



Safeguarding & Child Protection Policy

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Safeguarding & Child Protection

Policy statement

Durand Academy recognises its moral and statutory responsibility to safeguard and promote the welfare, health and safety of all pupils. The school believes that safer children make more successful learners and that all our pupils have equal rights to protection. We are committed to providing appropriate training and support for all our staff in matters of Child Protection; the school operates safe recruitment procedures including DBS checks.

Durand Academy aims to do all it can to promote the wellbeing of pupils and to ensure that they are protected from harm. As such, all members of the school community (including supply staff, volunteers and members of the Governing Body) have a responsibility to:

- provide a safe and welcoming environment where pupils are respected and valued
- establish and maintain an ethos where pupils feel secure and are encouraged to talk and are always listened to
- ensure that all children know there is an adult at Durand Academy whom they can approach if they are worried or in difficulty
- look to provide opportunities across the curriculum, including PSHE, which equip pupils with the skills they need to stay safe from harm and to know to whom they should turn for help
- be alert to the signs of abuse and neglect and act on any suspicion or disclosure that may suggest a child is at risk of harm
- make themselves familiar with and follow the procedures set out to ensure that children receive effective support, protection and justice

Any deficiencies or weaknesses in these Child Protection and Safeguarding arrangements will be remedied without delay.

This policy applies to all members of our school community. Durand Academy is fully committed to ensuring that the application of this Safeguarding and Child Protection policy is non- discriminatory. Durand Academy seeks to implement this policy through adherence to the procedures set out in the rest of this document. This document is available to all interested parties on our website and on request from the main school office

Policy aims

- to support the child's development in ways that will foster security, confidence and independence
- to provide all Durand Academy staff, (full time, part time, teaching, support, regular school visitors, volunteers) with the necessary information to enable them to meet their child protection responsibilities
- to ensure consistent good practice



- to demonstrate to pupils, staff and parents Durand Academy's commitment to child protection and safeguarding
- to support any pupil in accordance with his or her agreed Child Protection Plan
- to support other Durand Academy policies and procedures relating to the safeguarding and welfare of all pupils and staff at Durand Academy

This policy is reviewed annually.

An interim review may be taken based on an incident or new legislation or guidance, and the school undertakes to remedy without delay any deficiencies or weaknesses identified in the child protection arrangements.

KEY PERSONNEL AND CONTACTS

Co-Head Teacher

Mr Aaron Hadley & Ms Harriet Russell

Designated Safeguarding Lead responsible for Child Protection: Cowley Road

Ms Mya Kirrage

Designated Deputy Safeguarding Lead

Ms Segolene Rouse & Ms Sarah Mannion

Designated Safeguarding Lead responsible for Child Protection: Hackford Road

Ms Mya Kirrage

Designated Deputy Safeguarding Lead

Ms Segolene Rouse & Ms Sarah Mannion

2. Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of Durand Academy full time, part time and regular visiting staff, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday, and all pupils on Durand Academy roll, including those who remain on Durand Academy roll after their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step- parents, foster carers and adoptive parents.

3. Roles and responsibilities



a. The Designated Safeguarding Lead (DSL) & Deputy Designated Safeguarding Lead (DDSL)

- are appropriately trained in child protection and inter- agency working
- act as a source of support and expertise to the school community.
- have an understanding of Lambeth Local Safeguarding Children's Board procedures.
- keep written records of all concerns, ensuring that such records are stored securely in the relevant office, but kept separate from the pupil's general file.
- refer allegations of cases of suspected abuse to children's social care or police as appropriate, making contact with a welfare agency within 24 hours (in writing or with written confirmation of a telephoned referral) of a disclosure or suspicion of abuse. In the case of serious harm, the Police are informed from the outset.
- will inform the Governing Body member with responsibility for child protection where there are issues and concerns relating to child protection.
- notify Child Care Services (Lambeth Children's Social Care) if there is an unexplained absence of more than 2 days of a pupil who is on the Child Protection Register.
- ensure that when a pupil with a child protection plan leaves Durand Academy his or her information is passed to his or her new school and the pupil's social worker is informed.
- attend and/or contribute to child protection conferences.
- develop effective links with relevant statutory and voluntary agencies.
- ensure that all staff sign to indicate that they have read and understood the school's child protection policy.
- liaise with the nominated member of the Governing Body with oversight of safeguarding issues: as appropriate.
- ensure teaching in ICT includes training and information about the safe use of the internet and other technologies.
- discuss (in liaison with the Headteacher) concerns with Lambeth LADO (Local Authority Designated Officer) when making a decision to make a referral over what appear to be borderline cases.
- deal with allegations or disclosure of abuse by one pupil to another by informing the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the parents of both pupils and if appropriate Lambeth Children's Services.
- ensure that all staff are aware of the policy and procedures contained within Durand Academy's Missing Pupil document.

b. The Designated Safeguarding Lead (DSL) & Deputy Designated Safeguarding Lead (DDSL)

Are appropriately trained and, in the absence of any one of the designated persons, carries out those functions necessary to ensure the on- going safety and protection of all pupils. In the event of the long- term absence of one of the designated person, the deputy will assume all of the functions above.



c. **The Headteacher:**

- ensures that the Child Protection and Safeguarding policy and procedures are implemented and followed by all Durand Academy staff.
- allocates sufficient time and resources to enable the Designated Safeguarding Lead and Team to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all Durand Academy staff feel able to raise concerns about poor or unsafe practice and those such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- ensures that pupils' safety and welfare is addressed through the curriculum.
- reports to the Disclosure and Barring Service (DBS) within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because s/he is considered unsuitable to work with children.
- ensures that 'compromise agreements' are never agreed in connection with Child Protection and Safeguarding issues.
- liaises and informs Ofsted and/or DfE of incidents as appropriate.
- ensures that safe recruitment practices are followed by checking the suitability of staff and others working with our children. All Durand Academy employees have enhanced DBS checks.
- ensures that all Governing Body Members are subject to an enhanced check with the DBS to confirm their suitability to work with children.
- ensures, in liaison with the Designated Safeguarding Lead, DDSL's and other members of staff organising events, that all staff not directly employed by the school (employees of other organisations and volunteers), and in contact with our pupils on the school site, have had the necessary and appropriate child protection checks. Evidence of such checks is held by the office
- is responsible for ensuring enhanced DBS checks are made on all employees.
- is responsible for maintaining and updating the school's Single Central Record relating to Safer Recruitment and appointments. This is done in accordance with "Keeping Children Safe in Education September 2016" legislation.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

d. **The designated member of the Governing Body with oversight for Safeguarding issues**

- ensures that the Child Protection and Safeguarding policy is reviewed annually by the School's Governing Body to ensure that it reflects local procedures. In this review, s/he will, as a minimum, check the following:
- Designated Safeguarding Lead and Team for child protection have undertaken the required training in inter-agency working, in addition to basic child protection training.



- the school has a Child Protection and Safeguarding Policy and procedures that are consistent with Lambeth LA requirements which is published on an unrestricted part of the school's website and available from the school office on request.
- the school has adequate procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher.
- that safer recruitment procedures are being followed – including the requirement for appropriate checks.
- the school has a training programme that ensures all staff, including the Headteacher, receive child protection training on appointment, with refresher training annually.
- arrangements are in place to ensure that all temporary staff and volunteers are made aware of Durand Academy's arrangements for child protection.
- arrangements are in place for all new staff, full and part time, and all volunteers to be given Child Protection training as part of their induction process.

4. The role of all Durand Academy staff in Child Protection and Safeguarding

To meet and maintain our safeguarding responsibilities towards Durand Academy pupils all members of staff and those who come into contact with our pupils are expected to adhere to the following good practice, which includes:

- treating all Durand Academy pupils with respect.
- setting a good example by conducting themselves appropriately.
- encouraging positive and safe behaviour among pupils.
- being a good listener.
- making themselves familiar with the school's Child Protection and Safeguarding Policy and procedures and other documents relating to wider safeguarding issues, for example bullying, and confidentially.
- knowing the names of the designated Safeguarding Team at the school and their role.
- being alert to the signs of abuse as detailed in Appendix A of this document.
- reporting any concerns immediately to any of the designated Safeguarding Team
- consulting with the designated persons if in any doubt as to how to proceed.
- raising concerns about poor or unsafe practice with the designated Safeguarding Team and that such concerns are addressed sensitively and effectively.
- following the advice given in this document in relation to how to handle disclosures.
- ensuring that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site. Appropriate evidence of this should always be passed to the Headteacher
- participating in the organised training in child protection on appointment and annually.



- being alert to changes in pupils' behaviour and recognising that challenging behaviour may be an indicator of abuse.
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during Physical Education or administering first aid.
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language.
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
- understanding that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

All staff must be aware of their duty to raise concerns, where they exist, about Child Protection and Safeguarding and this may include the attitude or actions of colleagues. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. If any member of staff is dissatisfied with the way that a Designated Safeguarding Lead or Team has dealt with their concern over the welfare of a pupil, they may contact the Headteacher or the nominated Governing Body member with oversight for safeguarding issues.

5. Child Protection Procedures

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

If the pupil does begin to reveal that s/he is being harmed, you should follow the advice in the part (a) below.

IT IS BETTER TO RAISE CONCERNS WHICH MAY NOT NEED ACTION THAN TO DO NOTHING OR TO DELAY REPORTING.

a. If a pupil makes a disclosure about abuse to you

It takes a lot of courage for a pupil to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. Confidentiality cannot be promised to a pupil making a disclosure. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:



- allow the pupil to speak freely and lead the discussion, never stop a pupil who is freely recalling significant events and do not press for details by asking questions, e.g. “What did they do next?”. You must avoid asking leading questions.
- remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- listen and be supportive - give reassuring nods or words of comfort e.g. ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- accept what the pupil says without challenge — reassure them that they are safe, that they are doing the right thing and that you recognise how hard it is for them.
- do not admonish the pupil for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the pupil may interpret it that they have done something wrong.
- do not be afraid of silences – remember how hard this must be for the pupil.
- never ask investigative questions – don’t put words in the pupil’s mouth, or ask leading questions such as ‘How many times this has happened?’ ‘Does it happen to siblings too?’ or ‘What does your mother think about all this?’
- don't investigate – but you may use questions such as, ‘Is there anything else you'd like to tell me?’
- do not offer any physical touch as comfort - it may be anything but comforting to a child who has been abused.
- do not lay blame or criticise either the pupil or the perpetrator.
- do not promise complete confidentiality — although you can explain that they have done the right thing and tell them that you will only be passing this information onto the appropriate person within school in order to keep them and other children safe.
- tell the pupil what will happen next – the pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- report the information immediately to the school’s designated Safeguarding Team
- do not discuss the matter with anyone else.
- write an account of the conversation immediately afterwards on the schools Child Protection referral form. Name anyone else present, sign it and hand it to the designated member of the Safeguarding Team as soon as possible.
- seek support if you feel distressed.
- follow up with a designated Safeguarding Team if you are concerned further.

Remember, it is not the responsibility of the school to investigate suspected cases of abuse. It is, however, our responsibility to follow local safeguarding procedures and to recognise that a pupil telling you they have been abused may be the beginning of a legal process, as well as of a process of recovery for the child. Legal action against the perpetrator can be seriously damaged by any suggestion that the child’s account has in any way been influenced by the person they have told.



In all instances, individual members of staff must not themselves take any further action, although if a parent, guardian or other individual volunteers' information of relevance to the incident this should be recorded and handed to a designated Safeguarding Team at the school.

The school will not undertake their own investigations of allegations without prior consultation with the Local Authority Designated Officer.

b. If you suspect or become aware of an allegation of child abuse made against another pupil

You must bring to the attention of a designated Safeguarding Lead or Team at Durand Academy. The child protection procedures set out in this document will be followed, even when the abuse is alleged to have come from another pupil or pupils.

Pupils may be harmed by other pupils, children or young people. Indeed, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. Staff are aware of the harm caused by bullying and use the school's anti-bullying procedures where necessary. However, on occasions a pupil's behaviour may warrant a response under Child Protection, rather than anti-bullying procedures. When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm the school should report its concerns to the Local Authority Social Care department.

The management of children and young people with sexually harmful behaviour is complex and the Headteacher and appropriate Designated Safeguarding Lead or Deputies will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the Child Protection procedures will be followed for both victim and perpetrator.

c. If you suspect or become aware of an allegation of child abuse made against a colleague, volunteer or a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead

Allegations against staff, volunteers or the designated person with responsibility for safeguarding must be reported to the Headteacher or, in the Headteacher's absence the chair of the Governing Body. Contact details can be found on page 4 of this document. The Headteacher on all such occasions will discuss the content of the allegation with the Governing Body member with oversight of safeguarding issues and Lambeth Local Authority Children's Services Local Authority Designated Officer.

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Durand Academy's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. If there is any cause for concern whatsoever it is vital that information is passed to the designated Safeguarding Lead or Team immediately. If the concerns prove to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

When an allegation is made against a member of staff, volunteer or Designated Safeguarding Lead or Deputies, set procedures are followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so,



Durand Academy accepts that some professionals do pose a serious risk to pupils and it must act on every allegation.

- Staff at Durand Academy who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. The full procedures for dealing with allegations against staff can be found in “Keeping Children Safe in Education September 2016” legislation. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Suspension of the member of staff, against whom an allegation has been made, will be carefully considered and the Headteacher will seek the advice of the Governing Body member with oversight of safeguarding issues. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

In the case of serious harm, the police will be informed from the outset.

d. If you suspect or become aware of an allegation of child abuse made against the Headteacher
Allegations against the Headteacher must be reported directly to the chair of the Governing Body, and the Local Authority Designated Officer by the person receiving the allegation.

e. Notifying parents

Although Durand Academy seeks to discuss any concerns about a pupil with their parents, issues of Child Protection are handled sensitively and the appropriate Designated Safeguarding Lead and Deputy Safeguarding Leads will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the Designated Safeguarding Lead and Deputy Safeguarding Leads, believes that notifying parents could increase the risk to the pupil or exacerbate the problem, then advice is first sought from Children’s Social Care.

f. Referring pupils to Children’s Social Care

The appropriate Designated Safeguarding Lead and Deputy Safeguarding Leads is responsible for making a referral to Children’s Social Care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

g. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children’s social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their Deputy, the Headteacher, Governing Body member responsible for Child Protection and the Chair of Governing Body are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil’s safety e.g. if they are unsatisfied with the school’s response to the disclosure.



h. Confidentiality and sharing information

All staff at Durand Academy understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that evidence is not compromised by being released into the public domain.

Staff should only discuss concerns with a Designated Safeguarding Lead and Deputy Safeguarding Leads, the Headteacher or the Governing Body member with oversight of safeguarding issues (depending on who is the subject of the concern). This person is able to decide who else needs to have the information and they will disseminate it on a 'need- to- know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes.
- adequate, relevant and not excessive.
- accurate.
- kept no longer than necessary.
- processed in accordance with the Data subject's rights.
- kept secure.

Record of concern and other written information are stored by the Designated Safeguarding Lead and Deputy Safeguarding Leads in a secure facility and any electronic information is only made available to relevant individuals.

Every effort is made to prevent unauthorised access and sensitive information is not stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items are also kept in locked storage. Child protection information is to be stored separately from the pupil's school file and the school file is 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that pupils and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

i. Taking action (key points to remember)

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the appropriate Designated Safeguarding Lead and Deputy Safeguarding Leads as soon as possible but certainly by the end of the day
- do not start your own investigation



- share information on a need- to- know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern - Child Protection reporting form
- seek support for yourself if you are distressed. You can always talk to the Designated Safeguarding Lead and Deputy Safeguarding Leads but if you seek support from external agencies you must maintain confidentiality at all times.

6. Support for those involved in a Child Protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously. The appropriate Designated Safeguarding Lead and Deputy Safeguarding Leads keeps all parties informed and is the central point of contact. Where a member of staff is the subject of an allegation made by a pupil or parent, the Headteacher, to avoid any conflict of interest, is the nominated person who keeps all parties informed and be the central point of contact. Where the Headteacher is the subject of an allegation made by a pupil, member of staff or parent to avoid any conflict of interest, the designated member of the Governing Body with oversight of safeguarding issues who is tasked with keeping all parties informed and be the central point of contact.
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- maintaining confidentiality and sharing information on a need- to- know basis only with relevant individuals and agencies.
- storing records securely and for the period required by law.
- offering details of helplines, counselling or other avenues of external support.
- cooperating fully with relevant statutory agencies.

7. Staff Training

It is important that all staff and volunteers at Durand Academy have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff, volunteers and Governing Body members will receive training on child protection during their induction and will receive paper copies of this document. All staff, including the Headteacher, will receive training that is updated annually.

8. Complaints Procedure

Durand Academy complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way.

9. Safer Recruitment



- Durand Academy is committed to doing its utmost to employ ‘safe’ staff by complying with “Keeping Children Safe in Education September 2016” legislation.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Our Headteacher has completed the Safer Recruitment Training Course.

Safer recruitment means that all applicants are required to:

- complete an application form.
- provide two referees, including at least one who can comment on the applicant’s suitability to work with children.
- provide evidence of identity and qualifications.
- be checked through the Disclosure and Barring Service as appropriate to their role.
- be interviewed.
- provide evidence for right to work in the United Kingdom.
- provide evidence on medical fitness (mental and physical).

New members of staff undergo an induction that includes familiarisation with the school’s Safeguarding & Child Protection policy and identification of their child protection training needs.

Durand Academy undertakes to obtain written evidence that states that appropriate child protection and procedures apply to any staff employed at any site or in any institution where a pupil at Durand Academy is educated. Evidence of such checks is held by HR who liaises with members of staff organising trips or events and, where appropriate, the Designated Safeguarding Lead and Deputy Safeguarding Leads. If other organisations provide services or activities on the Durand Academy site the HR and EVC is responsible for checking that they have appropriate procedures in place, including safer recruitment procedures.

10. Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils, we:

- seek their consent for photographs to be taken or published.
- seek parental consent.
- use only the pupil’s first name with an image.
- ensure pupils are appropriately dressed.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

11. E- Safety

Please refer to our E-Safety Policy.



Most of our pupils will use mobile devices and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face- to- face meetings. The school's E- Safety policy explains how we try to keep pupils safe in school. Cyberbullying by pupils, via texts, emails, mobile communication or social networking is treated as seriously as any other type of bullying and is managed through our anti- bullying procedures.

Appendix A:

Recognising Abuse and Children at Risk

To ensure that our pupils are protected from harm, all those who come into contact with our pupils need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four key categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is 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 children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally- inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example, rape, buggery or oral sex) or non- penetrative acts. They may include non- contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect



Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress.

All incidences of bullying should be reported and will be managed in accordance with our anti-bullying policy and procedures. The subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the appropriate Designated Safeguarding Lead and Deputy Safeguarding Leads will consider implementing child protection procedures.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child abuse:

“The sexual exploitation of children and young people under 18 involves exploitative contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young persons limited availability of choice resulting from their social/economic and/or emotional vulnerability

Key Features:

LAC repeatedly ‘missing from care’

Children reported missing from home or school (or poor / infrequent attendance)

Young women (and young men) on the fringes of local gang activity Attachment to a new area or group of peers (possibly older males)

Teenage sexual activity, over sexualised behaviours or pregnancy Young people engaging in sexual activity for financial gain.

Female Genital Mutilation (FGM)

**Key features:**

Female Genital Mutilation occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits. Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan.

Reasons for this cultural practice include:

Cultural identity – An initiation into womanhood

Gender Identity – Moving from girl to woman – enhancing femininity

Sexual control – reduce the woman's desire for sex

Hygiene/cleanliness – uncut women are regarded as unclean

Risk Factors include:

low level of integration into UK society

mother or sister who has undergone FGM

girls who are withdrawn from PSHE

a visiting female elder from the country of origin

being taken on a long holiday to the family's country of origin

talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer school holidays.

Although, it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post- FGM Symptoms include:

difficulty walking, sitting or standing

spend longer than normal in the bathroom or toilet

unusual behaviour after a lengthy absence

reluctance to undergo normal medical examinations

asking for help, but may not be explicit about the problem due to embarrassment or fear

Longer Term problems include:

difficulties urinating or incontinence

frequent or chronic vaginal, pelvic or urinary infections

menstrual problems

kidney damage and possible failure

cysts and abscesses

pain when having sex

infertility

complications during pregnancy and childbirth



emotional and mental health problems
injury

EXTREMISM AND RADICALISATION

Please refer to our Preventing Extremism & Radicalisation Safeguarding Policy

It is the school's duty to ensure children are safe from a range of views which are Extremist in nature which seek to radicalise them, therefore:

- Schools should have a separate safeguarding policy on this issue
- Schools need to understand potential risks: internal & external
- Use a Broad and Balanced curriculum – not narrow or dismissive
- Schools must challenge extremist views in the same way as you would challenge other discriminatory or prejudicial views
- Teachers must have skills and confidence to handle these issues
- Pupils need to understand schools are a safe place for informed debate
- Therefore, pupils need to be given the skills to think critically so as to understand and tolerate difference, especially of other faiths or no faith
- Role of governors needs to be clear – critical friend and transparent
- Role of designated safeguarding Lead to include the 'Prevent' remit

Extremism and Radicalisation

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out. (CP)
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including social networking sites
- Parental reports of changes in behaviour, friendship or actions / requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, negative views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti- Western or Anti- British views

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into



accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self- harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy- go- lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the appropriate Designated Safeguarding Lead and Deputy Safeguarding Leads to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self- harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long- term medical or psychiatric difficulties.



Children who may be particularly vulnerable and at risk of abuse

Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we give special consideration to pupils who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- are not fluent in the English language

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

Note: Durand Academy considers forced marriage to be abuse and deals with such incidents through this Child Protection and Safeguarding Policy.

Appendix B: Essential Contacts for Lambeth Child Protection

If you are worried about a child(ren) please contact the First Response Team

Tel: 0207 926 3100/ 5555

Out of hour's emergency

Tel: 0207 926 5555

LSCB Office Address:

7th Floor, International House

Canterbury Crescent, Brixton,

London SW9 7QE

Local Authority Designated Officer (LADO): Contact the First Response Team for the LADO referral

Andrew Zachariades

Email: LADO@lambeth.gov.uk

Tel: 0207 926 4679 Mobile: 07720 828 700

Disclosure and Barring Service: DBS helpline: 03000 200 190 www.homeoffice.gov.uk/DBS

Appendix C: Whistleblowing Code

Durand Academy's whistleblowing policy and procedures that enable staff to raise concerns relating to:



- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code

The whistleblowing procedures and this code may be used by anyone employed at Durand Academy in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects pupils, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail pupils and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the pupils and the reputation of the whole school.



Barriers to whistleblowing

You may worry that you have insufficient evidence to raise a concern that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistleblowing procedures address these issues.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The Headteacher and the Chair of the Governing Body would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported, is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

You may raise your concern verbally or in writing. You should report your concern directly to the Headteacher.

Ensure the Headteacher informs you of their proposed action and sets a date for a second meeting.

If the Headteacher is the subject of your concern, speak to the member of the GOVERNING BODY with oversight for Child protection.

Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.

Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

The Headteacher will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.

Members of the school community, including members of the Governing Body, may be asked to provide information or advice.



External advice, for example, from legal or human resources or children's services may be sought.

A written record of the conduct, established facts and outcome of the inquiry will be kept.

The whistle-blower will be kept informed of the progress of the inquiry.

The outcome of the inquiry will be one of the following:

No poor practice or wrongdoing is established and the case is closed

The concern has some substance and the subject of the concern will receive advice and support from the Headteacher to improve practice

Poor practice or wrongdoing is established and disciplinary proceedings are initiated

The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.