

Safeguarding children and young people is the responsibility of everyone

Safeguarding and Child Protection Policy

September 2019

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

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Reviewed by: President Kennedy School Local Governing Body

Agreed by Governors: by powers of urgency September 2019

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Definitions

- 1 'Safeguarding' is defined in Keeping Children Safe in Education (2019) as;
 - protecting children from maltreatment;
 - preventing impairment of children's 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.
- 2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.
- 3 'Child' refers to everyone under the age of 18.
- 4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.
- 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 President Kennedy School and The Futures Trust.

Introduction

- 6 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff 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 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 the wishes of, and at all times, what is in the best interests of each child.
- 7 The purpose of this policy is to:
 - Promote safeguarding and child protection and to demonstrate President Kennedy 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 President Kennedy's safeguarding and child protection procedures;
 - Ensure that staff understand, can recognise and can respond to the indicators of abuse;
 - 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.
- 8 President Kennedy School is committed 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.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

Safeguarding aims

- 9 The safeguarding aims of President Kennedy School, in line with Keeping Children Safe in Education (September 2019) are to;
- work to identify children who are suffering or likely to suffer harm or abuse 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;
 - 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 and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
 - 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;
 - maintain a robust recording system for any safeguarding or child protection information;
 - ensure that everyone in President Kennedy understands the safeguarding procedures; and to
 - regularly review policies and procedures to ensure that children are protected to the best of our ability.
- 10 This policy adheres to the following documents;
- Keeping Children Safe in Education (September 2019)
 - Working Together to Safeguard Children (June 2018)
 - Guidance for Safer Working Practice for those working with children and young people in education settings (2019)
 - What to do if you are worried a child is being abused: Advice for practitioners (2015)

- 11 This policy should be read in conjunction with the following policies;
- President Kennedy school's Statement of procedures for Dealing with Allegations of Abuse against Teachers, other staff and Volunteers
 - President Kennedy School's Whistleblowing Policy.
 - The futures Trust Safer Recruitment Policy
 - President Kennedy School's Code of Conduct
 - The Futures Trust Suitability Policy – statement on the recruitment of ex-offenders
 - The Futures Trust Reference Policy (Providing and requesting)
 - President Kennedy School's Volunteer Policy
 - The Futures Trust ICT Acceptable Use Policy
 - President Kennedy School's Visitor Management Policy
 - President Kennedy Schools Behaviour Policy
 - President Kennedy Schools Anti-Bullying Policy
 - President Kennedy school's Educational Visits Policy
 - President Kennedy Schools Attendance Policy.

Scope

- 12 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of President Kennedy School or the Future's Trust. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.
- 13 Rather than duplicating content from Keeping Children Safe in Education (September 2019) in this policy, it should be understood that President Kennedy School will always refer to this document as the benchmark for all safeguarding practice.

Roles and Responsibilities

The Role of the Governing Body and the Trust

- 14 The Futures Trust has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Wayne Copeland. At School level the named governor for safeguarding is Jackie Slack.
- 15 Part 2 of Keeping Children Safe in Education (September 2019) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body and Trust will:
- Ensure that they comply with their duties under legislation;
 - Ensure that this policy is reviewed annually, ratified by the Trust and communicated to the Governing Body;

- Through the Head teacher, 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.
- Ensure that policies, procedure and training in President Kennedy School are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that President Kennedy School takes into account local authority and Coventry Local Safeguarding Partnership policies and supply information as requested by the CSCP;
- Ensure that President Kennedy School has an effective child protection policy, that it is published on President Kennedy School website or available by other means and review this annually;
- Ensure that President Kennedy School has a staff behaviour policy or Code of Conduct, which is shared with all current staff and forms part of the induction training for new staff.
- Ensure that all staff and volunteers undergo safeguarding and child protection training on induction and that as part of this they receive Part One and Annex A of Keeping Children Safe in Education 2019.
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead; 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;
- Respond to allegations of abuse against any member of staff, including the Head teacher;
- 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.
- 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 such as Child Sexual Exploitation;
- Ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. 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 Early Help Co-ordinator in local Family Hubs regarding resistant families;
- Working to help identify children and young people who are privately fostered;
- 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;
- 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'.
- Ensure that the school adheres to and fully implements the Trust's Safer Recruitment Checklist and the processes that underpin it;
- Ensure that 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; and
- Ensure that the Trust's Whistleblowing Policy is accessible to staff and volunteers and is published on the school's website.

The Role of the Headteacher

16 The headteacher will:

- Ensure that this policy is reviewed annually 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;
- 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 Children' to promote the educational achievement of children looked after;

- Appoint a lead for online safety;
- 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 allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- 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 social care have access to President Kennedy School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2019).

The Role of the Designated Safeguarding Lead

- 17 The Designated Safeguarding Lead for President Kennedy School is Richard Beattie. The Deputy Safeguarding Lead is Ralph Cordes.
- 18 The Designated Safeguarding Lead will:
- Take overall lead responsibility for safeguarding and child protection in President Kennedy School;
 - 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;
 - Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2018);
 - Identify if children may benefit from early help;
 - Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children 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 committed;
 - Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
 - Undertake training to equip them with the skills to carry out the role and update this every two years;
 - Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2019);
 - 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 President Kennedy School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of President Kennedy School community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in President Kennedy School; and
- Liaise with the headteacher regarding safeguarding cases and issues.

19 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2019).

The Role & Responsibilities of all Staff within School

- 20 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 President Kennedy School:
- Have a responsibility to provide a safe environment, where children can learn;
 - Should know what to do if a child tells them that he/she is being abused or neglected;
 - Will be able to identify indicators of abuse;
 - 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 President Kennedy School that support safeguarding and child protection;
 - Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2019) annually and receive annually updated training on their safeguarding roles and responsibilities;
 - Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
 - Will be made aware of the early help 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 Social Care (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;
- Will receive regularly updated safeguarding and child protection training;
- 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.
- 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).
- If concerns or allegations arise regarding a member of staff or the Headteacher, then the school's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers, must be followed.

Types of abuse

21 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are:

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

22 Types of abuse (Taken from Working Together to Safeguard Children, 2018)

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. 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 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 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.
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

Type of abuse	Information
Child sexual exploitation (CSE)	<p>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. The sexual abuse of children by other children is a specific safeguarding issue in education.</p> <p>CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p>
Neglect	<p>The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.</p>

- 23 Indicators of abuse can be found in Appendix B.
- 24 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (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 social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

- 25 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.
- 26 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 and have specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - 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;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - 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 a privately fostered child.¹
- 27 President Kennedy School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if President Kennedy School believes that a child is at risk of or is the victim of:
- physical abuse;
 - sexual abuse;
 - child sexual exploitation;
 - emotional abuse;
 - neglect;
 - bullying, including cyber- or online-bullying;
 - criminal exploitation (including involvement in county lines);
 - domestic abuse;
 - fabricated or induced illness;
 - faith-based abuse;
 - female genital mutilation;
 - forced marriage;
 - gangs or youth violence;
 - gender-based violence;

¹ Taken from paragraph 18, Keeping Children Safe in Education (September 2019)

- hate;
 - honour-based violence;
 - radicalisation;
 - relationship abuse;
 - sexual violence or sexual harassment (including peer on peer abuse);
 - sexting;
 - trafficking and modern slavery.
- 28 President Kennedy School will also take action to protect:
- Children missing education;
 - Children missing from home or care.
- 29 There are other familial issues that can have a detrimental impact on children.
- 30 We work with other agencies in line with Keeping Children Safe in Education (2019) 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.
- 31 President Kennedy School have a duty to refer any children who are living in a private fostering arrangement to the local authority.
- 32 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 E for further information on President Kennedy School’s Prevent duty.
- 33 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.
- 34 See **Appendix B** for further information and guidance on the above issues.²

Responding to signs of abuse

- 35 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 social care, where possible there should be a conversation with the Designated Safeguarding Lead.
- 36 If anyone other than the Designated Safeguarding Lead makes a referral to children’s social care or to the police, they should inform the DSL as soon as possible.

² Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

- 37 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 of abuse that children have made;
- 38 There will be occasions where a child discloses 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 a discussion with the DSL prior to this.
- 39 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. The DSL may:
- Manage support for the child internally;
 - 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 statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if President Kennedy 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 social care.
- 40 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by President Kennedy School to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.
- 41 See page 22 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2019).
- 42 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, but the legislation requires regulated health and social care 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.³
- 43 President Kennedy School understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.
- 44 The school will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse through training, briefings and updates.
- 45 The school will work to prevent peer on peer abuse by:
- Promoting our school values through "Pride" and "it's all about learning"
 - Creating a culture of support and trust.
 - Responding appropriately to all reports of abuse;
 - Working with both internal and external support agencies and groups e.g. the school counsellor, the NSPCC and the Police.

³ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

- Ensuring students are taught and learn about safeguarding and related topics, so they understand abuse can be perpetrated by peers, online or in person, by strangers or by someone they know to them.
- 46 In the event that an allegation of peer on peer abuse is made, President Kennedy School will investigate this and work with both the victim(s) and the perpetrator(s) following the school behaviour policy.
- 47 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by:
- Referral to relevant specialists such as counsellors, NSPCC, Police, youth workers
 - Referral for internal support as appropriate via then relevant College;
 - Recognising both parties may have previously been a victim of abuse;
 - Working with parents/carers as appropriate;
 - Carefully considering restorative approaches in light of the nature of the abuse;
 - Consider arrangements for the appropriate education of both victim and perpetrator, taking into consideration specialist advice where a crime has been committed or is under investigation.
- 48 President Kennedy School will never pass off peer on peer abuse as ‘banter’ or ‘part of growing up’.
- 49 President Kennedy School recognizes the gendered nature of peer on peer abuse, but that all peer on peer abuse is unacceptable and will be taken seriously; President Kennedy School recognises for example that anyone can be the victim of abuse based on their gender, sexuality, disability or other difference and all instances will be treated equally.
- 50 President Kennedy School will adhere to guidance set out in Keeping Children Safe in Education (2019) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

Serious violence

- 51 All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s [Preventing youth violence and gang](#)

[involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

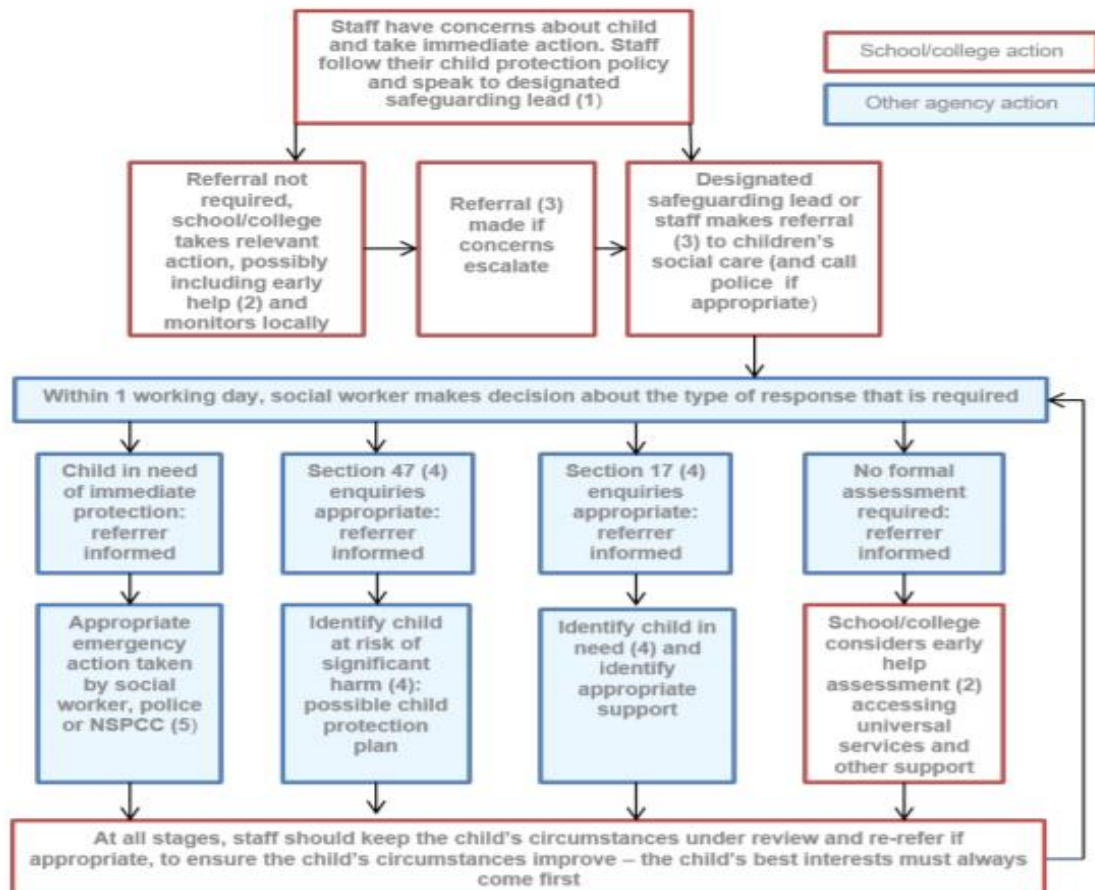
Youth Produced Sexual Imagery ('sexting')

- 52 'Sexting' 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.
- 53 President Kennedy School has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online.
- 54 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.
- 55 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include:
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
 - Referrals to the police and/or MASH;
 - Sanctions in accordance with behaviour policy;
 - Support for young people involved to prevent reoccurrence;
- 56 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.
- 57 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral:
- Adult involvement;
 - Coercion or blackmail;
 - Children under the age of 13;
 - Extreme, or violent content;
 - Immediate risk of harm.
- 58 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.
- 59 We will work with parents as necessary if their child is involved in 'sexting'.
- 60 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.

Searching, Screening and Confiscation

- 61 Where necessary, searching, screening and confiscation will be used to safeguard children in President Kennedy School.
- 62 President Kennedy School adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).
- 63 Please see behaviour policy for further information searching, screening and confiscation.
- 64 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

Actions where there are concerns about a child



(1) In cases which also involve 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 local authority's referral process. 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. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

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

submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

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 and to CTU_GATEWAY@west-midlands.pnn.police.uk

- 65 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 LSCP's Escalation Policy. to ensure that our concerns have been addressed and that the situation improves for the child.

Record-keeping

- 66 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.
- 67 President Kennedy School keeps all safeguarding files electronically, using a system called CPOMs. (Child Protection Online Monitoring System).
- 68 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 using CPOMS. In the event of a technological issues or use by a visiting professional the form in Appendix D can be used.
- 69 Records must be factual, accurate and relevant and avoid subjective judgements. It is not the schools responsibility to 'check out' what any child tells nor should any abuser be questioned.
- 70 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. Once received by the new school, this school will not retain the information.
- 71 The school will seek at least two emergency contacts for every child.
- 72 All data processed by President Kennedy School is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information; "Privacy Notice for Parents and Pupils – How we use your information 2018/2019" available on the school website.

Confidentiality

- 73 Safeguarding information should be treated as confidential and only shared as part of the agreed school and Coventry Safeguarding Children Partnership protocols.

- 74 All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals.
- 75 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.

Communication with parents / Carers

- 76 Parents and carers will be made aware of the school 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. Consent to share

Photography and Images

- 77 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins President Kennedy School.
- 78 Parents can withdraw consent at any time and must notify President Kennedy School if they do not wish their child's photographs to be used.
- 79 Photographs of children used publicly will not be displayed with their name or other personal information.
- 80 Photographs of children will be processed in line with the General Data Protection Regulation.

Early Help

- 81 President Kennedy 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. President Kennedy School works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.
- 82 President Kennedy school works within the LSCP ['Right Help, Right Time'](#) framework, available on the LSCP website.

Staff training

- 83 In order for staff to be able to understand and discharge their safeguarding and child protection duties, President Kennedy School has committed to training staff throughout the academic year. All staff members will be made aware of the school's 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 Annex A of Keeping Children Safe in Education (September 2019)
- School procedures for Children Missing Education
- The school Behaviour Policy
- The Whistle Blowing Policy
- President Kennedy School’s Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers:
- The Futures Trust ICT Acceptable Use Policy.
- President Kennedy Schools Visitor Management Policy.

- 84 Staff at President Kennedy School (Including Governors and Volunteers) will receive additional training Safeguarding Bulletins and briefings, covering for example the following topics in the most appropriate level of detail for their role. Generally, in response to the current safeguarding context of our community: Prevent, Online safety and ‘sexting’, peer on peer abuse, county lines Safeguarding SEND students , children missing education, Female Genital Mutilation, educational visits etc.
- 85 The Designated Safeguarding Leads will attend the LSCP’s Level 2.
- 86 President Kennedy 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 ‘sexting’⁴. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

Safer Recruitment

- 87 President Kennedy 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);
 - Professional qualifications check ;
 - Right to work in the UK check;
 - Further checks for those who have lived outside the UK;

⁴ Also known as ‘youth produced sexual imagery’.

- Disqualification Under the Childcare Act 2006 checks (as required).
- 88 A record of all checks on members of staff will be held on the Single Central Record.
- 89 All new members of staff will be required to obtain DBS clearance. President Kennedy School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.
- 90 At least one member of every interview panel will have undergone Safer Recruitment training.
- 91 We take proportionate decisions on whether to check individuals beyond what is required.
- 92 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.
- 93 All safer recruitment practices at the school comply with Keeping Children Safe in Education (September 2019). See Part 3 of Keeping Children Safe in Education (September 2019) for further information.
- 94 The school will adhere to and fully implement the Trust's Safer Recruitment Checklist and the processes that underpin it.
- 95 When recruiting volunteers the school will adhere to and fully implement the Trust's Volunteer Policy
- 96 The school's safer recruitment practices will be reviewed by the Trust alongside the school's Designated Safeguarding Lead on a regular basis. Any actions required will be reported to the Governing Body and the Trust.
- 97 Refer to our 'Safer Recruitment Policy for further details.

Allegations of abuse against staff

- 98 President Kennedy School takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2019) and the CSCP Guidance, 'Allegations against Staff and Persons in a Position of Trust'.
- 99 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 document 'Guidance for safer working practice for adults who work with children and young people in education settings' (May 2019)
- 100 A concern, or allegation, is any information which indicates that a member of staff or volunteer may have failed to meet the requirements set out in the staff Code of Conduct or the above guidance document, 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; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

This applies to any child the member of staff or volunteer has, or has previously had, contact with in their personal, professional or community life.

- 101 Any such concerns or allegations must be reported in accordance with the steps below and the School's Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers, which is made accessible to all staff and volunteers. Failure to report is a potential disciplinary matter.
- 102 If a concern or allegation of abuse arises against the Headteacher, it must be reported to Wayne Copeland -Chair of Governors without delay.
- 103 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.
- 104 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.
- 105 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention, and in doing so will inform and seek advice from the Trust's HR Director. The Local Authority designated officer is **Lavona Brown** and contact details can be found at the front of this policy.
- 106 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.
- 107 If a child has suffered abuse or harm, a MASH referral will also be made.
- 108 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to President Kennedy School in managing the allegation.
- 109 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, or would have been removed if they had not have resigned.

Whistleblowing

- 110 President Kennedy School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or the school's safeguarding processes to the senior leadership team.

- 111 The School's Whistleblowing Policy is made accessible to all staff and volunteers and the senior leadership team will take all concerns seriously.
- 112 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.

Promoting safeguarding and welfare in the curriculum

- 113 President Kennedy 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.
- 114 Children at President Kennedy School will receive the following as part of our promotion of safeguarding across the curriculum: Pastoral support including information, advice and guidance from the pastoral teams. Major campaign weeks covering for example safeguarding topics such as healthy lifestyles, child sexual exploitation, anti-bullying (Including cyber-bullying, and respect. Special events such as online safety day and curriculum inputs linking safeguarding topics such as extremism, healthy relationships, community cohesion and sexual relationships.

Children Looked After

- 115 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. President Kennedy School recognises that children looked after may have additional vulnerabilities. The Designated Lead for Looked-After and Previously Looked-After Children is Richard Beattie.
- 116 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.
- 117 The school will work with Personal Advisors when children leave care (where applicable).
- 118 President Kennedy School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

Children with Special Educational Needs

- 119 As outlined in Keeping Children Safe in Education (2019), President Kennedy School is aware that children with additional needs or disabilities may be more vulnerable to abuse 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 than other children;
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.⁵
- 120 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.
- 121 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.
- 122 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

Use of reasonable force

- 123 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.
- 124 In line with our Behaviour Policy and Staff Code of Conduct, our approach to managing behaviour is to use a clear system of rewards and consequences to promote good behaviour. In circumstances where this is not effective a senior member of staff is available on an on-call basis. A situation that requires use of reasonable force to keep someone safe would be recorded as a safeguarding concern, investigated by the DSL. Any situation involving the use of force would be discussed with the head teacher to ascertain if changes to policy, practice and training were required to avoid future recurrence.

Work Experience

- 125 Please see the relevant policy on the school website/VLE.

Children Missing Education

- 126 A summary of key actions is below but please refer to the specific policy Children Missing Education on the school website/VLE and DFE guidance <https://www.gov.uk/government/publications/children-missing-education>
- 127 Daily attendance monitored by the pastoral admin team after morning registration
- 128 First Day absence procedures followed for all students, text message, phone call, home visit (see attendance policy and CME flowchart).

⁵ Keeping Children Safe in Education, September 2019

- 129 Students who are Looked After, on a Child Protection plan or have other identified vulnerabilities, such as police notifications of Domestic Abuse with current Early Help services involvement, the social worker/key worker will be informed of absence and any concerns, after period 1 register is taken. If there is any doubt as to whether a child may be at risk of harm, the Designated Safeguarding Lead will be consulted.
- 130 At the latest after 5 days the Family Hub will be informed if no contact has been made with the family, having followed the normal absence process (text messages, phone calls, home visits).
- 131 After a maximum of 10 days, the Children Missing Education Form will be completed and further advice sought.
- 132 After 20 days, the Remove From Roll checklist will be completed and advice will be sought from the Family Hub. The child can only be deleted from the Schools Admission register, with the signature of the Head Teacher on the completed Remove From Roll checklist.

Private Fostering

- 133 President Kennedy School have a duty to refer any children who are living in a private fostering arrangement to the local authority.
- 134 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 care-givers for more than 14 days, so we can support them as required.

Summary

- 135 President Kennedy 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: Policy Links

President Kennedy School's Child Protection and Safeguarding Policy is intended to be used in conjunction with the following policies available on the school's website or Virtual Learning Environment.

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

<http://www.proceduresonline.com/covandwarksscb/contents.html>

- [Allegations Against Staff or Persons in a Position of Trust Policy \(LSCP\)](#)
- Attendance Policy

- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Behaviour Policy
- Business Continuity Plan
- Children/Young people with Medical Needs
- Staff Code of Conduct (Staff)
- Complaints Policy
- Critical Incident Prevention Plan
- Data Protection Policy and Privacy Notice
- Educational Visits Policy
- Equalities Policy
- [Escalation and Resolution of Professional Disagreements \(LSCP\)](#)
- Future's trusts Suitability Policy – statement on the recruiting of Ex-Offenders
- Futures Trust Reference Policy (Providing and requesting)
- Health & Safety Policy
- HR & Governance Policy
- Intimate Care Policy
- ICT Acceptable Use Policy
- Medicine Needs & First Aid Policy
- Online Safety Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Report and Policy
- Statement of Procedures for Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers
- Transition Policy
- Visitor Management Policy
- Volunteer Policy
- Whistleblowing Policy

Appendix B: Some Potential Indicators of Abuse and Neglect

Children within the school may face any type of abuse. The school maintains the attitude of 'it could happen here' and remains vigilant to abuse of any kind. When staff are concerned that a child is suffering any type of abuse, they are expected to follow our safeguarding procedures to appropriately report it immediately.

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 e.g. 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 e.g. 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, e.g. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, e.g. 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.

Appendix C: Some Definitions

Female Genital Mutilation

The cutting, damaging or changing of female genitalia with no medical purpose. It is a cultural practice and it is illegal in this country*.

Child Sexual Exploitation (CSE)

A type of sexual abuse, where a young person is encouraged, enticed or co-erced into sexual activity in exchange for something the young person needs or wants.

Child Missing Education (CME)

Children who fail to attend school, are not registered at school or those not receiving a suitable education other than at school. These children are particularly vulnerable to abuse and lack of opportunity later in life.

County Lines

A type of criminal exploitation, where criminals use children to move drugs and other illegal items between cities and rural area.

Honour based-violence (HBV)

Any kind of violence that happens to a child to protect the perceived 'honour' of a family.

Radicalisation

Young people being targeted and brainwashed often online into extreme thinking, usually around political or religious ideology.

Domestic Abuse

Any violence or abuse in the home that a child is victim of or witness to.

Fabricated or induced illness

When a parent invents or pretends a child is ill, medicates them or restricts their activities unnecessarily.

Peer on peer abuse

Peer on peer abuse is taken as seriously as abuse of children by adults. As with all types of 'Bullying' they should be reported and actioned following the school procedures. See behaviour Policy.

Faith-based abuse

Abuse of a child linked to belief or faith. This could include abuse as a result of a belief in witchcraft or possession for example.

Sexting

Any child under the age of 18 sending images of themselves to another child under the age of 18. Sometimes known as 'youth-produced sexual imagery'.

Trafficking and/or modern slavery

The movement of children between or within a country for exploitation/forcing a child to work for no gain.

Female Genital Mutilation*

Female Genital Mutilation is the damaging, cutting or changing of female genitals with no medical cause.

It is not linked to a religion, it is a cultural practice.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

There is a mandatory reporting duty on all professionals.

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, but the legislation requires regulated health and social care 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.

*introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Long holidays to risk areas, girls saying they are going on a 'special holiday' or will 'come back as a woman' are possible signs. Health problems, difficulty walking or toileting and changes in behaviour are all signs that a girl may have experienced FGM.

Appendix D: 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 abuser – 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 it's 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.

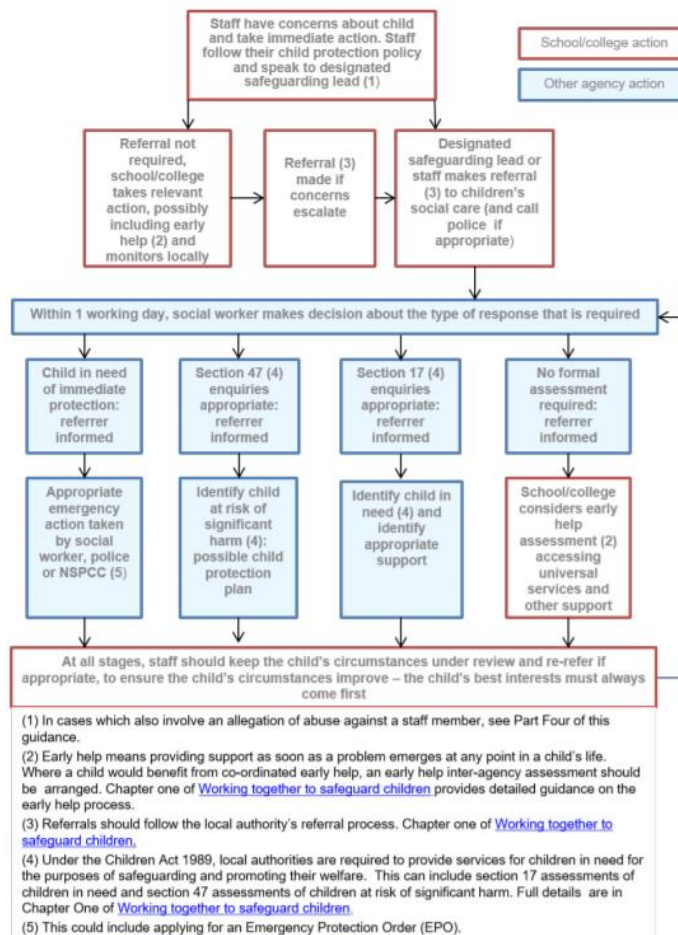
For guidance and support, contact the Children's Social Care Referral and Assessment Service Telephone: 024 7678 8555.

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/>

Actions where there are concerns about a child



Appendix E: 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.....

Appendix F: 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 Partnership; DfE Guidance "Keeping Children Safe in Education, 2019", 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. **Manjeet Panjli is the Prevent Coordinator in Coventry and offers support and challenge in relation to the Prevent agenda. To contact Manjeet, please call 02476 831437 or email Manjeet.Panjli@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 below.

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. LSCP, 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 LSCP 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.

Recognising the indicators of vulnerability to radicalisation

20. 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.

21. 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.

22. 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.

23. 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.

24. 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.

25. 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.

26. 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.

27. 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.

28. Our school will closely follow the locally agreed procedure as set out by the Local Safeguarding Children Partnership for safeguarding individuals vulnerable to extremism and radicalisation. <http://www.coventry.gov.uk/lscb>

Teaching Approaches

29. 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.
30. 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.

Relationships Education and Relationships and Sex Education

31. New arrangements will come into force in September 2020. Our teaching and planning is working towards meeting the needs of our students and community within this guidance.

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 2019' 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’ September 2019 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 2019

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

- Optional Schools Audit available from the DSL
- Some key terms / associated terminology (see below)
- Letter for supporting Children who are travelling/have travelled abroad to specific locations – Available from the DSL.
- Flow chart available from DSL

Appendix G: Key Terms / Associated Terminology PREVENT

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.