

Safeguarding & Child Protection Policy

Specific Safeguarding issues

This document contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside Working Together to Safeguard Children 2016 & Keeping Children Safe in Education Statutory Guidance for Schools and Colleges 2016 which applies to all the schools referred to above, including maintained nursery schools.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the *TES website* and also on its own *website* www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the **GOV.UK website**:

- Child sexual exploitation (CSE) – see also below
- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see also below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation and preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

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- Hate
- Missing children and adults strategy
- Relationship abuse

Further information on Child Sexual Exploitation and Female Genital Mutilation

Statutory definition of Child Sexual Exploitation

Child sexual exploitation 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.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

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Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

If a teacher has any concerns, please report to DSP who will report it to the police. Teachers must make sure that a referral has been made.

For further information on Safeguarding & Child Protection, please visit the Department of Education website below:

File 1. Keeping children safe in education: information for all school and college staff

File 2. Keeping children safe in education Statutory guidance for schools and colleges July 2015.

This document is available to download at: www.gov.uk/government/publications.

Additional PHSE Safety Lessons For All Children

At the start of each term every class in the school takes part in a specific PHSE / Religious Studies / Citizenship lesson focusing on enabling children to feel safe and adopt safe practices. The lesson looks at how children may assess the risks involved in a range of activities and the control measures they could put in place to make the activity safer, stranger danger, safety at home, safety in the classroom, in lessons and in the playground, playing safe in and out of school, road safety, water safety, railway safety, what children can do to promote their own safety and what they can do if they feel unsafe. This additional lesson started this school year and it must continue.

Whistle Blowing

As well as existing as a separate policy, the school's whistle blowing policy has now been incorporated into the child protection policy as there are circumstances in which whistle blowing may play an

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important part in safeguarding children. All staff must be aware of this procedure.

Reference: The recent Nigel Leat child abuse court case and Serious Case Review.

Mobile Phone Use

The default school rule is that mobile phones should only be used in the staffroom and should be secured away in staff lockers when not in use. Mobile phones must not be used outside the staffroom in the presence of children.

In a dire personal or family emergency, express permission must be obtained from the Head Teacher before a member of staff can carry and use a mobile phone outside the staffroom.

Reference: the recent Vanessa George Serious Case Review.

School Cameras

All school cameras, digital projectors & webcams from school laptops will be checked at random intervals each term by the Head of ICT of the school. Reference: The Vanessa George case.

Domestic Violence Abuse

The government defines domestic abuse as "any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality.

Forced Marriage

According to the London Children's Safeguarding Board: "Hundreds of people in the UK (particularly girls and young women), some as young as nine, are forced into marriage each year. A 'forced' marriage, as distinct from a consensual 'arranged' one, is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds."

Duress can include physical, psychological, financial, sexual and emotional pressure. Promissory arrangement are even made with

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primary aged children and schools should look for signs such as extended absences particularly overseas and the implications of children caught up in such situations in any way.

So Called "Honour-Based" Violence

This term embraces a variety of crimes of violence (mainly but not exclusively against women) including assault imprisonment and even murder where the person is being punished by their family and their community. e.g. the recent case in Warrington where Iftikar and Farzana Ahmed murdered their daughter Shafilea, 17. In such cases people are being punished for supposedly undermining what the family or community believe to be correct behaviour. Again schools need to be watchful.

Female Genital Mutilation

Female Genital Mutilation (FGM) is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases, it is performed on newborn infants or on young women before marriage or pregnancy.

FGM is much more common than is generally realised both worldwide and in the U.K. it is deeply embedded into the culture of communities and intervention by statutory agencies may be resented.

FGM cannot be left to personal preference or cultural custom as it is an extremely harmful practice which violates basic human rights. FGM has been a criminal offence in the U.K. since the prohibition of female circumcision act 1985 was passed. The female genital mutilation act 2003 replaced the 1985 act and makes it an offence for the first time for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.

It is reportedly practiced in 28 African countries and in parts of the Middle and Far East, but it is increasingly found in Western Europe and other developed countries primarily among immigrant and refugee communities.

Suspensions may arise in a number of ways that a child is being prepared for FGM to take place abroad. If any agency becomes aware of a child who may have been subjected to or is at risk of FGM they must make a referral to children's social care

All professionals need to consider whether any other indicators exist that FGM may have or has already taken place, for example:

- Preparations are being made to take a long holiday - arranging vaccinations or planning an absence from school.
- The child has changed in behaviour after a prolonged absence from school; or the child has health problems, particularly bladder or menstrual problems.

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- There may be older women in the family who have already had the procedure and this may prompt concern as to the potential risk of harm to other female children in the same family.

It should be remembered that this is a one-off act of abuse to a child, although it will have lifelong consequences, and can be highly dangerous at the time of the procedure and directly afterwards.

If a teacher has any concerns, please report to DSP who will report it to the police. Teachers must make sure that a referral has been made.

Violent Extremism

Preventing violent extremism is one of the most challenging and important issues facing our society now.

While it is very rare for school children to become involved in criminal extremist activity, young people can be exposed to extremism or prejudiced views, including via the internet, from an early age. Schools, working with other local partners, families and communities, can help support pupils who may be vulnerable to violent extremism as part of their wider safeguarding responsibilities.

Examples of extremist narratives quotes from DfE (2008):

(a) Al Qaida and associated groups use a 'single narrative' linking a particular interpretation of history, politics and religion with a number of current grievances – some of which may be quite widely shared by Muslims and non-Muslims alike – to build up a picture of a global conspiracy against Muslims dating back to the Crusades. They adopt an extreme interpretation of Islamic teaching that they believe places an obligation to fight and kill to achieve their aims. Most Muslims and the world's leading Islamic scholars reject this interpretation.

(b) Far-right extremist ideology provides a hate-based story based on a sense of poverty, discrimination, alienation and threat. It uses local economic and social grievances and distorts analysis of migration, globalisation and history and justifies violence to 'protect the indigenous people'. Far-right groups often associate themselves with the Nazis, or other movements such as the Ku Klux Klan. For example 'Combat 18' is the name adopted by a loose collection of violent activists with extreme right-wing neo-Nazi views. '18'

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represents Hitler, his initials being the 1st and 8th letters of the alphabet.

The DfE recommends that schools adopt a range of strategies to promote community cohesion and equality and combat extremism. These are already incorporated into our PHSE, Religious Studies and Citizenship curriculum:

- Provide effective pupil support processes
- Raise staff awareness on key issues
- Form good links with police and other partners to share information access external support from statutory or voluntary organisations use curriculum to challenge extremist narratives
- Allow space for debate and increase staff confidence in discussing controversial issues
- Understand local issues and tensions with help from local authority and police
- Develop network of community contacts and links with mentors and role models
- Promote ECM outcomes, community cohesion, equalities and wellbeing implement effective anti-bullying policies
- Focus on narrowing the attainment gap for all groups
- promote pupils' wider skill development in teaching and learning, e.g. social and emotional aspects of learning (SEAL)
- Encourage active citizenship and pupil voice e.g. UK is a democracy and democratic principles underpin much of the work of the school e.g. School Council develop links with families and local communities, including through extended schools

Evidence of children or community members expressing extremist attitudes should be reported immediately to the DSP & Police.

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Significant Harm

Our duty regarding child protection is enshrined in law: The children's act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children and young people. under section 47 of the act local authorities, and therefore schools, have a legal duty to make enquiries to decide whether they should take action to safeguard and promote the welfare of a child who is suffering or likely to suffer significant harm

There are times when parents may find it difficult to accept that when a child makes a disclosure or causes concern, our first duty is to the child and we therefore seek advice from Social Care and Safeguarding about whether we should communicate with the parents / carers of the child and what other action to take. Parents often say we should talk to them first but remember our first and paramount duty is to safeguard and protect the child.

Leicester Community Academy fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

School Commitment

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering, abuse.

We will therefore:

Work hard to establish and maintain an ethos where our pupils feel safe, secure and are encouraged to talk and be listened to.

Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.

Include in the core and enhanced curriculum activities and opportunities for PSHE/Islamic St./Citizenship and SEAL which equip pupils with the skills they need to stay safe and develop realistic attitudes to the responsibilities of adult life.

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Ensure that wherever possible every effort will be made to establish effective working relationships with parents/carers and colleagues from other agencies.

This policy sets out how the school discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

This policy is consistent with:

The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 and the DFE guidance Safeguarding Children and Safer Recruitment in Education.

The Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance on safeguarding children.

There are four main elements to our child protection policy:

Prevention (e.g. positive school atmosphere, teaching and pastoral support to pupils, preventing unsuitable people working with children).

Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).

Support (to pupils and school staff and to children who may have been abused).

Working with parents (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff (all adults working with children paid or unpaid and visitors to the school. We recognise that child protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are aware of our child protection policy by referring to it in our school prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new pupils as well as at regular parent-teacher meetings.

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Extended school, before and after school activities and lettings involving children

Where the school services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. This will apply to the after school clubs/activities etc.

Where services or activities are provided separately by another body, the school seeks an assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate. Checks will be carried out by the school to ensure that anyone working with children is CRB / DBS checked. For example, sporting and supplementary schools that use the school out of school hours.

Prevention

The school will adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff should work to ensure that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.

Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.

Include in the curriculum activities and opportunities for PSHE/Citizenship/Islamic St, which equip children with the skills they need to stay safe from abuse and to know to whom they can turn for help.

Include in the curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies.

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Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references and DBS Criminal Record Bureau and List 99 checks.

Ensure those responsible for recruitment e.g. Head Teacher, deputy Head Teacher, assistant Head Teachers have successfully completed the required Safer Recruitment training and that other senior members of staff, if involved in leading on recruitment, have also successfully completed the training.

Ensure that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents and follow the codes of conduct in the Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings.

Protection

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school. Staff will follow in all instances of suspected child abuse the Leicester City Education Child Protection Procedures, which are fully compliant with Local Safeguarding Children Board Procedures.

Roles and responsibilities of the Trustees & School Management

The trustee will ensure that:

The school has a child protection policy and procedures in place, and the policy is made issued to all parents annually, to all new parents as part of induction and it is also available on the school website.

There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (designated senior person).

The designated senior person undertake training for designated senior persons, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, the Local

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Safeguarding Children Board (LSCB), and have refresher training at two-yearly intervals.

The Head Teacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date by refresher training at three-yearly intervals; and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (through the initial and annual induction processes).

There are procedures for dealing with allegations of abuse against members of staff and volunteers.

The Trustee deals with any allegations of abuse made against the Head Teacher, in liaison with the Local Authority. Alternatively, staff may "whistle blow" and directly contact the Safeguarding Unit at the following phone numbers (0116) 454 6520, (0116) 454 2452 or Lesley Booth (0116) 454 2418.

Any deficiencies or weaknesses brought to the attention of the trustee are rectified.

Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the school discharges its duties regarding safeguarding and child protection.

Roles And Responsibilities Of The Head Teacher

The Head teacher of the school will ensure that:

The policies and procedures adopted by the school are fully implemented, and followed by all staff.

Sufficient resources and time are allocated to enable the designated senior person and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children.

All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

All staff are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.

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All staff are made aware of their right to whistle blow.

Roles And Responsibilities Of The Designated Senior Person For Child Protection At Leicester Community Academy

The responsibilities of the designated senior person for child protection:

Provision of information to the Local Authority on how the school discharges its duties regarding safeguarding and child protection.

Liaison with the trustee and the Local Authority on any deficiencies brought to attention of the trustee and how these should be rectified.

Referral of cases of suspected abuse or allegations to Social Care and Safeguarding. Act as a source of support, advice and expertise within the education setting.

Ensure each member of staff has access to and understands the school's child protection policy especially new, temporary or part time staff who may work with different educational establishments.

Ensure all staff have child protection induction and update training and are able to recognise and report any concerns immediately when they arise.

Work with the trustee to review and update annually the schools child protection policy.

At Leicester Community Academy the Designated Senior Person are the Head Teachers **Mr Imran Tai & Ms Sumayya Pathan – 0116 274 1626 .**

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Roles and Responsibilities of All Staff Members, Including Students on Placement and Volunteers

All staff, students and volunteers will be trained that:

Knowledge of an allegation, disclosure or suspicion of child abuse places a responsibility on individual members of staff, whatever their role, to ensure that action is taken.

It is their responsibility to:

Report the information to the DSP (designated senior person) immediately or in their absence the appointed deputy for child protection.

In the case of students and volunteers, it is their responsibility to report such matters to the member of staff with whom they are working.

Record what has been noticed, said and done, sign and date it and give this to the DSP.

If, for any reason, the staff member feels unable to report the information to the DSP or head teacher, and/or feels that appropriate action has not been taken the staff member must report the information directly to Social Care and Safeguarding.

Making, Reporting and Recording a Referral

Responsibility of the DSP: The DSP is normally responsible for deciding whether or not a referral should be made to Social Care and Safeguarding. The DSP should: gather relevant information in order to decide whether to make a referral tell the member of staff who reported the information what action has been taken record the action taken and the reasons for the decisions made

When a child makes an allegation of abuse all staff should:

- Be attentive.
- Stay calm.
- Do not ask leading questions that could be interpreted as putting ideas into a child's mind, e.g. say 'tell me what has happened' rather than ask 'did they do to you? do not

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express disbelief, however incredible the child's statements seem avoid condemning the alleged abuser.

- Don't make promises unless you are certain you can keep them.
- Don't make assumptions about the child's feelings.
- Never agree to keep the abuse a secret.
- Be reassuring and non-judgmental; tell them they have done the right thing, the abuse is not their fault and that there are people who can help children with these problems tell the child what will happen next, if you don't know assure the child you will tell them as soon as you do.

The member of staff to whom the child speaks should make as soon as possible a signed, dated and timed record of what the child has said, using the child's words as far as possible.

Children should not be asked by other staff to repeat allegations, or be questioned further about them. Repeated questioning is not in a child's best interests and could undermine any criminal investigation.

Physical abuse: If a child has injuries which are indicative of physical abuse, or the child states that injuries have been caused non-accidentally, there should be an immediate referral to Social Care and Safeguarding. Parents should not be informed of the referral before this discussion takes place. Any child who can communicate should be asked directly how they hurt themselves and the response recorded.

NB If it appears that urgent medical attention is required, in conjunction with referral, arrangements should be made to take the child to hospital, accompanied by a member of staff. Medical staff must be informed that non-accidental injury is suspected.

Potential physical harm to a child: Schools must ensure that all staff are clear about who should speak to parents and children in these circumstances, bearing in mind that children may feel more confident to speak to some adults than others.

Where there have been no previous allegations of abuse and an injury, which may be accidental, is observed on a child, it is appropriate to seek an explanation from the parent:

An open question should be asked, e.g., 'How did your child come by that bruise....?' consider for example, whether the explanation appears consistent with the mark(s) observed on the child, is the parent and child's explanation plausible?

If the parent says that the injury was caused non-accidentally a referral should be made to Social Care and Safeguarding and the parent informed that this will be done.

Sexual abuse: This may come to the notice of the school through marks or injuries being observed. If there is any suspicion that marks or injuries, even minor ones, could have been caused by sexual abuse an immediate referral must be made to Social Care and Safeguarding. Parents should **not** be informed of the referral.

Making a referral: The same action should be taken if the child makes an allegation or if allegations about possible sexual abuse come to the notice of the school through any other route. Concerns about possible sexual abuse may arise as a result of the child's behaviour. There should be consultation with Social Care and Safeguarding without delay, to agree the actions which will be taken. Parents should not be informed of the intention to consult.

Neglect and emotional abuse: Where concerns relate to neglect or potential emotional abuse the school should be working with parents in need of support, and keeping a record of what has been done and by whom. Where concerns continue, despite these efforts, or where there is a possibility of significant harm to the child, it is appropriate to have discussed the concerns with parents prior to the referral and to have advised them of the intention to refer.

Immediate risk to a child: If it is feared that a child might be at immediate risk on leaving school, the school should seek advice from Social Care and Safeguarding. Staff should remain with the child until Social Care takes responsibility. Social Care may advise that the police should be contacted if the risk is serious and imminent.

In any situation where there are signs of immediate physical risk or threat the police should be contacted without delay,

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e.g. a parent who insists on taking their child when the school believes there is an imminent risk of serious harm.

Referrals should be made by telephone to the Duty and Assessment Service (DAS), Social Care and Safeguarding. If the case is open the referral should be made to the child's social worker, emphasizing that the concern is about abuse. Outside office hours the referral should be made to the Emergency Duty Team.

It is vital that as much information as possible should be provided although referrals should not be delayed because all information is not available:

- The nature of the concerns
- How and why the concerns have arisen
- What appear to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical and other factors
- Any action already taken and its impact, including whether the parents have been informed of the referral
- If known, what other agencies and professionals are involved with the child and family whether there is any reason that the referrer's identity cannot be shared with the family, (the assumption is that, in the case of professionals who refer, the family will be told who has referred)
- Whether it is necessary to consider urgent action to ensure the child is safe from harm whether there is likely to be any risk to workers

At the end of the discussion both the school and Social Care and Safeguarding should be clear about:

- Whether action will be taken (including whether the contact now constitutes a referral) what that action will be and by whom
- Whether the referrer agrees with the planned action

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- How, when and by whom the parents, or other relevant adults, are to be informed when, and in what manner, feedback on the referral will be provided

The planned action could include the school being asked to have a discussion with the parent about the concerns, or being asked to gather more information. Following the telephone discussion the school should:

- Complete Form A, Notification of Suspected Child Abuse or Non-Accidental Injury. If there are marks or injuries these should be shown on the body map
- Within 24 hours send, by fax or post, the notification to Social Care and Safeguarding, also send as soon as possible a copy of the notification to the Safeguarding Unit.

Receiving feedback: Social Care and Safeguarding should acknowledge they have received the notification. If the school has not received an acknowledgement within 3 working days they should re-contact Social Care. It is a joint responsibility for Social Care and the school to keep in contact during an enquiry.

The role of the CAF (Common Assessment Framework — It is **NOT** applicable in child protection cases.

CAF is an early intervention tool which, with the consent of the young person and/or parents, aims to address unmet needs through multi-agency meetings. These take place at various Integrated Service Hubs across the city, which are usually based within either a children's centre or secondary school.

The **CAF Information Team**, based at Leicester City Council, coordinates these assessments and should a practitioner wish to undertake a CAF for a child then they should contact the team first to ensure the child is eligible.

What is a CAF?

The Common Assessment Framework (CAF) is a key part of delivering frontline services. It is a standardised generic assessment which provides an initial assessment of a child/young person's need for extra services. It aims to provide an early and holistic

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identification of needs, leading to a co-ordinated provision of services. It can be used by practitioners across all children's services in England.

When is a CAF completed?

The practitioner believes that a young person will not progress towards the five Every Child Matters priority outcomes without additional services.

The young person or parent themselves have raised a concern about the health, welfare, behaviour, progress in learning or any other aspect of well-being of the young person.

The needs are unclear, or broader than the service (of the practitioner completing the assessment) can address.

Where a young person or public safety is not an issue, but there are other concerns.

When is A CAF Not Completed?

The protection of a young person is an issue. Follow LCC Child Protection procedures, as per this CP policy

Where a young person is on a statutory **youth offending** order

Where a child with **complex disabilities** may require statutory support, a Core Assessment will be led by Social Care's Children With Disabilities Team.

The child/young person is being fostered or in the care of the authority, this means the **Looked After Children's Team** are working with the child/young person and they will have a comprehensive package in place.

Reporting and Dealing With Allegations Against Staff Members, Students and Volunteers

It is essential that any allegation of abuse made against a Head Teacher, teacher or other member of staff or volunteer in school is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

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This school guidance complies with the framework guidance about managing cases of allegations of 'abuse against people who work with children set out in DFE statutory guidance **"Dealing with Allegations of Abuse Against Teachers and Other Staff"** and it applies to all school teachers, support staff and volunteers.

It incorporates further guidance found in **"Handling Allegations of Abuse Made Against Adults Who Work with Children and Young People, "Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings, Safeguarding Children and Safer Recruitment in Education and Working Together.**

Allegations against a member of staff should be referred to the Head Teacher on 0116 274 1626 or in her/his absence the Deputy Head Teacher

Staff were trained on the school's separate "allegations against staff members, including the Head Teacher" on 28/08/2013.

Reporting And Dealing With Allegations Against The Head Teacher

Allegations against the Head Teacher should be referred to:
The Local Authority Designated Officer (LADO) Lesley Booth
(Interim LADO) (0116) 454 2440
Hilary Camp (0116) 305 6584
Lesley Booth (0116) 454 2418
Gill Randall (0116) 454 2414
Cathy Moriarty (0116) 454 2411

Other organisations that provide support:

- NSPCC is a registered charity established to prevent cruelty to children. They provide a range of services for children and their families. They also provide a child protection helpline and there4me.com which is an online service for children. Childline, a helpline service for children is now also part of the NSPCC. NSPCC Consultancy Services have a number of publications (also available in Welsh/English) to help organisations develop child protection policy and procedures.

The charity offers a consultancy service which provides advice and guidance to organisations on the implementation of safeguards to prevent abuse; training services are also available.

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To report or discuss concerns about a child's welfare:

- NSPCC Child Protection Helpline (24 hours): To report or discuss concerns about a child's welfare. Tel: 0808 800 5000 or email: help@nspcc.org.uk. www.nspcc.org.uk.
- Childline - Tel: 0800 1111. www.childline.org.uk/
- Safecic - Tel: 01379 87109. www.safecic.co.uk
- CEOP Command (formerly the Child Exploitation and Online Protection Centre) www.ceop.police.uk/
- Get Safe Online is the UK's leading source of unbiased, factual and easy to understand information on online safety: www.getsafeonline.org/safeguarding-children

Whistle Blowing

What is a Whistle Blowing Policy?

Such a Policy is valuable as, although our school prides itself on acting with high standards of conduct and providing quality services to the community, sometimes there may be a lapse, or the suspicion of a lapse, in these standards. The simple fact is that an employee may suspect something is going wrong long before anyone else finds out about it: in the worst case, this may not be until an accident has happened or serious damage has been caused.

So if something at work is troubling you enough for you to mention it to your family or friends, please report it straight away. It is natural that you may feel unable to express your concerns out of a feeling of disloyalty; however, such feelings must never result in a potentially illegal or dangerous situation going unreported. This particularly applies where the welfare of children may be at risk: all staff have a duty to report any child protection concerns to their school's designated person for child protection - make sure you know their name. Remember, it is often the most vulnerable children or young people who are targeted: they need someone like you to safeguard their welfare.

Whistle blowing' has been described as "providing a safe alternative to silence" (Public Concern at Work). It is the mechanism for you to voice your concerns without fear of repercussion, even if the concern later proves to be unfounded. When you raise a concern via this route, this is known as making a 'disclosure'.

The Whistle blowing Policy explains how to raise a concern and outlines the protection and support available to you. The existence of this Policy does not in any way lessen your School's commitment to promoting a general climate of openness and co-operation where there is opportunity for discussion about difficulties, concerns and problems with management. Rather it is there for occasions when you feel unable to raise a concern through this route, or when this would not be appropriate.

The Policy covers and protects employees, agency workers, trainees and contractors' staff. Please take a few minutes to read it: if you have any questions please speak to the Head Teacher on (0116 274 1626)

Whistle blowing generally involves a concern about a danger or illegality that affects others, such as members of the public or your employer. Although on occasion there may be some overlap

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between a whistle blowing concern and a grievance, for example, a health and safety matter where the risk affects you and others, concerns about a situation affecting you personally should generally be raised via the Grievance Procedure.

What Kind of Disclosures are Covered?

Although this is not an exhaustive list, whistle blowing disclosures tend to involve one or more of the following:

Deficiencies in the care, or abuse, of children or young people (In the event of concerns or allegations against the Head Teacher, staff should approach the Local Authority Safeguarding Unit — (see Child Protection Policy for telephone numbers)

A criminal act that has been, is being, or is likely to be committed, including damage to the environment, unauthorised use of public funds and possible fraud and/or corruption.

Someone has failed, is failing, or is likely to fail, to comply with legal obligations; Health and safety risks, including risks to the public, children/young people and other employees.

Inappropriate or improper conduct.

Serious failure to comply with appropriate professional standards;
Breach of local procedures or statutory codes of practice;
Other unethical conduct.

Liaison With Other Agencies - Contributing To Child Protection Work With Families

The school will:

Work to develop effective links with relevant agencies and co-operate with enquiries regarding child protection matters.

Attend and contribute to child protection conference, core groups and family support meetings and provide reports as required.

Contribute to assessments and the implementation of child protection plans.

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Be proactive in communicating with Social Care and Safeguarding any significant changes/developments including exclusion or any other absence that raises concern.

Record Keeping

Well kept records are essential to good Child Protection practice. Staff will be informed about the need to record any concerns held about a pupil or pupils within our school, the status of such records and when these records should be passed over to other agencies.

Records kept concerning Child Protection are kept in a separate and securely locked cabinet in the Head Teacher's room/office. The Head Teacher will ensure that staff are informed of the contents of reports and other confidential issues on a need-to-know basis, although the overriding principle is the safety of pupils. All records are confidential.

Anyone requesting access to records must first consult with the Head Teacher who will allow access only if it is deemed appropriate. A record of all access will be maintained to provide an audit trail.

The school will keep detailed written child protection records including when there are concerns about children that do not reach the threshold for referral to Social care and Safeguarding.

All vulnerable children records and records of children known and actively involved with Social Care are kept in a locked cupboard in the Head Teacher's room to which the Head, Deputy Head and Assistant Heads have access. Each document in each child's file is numbered chronologically and signed by the DSP (the Head Teacher) and the Assistant Head.

All referrals to Social Care are logged electronically on the child protection file in the school office. This drive may be accessed by the office manager, the Head Teacher's, deputy head and assistant heads.

The Head Teacher as DSP will make a decision about referring written concerns to Social Care and Safeguarding

He may seek advice from Child and Family Access, Social Care, before making a Referral

Once it has been decided to refer to Social Care, the time, date, child's name and incident will be logged by Mr I. Tai, the school's

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Head Teacher with responsibility for child protection, in the Social Care Referral Book/Child protection file which she keeps securely in the school office. He will then fax or email or telephone the referral to Social Care to ensure its arrival at Social Care

Any hard copies of the referral form will be retained and filed by Mr I. Tai — for his secure filing system. Another copy will be passed to the Head Teachers, the office Manager who will set up a folder for each new child under password protected "Social Services."

A further copy will be given to the appropriate Key Stage Leader/ Head of years, who will pass the updated information on to the class teacher and/or the person making the referral.

All child protection records will be kept securely and confidentially and separately from a child's school records.

The designated senior persons are responsible for maintaining and monitoring the child protection records. They are kept in the Head Teacher's room/school office.

Transfer of Records

The designated senior person will ensure that when children move school the child protection records are transferred in accordance with the Leicester City Education Child Protection Procedures.

Telephone contact with the SDP of the new school will be made immediately by the SDP at Leicester Community Academy and in serious cases records will be delivered to the new school within two working days. In the case of Leicester or Leicestershire schools the records may be physically taken to the new school

Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with the pupils in school, particularly in the context of Child Protection. The only purpose of confidentiality in this respect is the benefit of the child.

All personal information should be treated as confidential and particular care taken with sensitive information. Information must be treated on a "need to know" basis. Relevant factors include:

What is the purpose of the disclosure?

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What is the nature and extent of the information to be disclosed?

To whom is the disclosure to be made (and is the recipient under a duty to treat the material as confidential)?

Is the proposed disclosure a proportionate response to the need to protect the welfare of a pupil to whom the confidential information relates?

The child must not be asked leading questions. The teacher/school must not undertake an investigation but seek clarification from the pupil.

No pupil should be promised that anything they say will be kept confidential if the matter is related to Child Protection or abuse. It is essential for the member of staff to tell the pupil that they will record anything the pupil says to ensure an exact record as possible is kept for future reference.

If an incident happens outside the normal school hours or on an out of school activity and the named person/s are unavailable, the teacher/staff member must contact the relevant agency as soon as possible to ensure the safety of the pupil. The designated named person/s should be informed as soon as possible afterwards. Relevant information should be recorded at the time with full details of the concern.

Support to Pupils and School Staff

Support to pupils

This school recognises that children, who are abused, neglected, bullied or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or living away from home. The school will seek to provide such children with the necessary support. All children on the school's Vulnerable Children Register are counselled each half term by the DSP's.

This school recognises that some children display abusive behaviour and that these children must be referred on for appropriate support and intervention.

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Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

At the start of each term every child in the school takes part in a specific PHSE / Citizenship. lessons enabling children to feel safe and adopt safe practices. The lesson looks at assessing risks, stranger danger, safety at home and school, what children can do to promote their own safety and what they can do if they feel unsafe, playing safe and road safety

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people, staff may hear information that will be upsetting. Where a member of staff is distressed as a result of this, he/she should in the first instance speak to the designated senior person about the support he/she requires. The designated senior person will seek to arrange the necessary support including professional counselling if necessary.

Working With Parents/Carers

The school will:

Discuss the school's child protection policy with parents at the parents' meetings in July/January along with other relevant policies, including other safeguarding policies such as behaviour and anti-bullying policies.

Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure.

Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action, having taken appropriate professional advice from agencies such as Social Care or the Police.

Work to develop productive, supportive relationships with parents/carers whenever it is in the child's interest to do so.

Ensure that the child protection policy is communicated to parents in written form on an annual basis i.e. it is on the school website and communicated through the school newsletter in hard copy written form

Other Relevant Policies Related To Child Protection And Safeguarding Children

The Schools management/ Trustee's legal responsibility for safeguarding the welfare of children goes beyond child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Allegations Against members of staff, the Head Teacher, students and volunteers
- Behaviour management
- Drug Use and abuse
- Racist incidents
- Anti-bullying
- Physical interventions/restraint
- Special educational needs
- Trips and visits
- Work experience and work related learning placements
- First aid
- The administration of medicines
- Health and safety
- Relationship education and growing up policy
- Site security
- Equal opportunities
- Toileting/intimate care
- ICT and e-safety
- Extended school activities
- Staff Recruitment Policy

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- DBS / CRB policy
- Vulnerable Children Policy
- Safeguarding Policy
- Attendance policy
- Holidays in term time policy
- Whistle 'Blowing Policy
- School Council/Class Council policy

The above list is not exclusive and when undertaking development or planning of any kind the school will need to consider the implications for safeguarding children and promoting their welfare

The School Trustees, Staff & teachers have completed The Child Protection & Safeguarding Insets on 24th June 2014, 8th July 2014 & 22nd September 2014 with Ian Brierley & James Diamond (Safeguarding in Education Development Officers, Children's Service Safeguarding and Quality Assurance Unit, Leicester City Council), Lesley Booth (Leicestershire Safeguarding Board) & William Baldet from Prevent.

Elements Of Curriculum Provision In Place To Enable Pupils To Feel Safe And Adopt Safe Practices

We make provision in a variety of ways:

At the start of each term every class in the school takes part in a specific PHSE/Citizenship/Islamic St, lessons focusing on enabling children to feel safe and adopt safe practices. The lesson looks at assessing risks, stranger danger, safety at home and school, playing safe, water safety, railway safety and road safety, what children can do to promote their own safety and what they can do if they feel unsafe

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Contacts

Mr Imran Tai & Ms Sumayya Pathan - Designated Senior Person's contact number: (0116) 274 1626

Appointed deputies for child protection are:

1. Mrs S Mulla (Deputy Head for Girls) (0116) 274 1626
2. Mr S Kandawala (Deputy Head for boys) (0116) 274 1626
3. Mr H Shaikh (Deputy Head for Boys) (0116) 274 1626

Duty and Advice Service (DAS)	(0116) 454 1004
Children's Social Care Services	(0116) 454 1004
Safeguarding Unit	(0116) 454 2452
Local Authority Designated Officer	(0116) 454 2440
Children Missing from Education	(0116) 454 5510
Hilary Camp	(0116) 305 6584
Lesley Booth	(0116) 454 2418
Gill Randall	(0116) 454 2414
Cathy Moriarty	(0116) 454 2411

Staff Training

The Child Protection Policy is renewed annually by the Trustee.

All staff received detailed training on the policy and related safeguarding matters and policies at the staff training day on 21st August 2014. This training is provided by the Head Teachers, they are Level 1, 2, and 3 Child Protection trained professionals & DSP's.

At the first staff meeting of the Spring and Summer terms, staff are given a top-up and updated on Child Protection & Safeguarding training.

At least every three years the staff will receive whole school training provided by Leicester Safeguarding Unit. Staff Training completed on 24/06/2014. Next training due before: 24/06/2017

The Head Teachers are Safer Recruitment trained.

The School Trustees, Staff & teachers have completed The Child Protection & Safeguarding Insets on 24th June 2014, 8th July 2014 & 22nd September 2014 with Ian Brierley & James Diamond (Safeguarding in Education Development Officers, Children's Service Safeguarding and Quality Assurance Unit, Leicester City Council), Lesley Booth (Leicestershire Safeguarding Board) & William Baldet from Prevent.

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Induction

All staff, volunteers, supply teachers and students are inducted if possible before the start of their involvement at Leicester Community Academy and if not before then on their first morning's involvement before they work with children or staff. Induction involves explaining the staff handbook, the school prospectus, how to act and what to do in an emergency, basic health and safety procedures, children protection policy and procedures and how and to whom to report incidents.

Annual re-induction for all staff takes place before the start of the autumn term each year. This year the induction took place on 21st August 2014.

Safe School, Safe Staff

There are issues to be considered that all staff need to be aware of, to ensure the safety of both staff and children.

- Staff must always avoid inappropriate physical contact with pupils.
- Staff should avoid being left alone in a room with a closed door with just one pupil.
- When a pupil needs assistance to wash/change clothing or to be changed due to them wetting, soiling or becoming wet through messy play, staff will ensure that another member of staff knows they are about to undertake the task and wherever possible an additional member of staff will be present. Such tasks should be carried out with consideration of school's Intimate Care Policy and, where a pupil has complex health needs, in line with the pupil's care plan. The door to the toilet will not be locked but kept slightly ajar whilst preserving the pupil's right to privacy.
- Parents/carers will be informed when a child has had to be changed.
- School staff should avoid discussing, counselling and/or giving advice to pupils about sexual matters.

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Recruitment

Leicester Community Academy operates safe recruitment procedures in line with the document Safeguarding Children and Safer Recruitment in Education (January 2007) and Local Authority guidelines to ensure that, where appropriate, checks are carried out on all new staff and volunteers who work with children. This includes Criminal Record Bureau checks and registration with the Independent Safeguarding Authority (ISA). Anyone who is not prepared to cooperate with these procedures will not be considered for employment within the school.

All childcare organisations, which includes schools, have a statutory duty under the Protection of Children Act 1999 for the following:

To refer names to the Secretary of State in certain specified circumstances for possible inclusion on the PoCA List.

When recruiting, checks must be made through the Criminal Bureau to check whether an individual is included on the PoCA List or List 99. (These lists contain records of individuals who are deemed to be unsuitable to work with children.)

Not to employ a person if they are registered on either of the above lists.

To cease to employ a person if it is later discovered that the individual is included in either of the above lists.

From January 2010 it became mandatory that at least one person on any appointments committee should have completed the Safer Recruitment training. Details of all staff who have completed this training is included in the Training Notice Board in the School Office.

The Data Protection Act

The Data Protection Act 1998 regulates the handling of personal data. Essentially, this is information kept about an individual on a computer or in a manual filing system. The Act lays down requirements for the processing of this information which includes obtaining, recording, storing and disclosing it.

If making a decision to disclose personal data the Data Protection Act 1998 must be complied with. This includes eight data protection principles. There should not be an obstacle if:

- There are particular concerns about the welfare of the pupil.

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- If information is disclosed to social services or to another professional organisation e.g. Police
- The disclosure is justified under the common law duty of confidence. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts.

Any disclosure of personal information to others (including social services depts), must always, however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information. Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child. Disclosure should be justifiable in each case according to the particular facts of the case and legal advice should be sought if in doubt.

Domestic Violence

The school's role is two fold:

1. To support victims of domestic violence and signpost support through Social Care, the Policy and charities supporting victims of domestic violence.
2. To support children in school who witness or come from homes where domestic violence is perpetrated and support and counsel such children as "vulnerable children"

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Policy Review And Evaluation

The Child Protection policy is evaluated and reviewed on an annual basis by the school staff, leadership and the trustee. (See policy cover sheet). All staff have their own electronic and hard copy of the policy and they have opportunities to comment at the policy at the three training sessions each year.

Parents are given opportunities to comment on the policy at the parent meetings in August, January & July and at the start of the school year and when hard copies of the policy are sent to each family during the beginning of the school year. The policy is also available for parents to view on the school's website.

Appendix One: Principal Elements Of Specific Child Protection Training Provided For All Staff On 20th August, 2015, With Top Ups At The Start Of The Spring And Summer Terms 2016

- Identification of the signs and symptoms of abuse
- Relevant legislation and guidance
- National and locally agreed procedures
- Managing disclosures
- Confidentiality
- Recording and keeping safe records — transfer of information
- How local statutory services are configured and referral processes
- Thresholds for referral
- Making referrals
- Contact with parents
- Common Assessment Framework, initial and core assessments, child protection conference and review conferences, child protection plans
- Training and supporting staff
- Child Protection & Safeguarding Training
- Children at risk of sexual exploitation
- Working together
- Honour based violence
- Safe use of technology
- Providing emotional support for children
- Female genital mutilation (FGM)
- Extremism
- Prevent (Radicalisation)

Identification Of The Signs And Symptoms Of Abuse

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that although children may exhibit any of the following, abuse might not have occurred:

- Disclosure
- Non-accidental injury, bruising or marks
- Explanation inconsistent with injury
- Several different explanations for an injury
- Reluctance to give information about an injury
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn

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- Attention seeking
- Hyperactivity
- Poor attention
- Appear frightened of parents or family members
- Abnormal attachment between parent and child
- Indiscriminate attachment
- Hyper alertness
- Reduced response
- Frozen watchfulness
- Nightmares
- Anxiety/irritability
- Abdominal pain/headaches
- Poor self-esteem
- Poor peer relationships
- Act in an inappropriate way for age
- Over sexualised play/talk or drawings
- Excessive or inappropriate masturbation
- Self harm/eating disorder
- Frequent visits to the toilet (urinary infection)
- Reluctance to change for P.E.
- Failure to thrive
- Poor hygiene
- Recurrent/untreated infections of skin or head lice
- Untreated health/dental issues
- Frequent unexplained absence from school or repeated lateness
- Delay in meeting expected developmental milestones

Appendix Two: CP Training Scenarios Given To Staff On The Staff Training Day On 20th August 2014

Safe Working Practice in school

What would you be thinking and what would you do in the following circumstances?

Mr X is a well respected member of staff, at your school. He has been seen flirting with the mother of a young girl in his class. Yesterday you heard Mrs J, from the School Reception, telling another Support Worker that Mr X had asked her to get mother's phone number but not to tell anyone.

Mr B works on maintenance, on the school premises. Today he is wearing a tee shirt with the logo: BNP, a drawing of a bulldog and the English flag on it.

You know that a female pupil in Year One comes from a poor family. Mrs R, a kitchen assistant, has a daughter a little older. She tells you she is going to bring some of the clothes her daughter has grown out of and give them to Jane.

Mr B is leaving the school to move to another school. On his last day at school he puts his e-mail address on the board and tells the class that they can mail him at any time.

Mrs W comes to school after a night out. She tells her class to be quiet today as she was out with some friends last night and now has a headache. Her breath smells strongly of stale drink (Intoxicants).

One of the Teaching Assistants is trying to get some boys who are playing with a ball back into school. One of the boys kicks the ball at him. The TA kicks it back, in anger, catching the boy in the face. He is not marked.

One of the pupils tells you he has a headache and asks if you have any paracetamol.

One of the children in your school is having difficulty learning to read. You hear a Teaching Assistant tell someone that she is going to the child's home to give extra tuition.

After a school trip, the parents of one of the children do not turn up to collect her. You ring the home and her mother tells you that she thought her partner was going to pick the child up, so she has

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had a some medication and feels unfit to drive. The girl's father is delayed at work and cannot get away. The mother asks you to take the child to her home in your car.

After school you speak to a parent about his son not working hard enough in lessons. You have known the parent for several years as a very lovely, caring and dutiful parent. The parent thanks you and says that he will deal with his son. The next day the parent sees you in the playground and says that he has grounded his child for a week and the night before he hit him ("not very hard, a couple of times, little more than a tap or two really, just to keep him in line and stop him growing up bad") with a miswak on the back of the hand to teach him a lesson and make him concentrate at school. The child seems quite happy, talks openly about the parent hitting him with the miswak but then clams up when you question him further. There were no visible marks on the child. What, if anything, do you do?

It is 9 p.m. and you have just got home after a very long and very tiring parents' evening. At 5 p.m. a parent came to see you and told you that she often feels suicidal and when she gets those feelings she gives her two young children a knife and tells them to kill themselves or kill her. You know that you should have reported it to the DSP but it had slipped your mind as you had a full timetable of parents waiting to see you. There is no history of family involvement with Social Care. What, if anything, do you do?

A child in your class puts a note in the "Help Box" in your classroom saying he is being physically and verbally bullied. You investigate and find that this is true. He has been systematically bullied by a group of boys in his class for a long time. He then tells you he just wanted to talk about it and begs you not to be anything "as it will only make things worse." The boy's parents support his stance. What if anything do you do?

Reviewed: February 2017

Next Review: February 2018