk

How social media is used to encourage travel to Syria and Iraq

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf

Promoting British Values through SMSC

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Tackling extremism in the UK - Task Force report (see pages 5 – 7)

<https://www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce>

Channel Guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Prevent Duty (new guidance and consultations doc)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/388934/45584_Prevent_duty_guidance-a_consultation_Web_Accessible.pdf

Keeping Children Safe in Education September 2016

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

APPENDIX 5: Annex 1 – Prevent audit for primary and secondary schools

An audit of this nature is a useful form of evidence for inspecting bodies such as Ofsted; it is also a useful self- assessment tool for leadership teams and staff to map what they are already doing well and what could be done to improve ‘good practice’ further. In the past, schools have used Community Cohesion audits in a similar way, with favourable comments from both leadership teams and Ofsted.

Appropriate members of the Senior Management Team, the Prevent Lead and a Governor who has responsibility for this area should carry out the audit; its findings should be shared with the whole staff. The audit must be reviewed at the very least bi – annually and a record of each audit filed and kept in school.

Key:

When assessing the school’s level of compliance use the following codes

Red (R): no evidence

Amber (A): partial evidence

Green (G): secure evidence

1. PREVENT OBJECTIVE 1: Clear leadership and accountable structures are in place and visible throughout the organisation

| Evidence | Colour code | Action, when and responsibility |
|--|-------------|---------------------------------|
| There is an identified strategic Prevent Lead within the school | | |
| The strategic Prevent Lead understands the expectations and key priorities of PREVENT and these are embedded and explicit within safeguarding policies | | |
| The Senior Leadership Team have a clear understanding and commitment to the Prevent Strategy and its key objectives | | |
| The PREVENT agenda and its objectives are embedded within the appropriate safeguarding processes established and used in school. | | |

2. Staff and the Governing Body have been appropriately trained according to their role

| Evidence | Colour code | Action, when and responsibility |
|--|-------------|---------------------------------|
| All staff and Governors know who the Prevent Lead is in school. | | |
| They understand the risk of radicalisation and extremism and know how to recognise and refer children who may be at risk | | |
| There are appropriate policies, staff guidance and literature readily available to all staff on PREVENT | | |
| Staff are confident and able to provide appropriate challenge to students, parents or Governors if opinions are expressed that are contrary to fundamental British values and the promotion of community cohesion; they know who to go to and how to report concerns | | |
| Regular, continuous CPD updating training on PREVENT is available to the Strategic Prevent Lead and safeguarding leads where appropriate. | | |

3. An appropriate reporting and referral process is in place and referrals are being managed effectively

| | | |
|---|--|--|
| An appropriate internal PREVENT referral process has been developed | | |
| Partner agency communication channels have been established – Local Authority Prevent Lead and the Police, are first port of call when outside agencies need to be consulted or for making a Channel referral | | |
| Evidence of notification reports and/or referrals exists in school | | |
| Prevent notifications or referrals are managed or overseen by designated staff e.g. the Prevent Lead | | |
| A process is in place to identify, and develop 'lessons learnt'; a reflective process that will inform future action. | | |

4. A broad and balanced curriculum that helps protect students against extremism and promotes community cohesion

| | | |
|--|--|--|
| The school delivers a creative curriculum that helps develop critical thinking skills around the power of influence, particularly the persuasion of on-line sources and social media | | |
| Themes and curriculum content provides opportunities to explore and reinforce the benefits of community cohesion and the damaging effects of all extremism on the local, national and global community | | |
| A range of activities are planned and delivered in both lessons and the community, that explore the choices available to young people in the 21st century and the consequences of these | | |
| Resources, displays and literature provide balanced information, advice and alternative views for pupils and students | | |
| Students demonstrate in their work and relationships with others an ability to recognise diversity and the problems and possibilities inherent within this | | |
| The school provides opportunities to explore fundamental British values, equality, difference, faiths and beliefs., through the curriculum, collective worship and interaction with the wider community | | |
| Spiritual, Moral, Social and Cultural education is understood as a central strand in PREVENT (promoting equality, exploring difference and British values) by all staff and is addressed as suggested in the 2014 SMSC guidance (see links and supporting guidance). | | |

APPENDIX 5: Annex 2 Associated terminology

Al-Qaeda - An international organization of loosely affiliated groups/cells that carry out attacks and bombings in the attempt to disrupt the economies and influence of Western nations and advance Islamic extremism

British- People who are the inhabitants of Britain (e.g. citizens of England, Scotland, Wales, Northern Ireland, the Isle of Man or one of the Channel Islands, collectively known as the United Kingdom) or an inhabitant of a British overseas territory

Channel – A key element of the Prevent Strategy; Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs

English Defence League (EDL) - The English Defence League is a far right, street protest movement, which opposes what it considers to be a 'spread of Islamism', and Islamic extremism in the United Kingdom.

Ethnicity - This is linked to distinctive shared social, linguistics, physical (e.g. skin colour) cultural and geographical heritage and norms. Religious belonging may be part of these norms. Every person has an ethnicity. To belong to an ethnic group, an individual must see themselves as a member and be seen as others as being a member of the group

Extremism - One who advocates or resorts to ideologies and measures beyond the norm, in politics and religion often using violence and terror tactics to make their views known, or to gain power.

Ideology- A set of ideas and beliefs of a group, religious or political party

Identity - An umbrella term used to describe an individual's understanding of him or herself; identity is influenced by many factors, gender, ethnicity, religion, nationality, culture, family etc.

Media - The means of communication that reaches large numbers of people e.g. the television, newspapers, and the internet

Propaganda - Ideas or statements that are often false or exaggerated and that are spread in order to help a cause

Islamophobia - A hatred or fear of Muslims, their religion and sometimes-related politics or culture.

Islamist - A western term used to describe an extreme Muslim usually politicised

Jihad- Personal struggle in everyday life; striving to achieve a goal; also used to mean taking up arms if necessary

Nationalism - a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries

Nationality - The status of belonging to a particular nation by origin, birth, or naturalization

Racism - This term refers to the deeply rooted but groundless belief that certain groups are inherently inferior to others. Racism is expressed through attitudes, behaviours and institutional policies and procedures. It disadvantages certain groups in terms of housing, job opportunities and education. Some White people experience racism (for example people from Irish, Jewish or Traveller backgrounds).

Radical - A word that describes a person who favours extreme or fundamental change in existing institutions or in political, social, or economic conditions

Resilience - The ability to recover quickly from change, or misfortune

Right wing - A conservative or reactionary element in a political party or other organization, often associated with fascism, nationalism and racism.

Social media - Forms of electronic communication (web sites, social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content e.g. videos.

Stereotypes - This involves making generalised assumptions about a person or group; applying these assumptions; expecting people to conform to them

Terrorism - The unlawful use or threatened use of force or violence by a person or an organised group against people or property with the intention of intimidating individuals, coercing societies or governments, often for ideological or political reasons.

Terrorist - One that engages in acts or an act of terrorism

Xenophobia - An unreasonable fear or hatred of foreigners or strangers, or of that, which is different, foreign or strange.

APPENDIX 5: Annex 3 - Supporting children who are travelling/have travelled abroad to specific locations

Dear Parent/Carer

Travel Abroad

[Insert name of student] has advised us that he/she will be travelling to *[insert destination]* on *[insert date]* to *[insert date]*.

Travel abroad can be a fantastic learning experience and we encourage students to broaden their life experiences to give them a deeper understanding of how other people live around the world. Any trip during term time is discouraged so that it does not negatively impact children's education, but we do consider any requests on a case by case basis.

We are aware that in some countries travel for British Nationals can mean increased risk of terrorist attack. Please see the link below of the latest advice and risks associated to a number of destinations. <https://www.gov.uk/foreign-travel-advice>

There have been numerous incidents of young UK nationals travelling abroad which breached current UK legislation, and also legislation of the country of destination if arriving illegally through unsupervised border crossings.

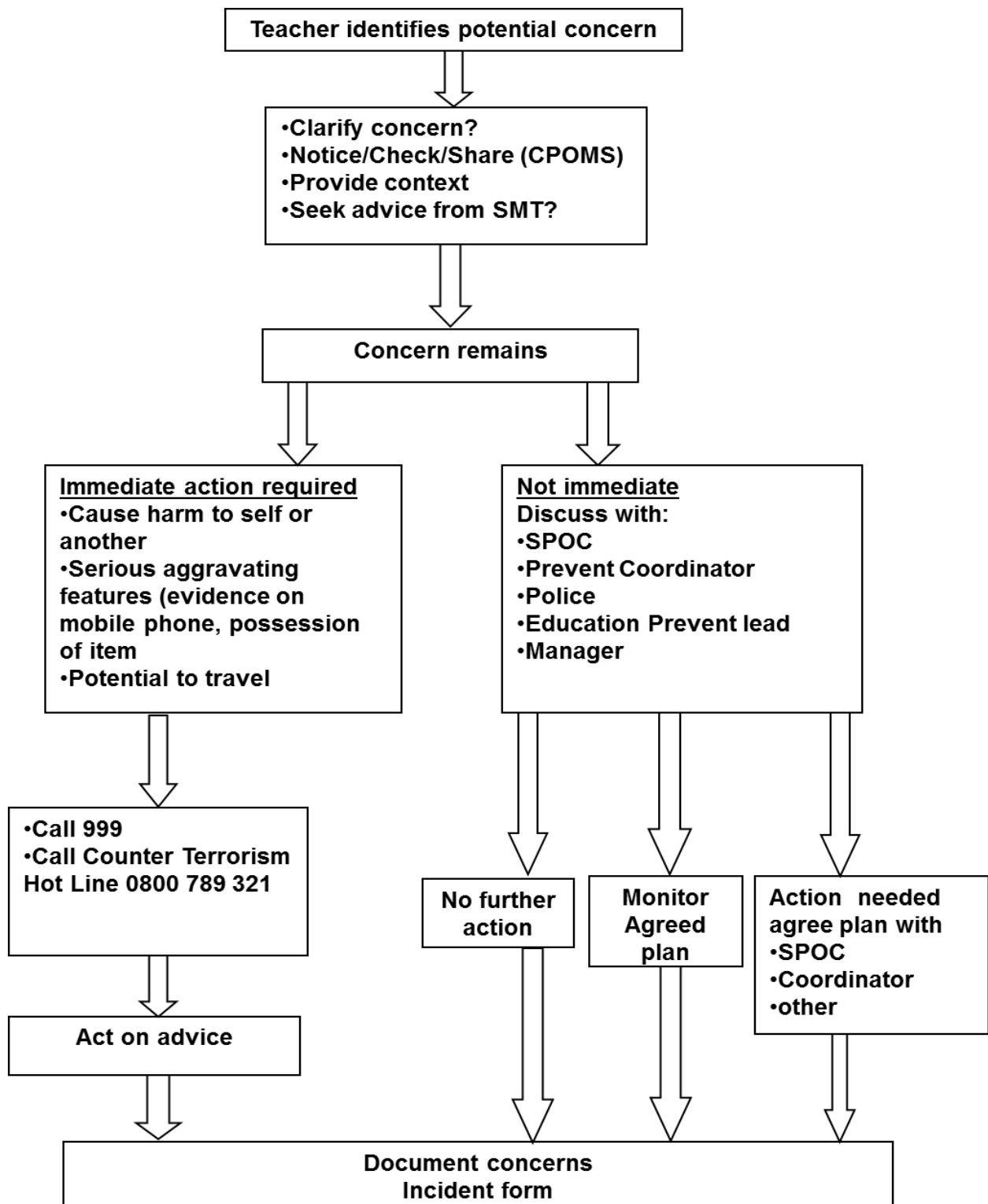
In a handful of cases parents were unaware of their child's plans to travel so this is one of the reasons that we have contacted you to confirm you are fully aware and are happy with the proposed travel arrangements.

Your child's safety is paramount to the school and travel abroad is covered within safeguarding protocols and current legal duties placed upon educational institutions. Please do not hesitate to contact (insert name) on any issues relating to the content of this letter

Yours sincerely

President Kennedy School

APPENDIX 5: Annex 4 Flow chart Supporting children who are travelling/have travelled abroad to specific locations



Child Sexual Exploitation Guidance

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.