**Royal School
for the Deaf Derby**

Safeguarding Policy and Procedures

Date of last review:	January 2024	**Date of next review:**	January 2025

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
Nov 2020	HS	Arrangements in place due to the COVID-19 pandemic.	Nov 2020 page 22
September 2022	NG	Remove arrangement for COVID-19 and to update in line with KCSIE 2023	November 2022
September 2022	Working group	Review the whole document	February 2-23
January 2024	Paul Burrows	Updated Changes to DSL and safeguarding team	January 2024

Signed		**Designation**	Chair of Governors
Name	Janet Hall Heather Flockton	**Date**	
Signed		**Designation**	Headteacher
Name	Paul Burrows	**Date**	

1.   Introduction

This document outlines Royal School for the Deaf Derby (RSDD) Child Protection / Safeguarding Policy and Procedures. It applies to all adults, including volunteers working in or on behalf of the school.

Child protection is defined as safeguarding and promoting the welfare of children by:
- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care:
- Taking action to enable all children to have the best outcomes.

Deaf children are particularly vulnerable to abuse because often they are:
- not offered the same protection as non-disabled children
- treated as different, and less likely to receive adequate sex education or information about their own bodies
- generally more isolated, both physically and socially and also from mainstream facilities and services
- less likely to have people with whom they can communicate
- dependent on others for their most important needs, such as feeding, taking medication or their intimate care needs

A research document commissioned by the NSPCC [Deaf and disabled children talking about child protection, 2015} states that deaf and disabled children are at greater risk of experiencing child abuse and that the abuse of deaf and disabled children is under reported and often hidden. RSDD has measures in place to ensure that we meet the recommendations from this report. (See Appendix 1)

Everyone working in, or for our school, shares an objective to help keep children and young people safe by contributing to:
- Providing a safe environment for children and young people to learn in education settings;
- Identifying children who may be in need of extra help, or are suffering or likely to suffer significant harm, and taking the appropriate action, working with other services as needed.

We will ensure that parents/carers and our partner agencies are aware of our child protection policy by ensuring that it is displayed in school reception area/s, by raising awareness at initial meetings with parents of new children and young people and at parent teacher meetings and ensuring that it is on the school website.

Policy Aims

The aim of this policy is to outline how our school will:
- Promote a positive school ethos where deaf children can learn, feel secure and be safe.
- Prevent unsuitable people working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents/carers and all those involved with providing services for children and young people.

The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

Context

This policy enables RSDD to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002). The policy is in line with the following legislation and guidance:

- Working Together to Safeguard Children (2018)
- Children Act 1989 and 2004
- Keeping Children Safe in Education
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Protection of Freedoms Act (2012)
- Children and Social Work Act (2017)
- Equality Act (2010)
- Sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (2018)
- What to do if you are worried a child is being abused; advice for practitioners (2015)
- The Prevent Duty; departmental advice for schools and childcare providers (2015) and /or Prevent Duty Guidance; for further education institutions in England and Wales (2015)
- Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
- Derby and Derbyshire Safeguarding Children Partnership web-based procedures
- Mental Health and Behaviour in Schools (2018)
- Sexual violence and sexual harassment between children in schools and colleges (2018)

The policy is consistent with Derby and Derbyshire Safeguarding Children Partnership web-based procedures which can be found via our webpage under Safeguarding and is also located on https://www.ddscp.org.uk/The school will adhere to the Derby and Derbyshire Safeguarding Children procedures.

Safeguarding the welfare of children is more than purely child protection; it should permeate all activity and functions. This policy therefore complements and supports a range of other school policies, such as, but not exclusively:

- Behaviour Management including Anti Bullying, Anti Cyber Bullying and procedures
- Children who runaway or go missing from education, home or care
- Complaints Procedure
- Educational visits
- Health and Safety
- Health Centre Policy
- Internet/E-safety including sexting
- Intimate care (in Health Centre Policy)
- Language and Communication
- Providing First Aid (in Health Centre Policy)
- Relationships and Sex Education
- Safer recruitment and selection, including single central record
- Sharing Information
- Site Security
- Special Educational Needs
- Staff Code of Conduct
- The Use of Reasonable Force/Physical intervention (in Behaviour and Anti Bullying Policy)
- Whistle Blowing

The Government Report (2005) recommended the review of arrangements for deaf children because of their vulnerability to abuse and mental health difficulties. (National Deaf Children's Society)

- Deaf children are over twice as likely to be abused as other children

- 40% of deaf children experience mental health problems compared to 25% of other children
- Access to language of enough quantity and quality to ensure optimal cognitive, psycho-social and linguistic development is a significant challenge with far reaching impacts on child development, literacy, educational attainment and life chances of deaf children.
- Safeguarding deaf children involves the intersection of issues that might arise in respect to disability and those that might arise in respect to cultural identity. As such, policies and procedures that address each run the risk of failing adequately to address either in respect of deaf children.
- The development of language and communication lies at the heart of a child's social, emotional and intellectual development. Being deaf therefore presents a risk to children achieving a reasonable standard of mental health and development unless they are given support.
- There is reason to be concerned that where social workers without a specialist background are involved with deaf children and families, they are less likely to be able to identify the complexity of developmental consequences for deaf children and their families and therefore less likely to identify a deaf child as a child in need.

Principles

Safeguarding arrangements in the school are underpinned by the 3 key principles:
- Everyone who comes into contact with children and their families has a role to play in safeguarding children. All Governors, staff, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of children. Staff members will maintain an attitude of "it could happen here" where safeguarding is concerned.
- When concerned about the welfare of a child, staff will always act in the best interests of the child. The school operates a child centred approach taking into account children's views and voices. The child's wishes and feelings will be taken into account when determining what action to take, and services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.
- Children and young people are able to communicate with staff in their preferred mode i.e. British Sign Language (BSL) Sign Supported English (SSE) or English

Staff training and Induction

All staff, governing body, and volunteers undergo safeguarding and child protection training (including online safety) at induction. Training is regularly updated. Each new member of staff has a key person to work with and an Information and Guidance Booklet. Induction completion form is in Appendix 11. Induction and training is in line with advice from the local three safeguarding partners (Police health and social care).

All staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

RSDD recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity are provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

2.   Safeguarding Roles and Responsibilities of School Staff and training and induction

All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of children. This includes:
- Responsibility to provide a safe environment in which children can learn.
- To identify children who may be in need of extra help or who are suffering, or who are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with services as needed.

Key policies relating to safeguarding specific to role are sent to the employee with the job offer to read, and sign that it is understood before employment begins.

Staff induction includes organisation of the school, vision, aspirations and expectations of all staff as well as what is considered acceptable and what is not. This includes the Safeguarding Policy, Code of Conduct for staff, IT Safe User Agreement, the role of the Designated Safeguarding Lead (DSL) and the name of the designated governor.

Roles and Responsibilities of Governors

The Governing Body has the responsibility to ensure that the school complies with safeguarding duties under legislation. Safeguarding is a standing item at all governing body meetings.
The Governing Body will ensure that:

- The school contributes to inter-agency working in line with Working Together to Safeguard Children by:
    o Providing a co-ordinated offer of early help when low level or emerging needs of children are identified;
    o Contributing to inter-agency support to children subject to child in need or child protection plans; and
    o Allowing access for Children's Social Care to conduct or consider conducting an assessment.
    o The school governors, with guidance from the Headteacher and Designated Safeguarding Lead will assess the level of risk around radicalisation within the school and put actions in place to reduce that risk.
- The school's safeguarding arrangements take into account procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Derby and Derbyshire Safeguarding Children Partnerships (DDSCPs). This includes co-operation between partner agencies and providing information to the Derby DDSCP to allow it to perform its functions.
- The Chair of the Governing body will liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher.
- There is an effective child protection policy which is consistent with DDSCP procedures, along with a staff behaviour policy (code of conduct). This will be provided to all staff on induction, will be updated annually and available on the school website.
- All policies and procedures adopted by governing bodies, particularly concerning referrals of suspected abuse and neglect, are followed by staff.
- A member of the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL); this will be explicit in the role holder's job description, have the appropriate authority and given time, funding, training, resources and support to fulfil their role effectively. A designated Safeguarding Team will also be appointed in the same way.
- The DSL will undergo training at a minimum every two years, with regular updates through working groups with Derby and Derbyshire Safeguarding Hub. The Headteacher and other staff will undergo child protection training regularly. Staff training will be consistent with the DDSCP guidance Training Pathways for Education Provider's. (see Appendix 1)
- There is consideration about how children may be taught about safeguarding, including on-line, through teaching and learning opportunities.
- People who pose a risk of harm are prevented from working with children by:
    o Adhering to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
    o Having written recruitment and selection policies and procedures in place.
    o The presence of at least one person on any appointment panel who has undertaken safer recruitment training.
- There are procedures in place to handle allegations of abuse against staff and volunteers and that such allegations are referred to the LADO/Designed Officer at the local authority and that procedures are in place to make a referral to the Disclosure and Barring Service when the criteria has been met. There are also procedures in place to handle allegations against other children.
- There are systems in place for children to express their views and feedback. Staff will not agree confidentiality and will always act in the best interests of the child.
- A Designated Teacher will be appointed to promote the education achievement of children who are looked after who has appropriate training. Staff will have the skills, knowledge and understanding to keeping looked after children safe.

- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions.
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:
- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient time and resources are allocated to enable the DSL and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner.
- The child's safety and welfare is addressed through the curriculum using the appropriate mode of communication.
- Education Welfare Staff and Social Workers are informed immediately when a child who is looked after or subject to a child in need plan or a protection plan goes missing (DDSCP Safeguarding Children procedures chapter 1.6.7).
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.

The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff who co-ordinates the schools safeguarding and child protection arrangements by providing advice and support to other staff on child welfare and child protection matters, to take part in strategy meetings and inter-agency meetings – and /or to support other staff to do so - and to contribute to the assessment of children.

The DSL liaises with the local authority and works with other agencies in line with Working Together to Safeguard Children Where there are serious/complex needs or child protection concerns, this includes referrals to Children's Social Care. In exceptional circumstances, i.e. in an emergency or concern that appropriate action hasn't been taken, staff members can speak directly to Children's Social Care.

The school also has members of the safeguarding team to cover for when the DSL is not available, speak to a member of this safeguarding team contact the school on (01332) 362512

See Appendix 10 for more depth information about the Role of the DSL.

Roles and Responsibilities of other School Staff

Any concerns must be discussed with the DSL.

If staff members are unsure they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns using the schools reporting system (see Appendix 5) and forward this to the DSL or a member of the safeguarding team. All staff will work with the DSL and where appropriate support Social Workers to take decisions about individual children.

All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of children, including the school child protection policy, their role and responsibilities in this and how to report any concerns.

Named RSDD staff with specific safeguarding responsibilities

▪	Designated Safeguarding Lead:	Kam Banga (Deputy Head teacher) Member of Senior Leadership Team 01332 362512
▪	Designated Safeguarding Team:	Maria Banks (Residence Lead) Seb Probert (Attendance and Behaviour Lead) Paul Burrows (Headteacher)

▪ Designated Governor:	Heather Flockton via 01332 362512	
• RSDD Healthcare Lead	Steph Davies 01332 362512	

Other Key Safeguarding Contacts

▪ Children's Social Care	
○ First Contact Team	01332 641172
○ Careline (out of hours service)	01332 786968
▪ Local Authority Designated Officer (LADO)	01332 642376
▪ School Police Community Support Officer	PC 3332 Madden Telephone 101 non emergencies Emergencies 999
▪ Further contacts and useful numbers in	Appendix 12

3.   Environment – children are safe and feel safe

RSDD adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Children, parents/carers and staff are free to talk about any concerns and will see the school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children will be encouraged to seek help from school staff.

RSDD will therefore ensure that:

- An ethos where children feel secure and are encouraged to communicate with staff using their preferred method of communication, are listened to, taken seriously and responded to appropriately is established and maintained.
- Children are involved in the decision-making which affects them.
- Children know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Posters are displayed which detail contact numbers, that can be used by deaf children and young people, for appropriate support services and child protection helplines i.e. DDSCP and Childline. (This information is also published on the school's website).
- Curriculum activities and opportunities to equip children with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and children and young people that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among children and staff are alert to changes in a child's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents/carers and colleagues from partner agencies.
- There is awareness that personal and family circumstances and lifestyles or communication of some children lead to an increased risk of neglect and or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with children.
- Volunteers are appropriately supervised.

Any groups using school premises for the provision of services to children have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.

Safeguarding as Part of the Curriculum

Through PSHE and other opportunities, children and young people are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint. Classes are small and well supported to allow differentiated approaches.

The following areas are addressed within PSHE and in the wider curriculum:
- Bullying, including cyber-bullying
- Drug and alcohol use/abuse, including 'legal highs'
- E safety
- Road, fire and water safety
- Inter-personal relationships and domestic violence
- Child sexual exploitation (CSE), online and offline
- Honour based violence and forced marriage
- Female genital mutilation (FGM)
- Radicalisation and extremism
- Positive Mental Health

Vulnerable, SEND Children and Early Help Assessments

We recognise that some children will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues (some of our children may be the only deaf member of the family) and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:
- Complex special educational or additional needs
- Living in a known domestic abuse situation
- Affected by known parental substance (drugs and/or alcohol) misuse
- Asylum seekers/refugees
- New communities
- Living away from home, including private fostering arrangements
- Vulnerable to being bullied, or engaging in bullying
- Go missing from school, particularly on repeat occasions
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Are at risk of sexual exploitation
- Young carers
- Looked after children
- Do not have English as a first or second language, however, consideration is given to those who have English as a second or third language.

Special consideration includes the provision of safeguarding information, resources and support services in British Sign Language, community languages and accessible formats.

RSDD recognises that at time students and families need support. In April 2014 the Early Help Assessment (EHA) replaced the Common Assessment Framework (CAF).The Early Help Assessment is used by services working with children, young people and their families. Children and families may need support from a wide range of local agencies and the EHA is used to bring about a coordinated response.

RSDD will complete an EHA:
- Where students and families would benefit from coordinated support from more than one agency.
- The assessment should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989 (paragraph 26).
- The family will be made aware and asked to provide information for the assessment.

Find out more about the early help assessment in Derby by visiting the Early Help Assessment page of the Derby and Derbyshire Safeguarding Children Partnership website.

Working with parents/carers

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of children.
RSDD will ensure that:

- We work with parents/carers positively, openly and honestly.
- Parents/carers are encouraged to discuss their issues or concerns about safety and welfare of children, and they will be listened to and taken seriously.
- We will provide parents/carers with information about the support available to keep children safe within the school, locally and nationally.
- Up to date and accurate information is kept about children and young people i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details. If different from the above, those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.
- Information about children and young people given to us by children themselves, their parents/carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child.
- It is made clear to parents /carers that the school has a duty to share information when there are any safeguarding concerns. Also that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any school which the child transfers.
- Where we have reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents/carers first. However, there may be occasions where we are not able to do this.

4.   Taking Action on Concerns

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSL or their deputy as soon as you can and by the end of the day at the latest.
- If the DSL or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Children's Social Care.
- 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 the concerns (see Appendix 5).
- Seek support for yourself if you are distressed.

Derby and Derbyshire Safeguarding Children Procedures

All staff should follow these procedures, which can be found on the Safeguarding Parnershipsaround school; the school website under safeguarding; and on the local safeguarding polices and guidance page of www.derbyscb.org.uk. The DDSCP Thresholds document will support the DSL and school staff in their decision making about the child's needs and the appropriate assessment and interventions.

It is *not* the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of children and young people will be recorded and discussed with the DSL (or another senior member of staff in the absence of the designated lead) prior to any discussion with parents/carers.

Safeguarding Pupils Who Are Vulnerable To Extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. RSDD is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 7.

RSDD seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk Reduction
The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children partnership.

RSDD Response
With effect from 1st July 2015 all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 7.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for RSDD is the Designated Safeguarding Lead. The responsibilities of the SPOC are described in Appendix 7.
RSDD staff will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/ Designated Safeguarding Lead.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Channel Programme

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty.

Safeguarding Pupils who are Vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation, Honour Based attacks, or Trafficking

Our safeguarding policy is an integral part of our school's values, ethos and behaviour policies providing the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

RSDD keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

The staff at RSDD are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.

Our school works with and engages our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our DSL knows where to seek and get advice as necessary.

RSDD brings in experts and uses specialist material to support the work we do.

Concerns about honour based violence are reported directly to LADO. 01332 717818

Reporting of female genital mutilation

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police as detailed in Keeping Children Safe in Education (2018) Failure to report such cases will result in disciplinary sanctions.

When a member of staff at RSDD has reasons to suspect that an act of FGM has been carried out on a pupil, he/she will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

Peer on Peer abuse/Allegations of abuse made against other children

Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. It can affect any child/young person, sometimes vulnerable children are targeted. For example:

- Those living with domestic abuse or intra-familial abuse in their histories.
- Young people in care.
- Those who have experienced bereavement through the loss of a parent, sibling or friend
- Black and minority ethnic children are under identified as victims but are over identified as perpetrators

Both girls and boys experience peer on peer abuse however they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence.

It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc., can all be used to exert power over a peer.

Peer on peer abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this is possible. While perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves.

"Up skirting" became a specific criminal offence under the Voyeurism (Offences) Act 2019. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm. KCSIE 2020 lists up skirting as one example of peer on peer abuse of which school staff should be aware.

Actions the school will take

RSDD deals with a wide continuum of children's behaviour on a day to day basis and most cases will be dealt with via school based processes. These are outlined in the following policies:

- Behaviour & Anti-Bullying Policy
- E-Safety Policy
- Attendance Policy
- Relationships and sex education policy

RSDD will also act to minimise the risk of peer on peer abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk.

Action on serious concerns

RSDD recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. RSDD will take this as seriously and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Peer to peer abuse may be a one off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. In all cases the member of staff should discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider if the issues raised indicate that the child and /or alleged perpetrator may have emerging needs, complex/serious needs or child protection concerns and follow the process outlined in this policy.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) should be referred immediately to Children's Social Care or the Police.

Particular considerations for cases where peer on peer abuse is a factor include:
What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?

- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?
- What are the relative chronological and developmental age of the two children and are there are any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child themselves and others i.e. other children in school, in the child's household, extended family, peer group or wider social network?

See [DDSCPs Safeguarding Children Procedures,](#) in particular:

- Children who present a risk of harm to others
- Abusive Images of Children: the Misuse of Information Communication Technology (ICT).

Whenever there is an allegation of abuse made against a child, the Designated Safeguarding Lead (DSL) and other appropriate staff will draw together separate risk assessments and action plans to support the victim and the perpetrator. Where Children's Social Care is involved or an early help assessment commenced, this will be agreed as part of a multi-agency plan.

Sexual Violence and Sexual harassment between children
Sexual violence and sexual harassment can occur between two children of **any age and sex.** It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.
Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that victims are taken seriously and offered appropriate support.
Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children are supported and protected as appropriate.

Sexting
'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, RSDD takes a pro-active approach to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.
Sexting is included in the E-Safety Policy and Procedures.

Private Fostering
Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent

and a carer, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

The Children (Private Arrangements for Fostering) Regulations 2005 put a duty on schools, to inform the Local Authority about any child they are aware of who lives outside their family under Private Fostering arrangements.

Mental Health

RSDD recognises the link between mental health, behaviour and safeguarding stressing the role that RSDD play in detecting possible problems and supporting good mental wellbeing with our students.

RSDD recognises that, while only professionals should diagnose mental health problems, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. Staff should immediately raise any mental health concerns Designated Safeguarding Lead (DSL) or welfare team, and follow the policy for reporting their concerns.

RSDD are aware of how adverse experiences, like being Deaf, abuse and neglect, all can have a lasting impact on a child's mental health, behaviour and education.

RSDD recognise their role in supporting their pupils' mental health, and commissions' specialist therapist to work in house with student who are struggling to provide early intervention. More complex cases are referred and escalated to DCMHs

If you suspect a child has emerging, complex/serious needs or there are child protection concerns

Information about abuse and neglect can be found in Appendix 2.

There may be occasions when staff suspect that a child may be at risk, but have no 'real' evidence. The child's behaviour and / or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or staff may have noticed other physical but inconclusive signs. In these circumstances, staff will give the child the opportunity to talk. The signs noticed may be due to a variety of factors and it is fine to ask the child if they are alright or need help in any way. This is recorded as follows (also see Appendix 4)

1 Any member of staff with a safeguarding concern should immediately record the concern (see the form in Appendix 5), include as much information as possible and state any action they have taken. If they need urgent assistance they should go straight to a member of the Safeguarding Team.
    Any allegations of child abuse must always be given the highest priority and be referred immediately to a member of the safeguarding team. The completed records are automatically forwarded to all the safeguarding team. Do not wait till the end of the day or evening. If it is urgent the staff member should discuss this with a member of the Safeguarding Team straight away and senior leaders made aware that there is an urgent safeguarding matter in need of attention.
    Ideally all records of incidents should be made within an hour of disclosure and legally they must be recorded within 24 hours. These should always be made on the appropriate recording system the school uses (Appendix 5). Additionally, body charts are available on the system to record any physical marks, bruises and injuries (Appendix 8) and these should describe the size, shape and colour of any such marks, bruises and injuries.
2 In the event of a child making a disclosure, staff have a listening and then recording role. Do not interrupt the child if he/she is freely recalling significant events. If staff need to ask questions to clarify their understanding, they will frame them in an open manner and not lead the child in any way.
3 Staff will not give undertakings of absolute confidentially; it is important that the child understands that staff may need to share information to ensure that they remain safe.
4 It is the responsibility of the Safeguarding Team to decide upon an appropriate course of action (See Appendix 4). Information showing the outcomes and contacts made will be

recorded. Only the Safeguarding Team the Headteacher and selected staff will be able to view these actions, due to data protection and confidentiality. The Safeguarding Team will use the Derby and Derbyshire threshold agreement to aid their professional judgement.

5   Parents/carers should be informed of any referral to Children's Social Care unless to do so would put the child at risk of further significant harm.

6   Due to close professional relationships with children and young people, staff are vulnerable to allegations of abuse or misconduct. These accusations may be false, malicious or misplaced. They also may prove to be true. School staff can harm children and young people either deliberately or by failing to follow procedures, policies or codes of conduct. In all incidents of allegations against any staff member the Headteacher should be notified immediately or, in the case of allegations against the Headteacher, the Chair of Governors should be notified immediately. In all instances procedures for managing allegations against staff as specified in current Derby and Derbyshire Safeguarding Children's Parnershipsregulations and Keeping Children Safe in Education (2020) will be adhered to, and support will be sought from DDSCP as necessary.

7   Additionally, requirements for reporting allegations against staff and the management of these that exist in the Residential Special Schools National Minimum Standards (2015) will also be adhered to alongside actions taken in 6 above.

If a child/young person or adult does begin to reveal that a child/young person is being harmed staff should follow the advice in the section 'If information is a disclosed to staff'.

If information is disclosed to staff

It takes a lot of courage for a child/young person, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the 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 child/young person or adult talks to staff about any risks to a child/young person's safety or wellbeing they will need to let them know that they must pass the information on – staff are not allowed to keep secrets. The point at which staff do this is a matter for professional judgement. If staff jump in immediately the child/young person or adult may think that staff do not want to listen or if staff leave it till the very end of the conversation, they may feel that staff have misled them into revealing more than they would have done otherwise.

During conversation with the child/young person or adult, staff are advised to:

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
- Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not over react – the child/young person or adult may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – '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'.
- Do not be afraid of silences – remember how hard this must be for the child/young person or adult.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time tell the child/young person or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child/young person who has been abused.
- Avoid admonishing the child/young person or adult 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 they may interpret it that they have done something wrong.

- Tell the child/young person or adult what will happen next. The child/young person or adult may agree to go with you to see the DSL. Otherwise let them know that someone will come to see or contact them before the end of the day.
- Report verbally to the DSL.
- Write up the conversation as soon as possible and hand it to the DSL
- Staff should seek support if they feel distressed.

If staff are unsure they should always have a discussion with the DSL to agree the best way forward.

Staff must always inform the Designated Safeguarding Lead (DSL) immediately if there is:
- Any suspicion that a child/young person is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child/young person may have suffered harm.
- Any concerns that a child/young person may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child/young person is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child/young person's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child/young person.
- Any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- Information which indicates that the child/young person is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child/young person is at risk of forced marriage, honour based violence or female genital mutilation (FGM).

Role of the Designated Safeguarding Lead following identification of needs or concerns (see Appendix 10 for further role specification)
The DSL will:
- Assess any urgent medical needs of the child/young person.
- Consider whether the child/young person has low level, emerging needs or complex/serious needs or if there are child/young person protection concerns.
- Check whether the child/young person is currently subject to a child protection plan, or has previously been subject to a plan, is looked after, has child/young person in need plan or an early help assessment (EHA) or is open to a Multi-Agency Team (MAT) or known to another agency.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child/young person's parents/carers or whether to do so may put the child/young person at further risk of harm (see below).
- If unsure that a child protection referral should be made, seek advice from Children's Social Care.

Notifying parents/carers
The school will normally seek to discuss any needs or concerns about a child/young person with their parents/carers. This must be handled sensitively. Where an early help assessment would benefit the child/young person and their family the most appropriate member of school staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will make contact with the parent or carer. However, if the school believes that notifying parents/carers could increase the risk to the child/young person or exacerbate the problem, then advice will first be sought from Children's Social Care.
Getting help for the child/young person
If a referral to Social Care is not considered appropriate, consideration should be made to what support the child/young person and family need. The school will consider what support could be offered within the school. It may be useful to undertake an EHA to clarify the child/young person's needs/strengths and the supports required and/or make a referral for other services.
Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.

Using the Early Help Assessment (EHA)

Where parents/carers or children tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and child/young person about the support and services that might help and agree how they would be accessed. Staff training includes identifying if a child is in immediate danger or raising a safeguarding concern.

Low level needs

Where the school and another service i.e. school nurse, may be able to meet the needs, take swift action and prevent needs escalating. The EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

Emerging needs

Where the child/young person or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a child/young person's well-being or a child/young person's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child/young person and /or their parents/carers. Where a multi-agency response is needed, a Team Around the Family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the child/young person's needs.

For more information about the early help assessment process see www.derbyscb.org.uk.

At each stage of the process where serious/complex needs or child/young person protection concerns are identified, a referral to Children's Social Care will be made. See below.

Referral to Children's Social Care

If it is believed that a child/young person has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Children's Social Care. See DDSCP Threshold document and DDSCP Safeguarding Children procedures chapter 1.2 Making a referral to Children's Social Care.

RSDD has close links with the Virtual School Headteacher and LAC and PEP reviews are held every six months. EPEPs are completed.

Derby City has a MASH (Multi Agency Safeguarding Hub) a service for professionals who have made contact with the First Contact Team at Ashtree House and who believe a child is at immediate risk of harm. The MASH is made up of; Police, Social Care, Adult Social care and Health professionals. They will carry out urgent investigations into Child abuse allegations, and seek to remove any child at immediate risk of harm.

Children's Services Professional Consultation Line

The http://www.derbyscb.org.uk/media/derby-scb/content-assets/documents/procedures/posters/DerbyCityCouncil-Professional-Consultation-Line-Leaflet.pdf offers advice, the opportunity to explore ways of engaging with children and their families in early help and the thresholds for referral to MAT and Children's Social Care.

The service is available on 07812 300329 between 10am and 1pm. (The professional consultation line is NOT a referral service; it is for advice ONLY)

Think Family

You may also be concerned about the welfare of an adult living in the same home

If you are the victim of abuse, or you think you know someone who is being or has been abused, it is really important to get help and advice or make a referral to Adults, Health and Housing, Derby City Council:

- During normal working days between 9 am and 5 pm they can be contacted on 01332 640777
- At all other times concerns can be discussed with Care-Line who can be contacted on 01332 786968

Action following referral

The DSL or other appropriate member of staff will:

- Follow up the referral in writing within 24 hours using any existing assessment i.e. early help assessment or the child referral form. (Appendix 9)
- Maintain contact with the allocated Social Worker.
- Contribute to the strategy discussion or meetings.

- Provide a report for, attend and contribute to any initial and review child protection conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.
- Where a child on a child protection plan, child in need plan or is looked after moves from the school or goes missing, immediately inform the key worker in Social Care.
- If the child's situation does not appear to be improving the DSL should press for re-consideration. See DDSCP Escalation policy.

Confidentiality, sharing information and record keeping

The school will operate with regard to HM Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents/carers (2015) and Derby and Derbyshire Safeguarding Children Parnerships' Information Sharing Agreement and Guidance for Practitioners (2020). All staff will be mindful of the seven golden rules to sharing information (please see Appendix 3).

Staff should only discuss concerns with the DSL, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information. However, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care. In most cases concerns will be discussed with parents/ carers prior to the referral taking place unless by doing so would increase risk.

The Sharing Information and Confidentiality Policy is available on the school website

Record keeping

Records of concerns documentation and other recorded information will be stored on the schools electronic recording system, this information is protected and only made available to relevant individuals. The DSL and the safeguarding team will action all Cause for Concern in controlled privacy and once they are completed they will be stored in line with the General Data Protection Regulation (GDPR) (2018). Safeguarding information is stored separately from the child's school file recording system.

Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

Archived files will be stored securely.

Support for those involved in a safeguarding/child protection issue

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

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of 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.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

5.   Safer Recruitment and Selection of School Staff and Volunteers

The school has adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse children, or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of children and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for children and young people.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

There will always be two people on the recruitment panel who have safer recruitment qualifications. All paperwork from interview is filed on staff personal files.

All governors and Trustees at RSDD have had an Enhanced DBS check. All references are followed up with a telephone call / video call.

The Prohibition for Teaching check is completed for all staff who teach whether a qualified or unqualified teacher. This check is recorded on the SCR.

All new staff have to provide proof of identity at interview. Agency staff are interviewed before working at RSDD.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work in England checks. Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring (DBS) and disqualification by association checks. See Safer Recruitment in Education Policy.

'Extended school' and off site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our children attend offsite activities, we will check that effective child protection arrangements are in place.

6.   Allegations against teachers and other staff (including volunteers)

Safe recruitment practices are vital whenever someone is recruited to work with children however this is not the end of the matter. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents/carers and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

RSDD will always comply with the Derby and Derbyshire Safeguarding Children Procedures, chapter 2.2, Allegations against Staff, Carers and Volunteers.

If staff have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child 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. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported.

Initial actions following an allegation

- The person who has received an allegation, or witnessed an event will immediately inform the Headteacher (or the Chair of Governors chair@rsdd.org.uk if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc.; this should then be signed and dated (see Appendix 5).
- The Headteacher where appropriate will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or police. The school follows statutory guidance Keeping Children Safe in Education 2020 and Derby and Derbyshire Safeguarding Partnership in managing allegations against staff :

- The Headteacher or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 7. The discussion will consider the nature, content and context of the allegation and agree a course of action.
- The Headteacher will inform the Chair of Governors and Trust Board of any allegation.
- Consideration will be given throughout to the support and information needs of children and young people, parents/carers and staff.
- If consideration needs to be given to the individual's employment, advice will be sought from Human Resources.

Children Missing Education Sept 2016

7. Action to take if you have concerns about Safeguarding Practice at RSDD

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the schools safeguarding regime and know that such concerns will be taken seriously by the senior leadership team (SLT).

RSDD has appropriate whistleblowing procedures, which are regularly reflected in staff training, staff should follow these procedures for such concerns to be raised with the schools senior leadership team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

• General guidance can be found at: Advice on whistleblowing.

• The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

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

8. Technology and Online Safety

Students at RSDD increasingly work online, and it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, appropriate filters and appropriate monitoring systems are in place to limit student's exposure to these risks and provide them with a safe environment in which to learn. RSDD are careful that "over blocking" does not lead to unreasonable restrictions as to what students can be taught with regard to online teaching and safeguarding.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
- **content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct**: personal online behaviour that increases the likelihood of, or causes harm; for example, making, sending and receiving explicit images, or online bullying.

RSDD providing a broad and balanced curriculum. All students are given the opportunity in PHSE to be taught about safeguarding, including online safety. This subject covers other relevant issues such as Relationships Education and Relationships and Sex Education.

Many Students now have unlimited and unrestricted access to the internet via 3G and 4G RSDD will carefully consider how this is managed on an individual issue on their premises.

Arrangements in place due to the COVID-19 pandemic.

Arrangements will be reviewed and revised to take account of ongoing changes to COVID-19 guidance and arrangements.
- If the DSL and all other trained Deputy DSLs are isolating away from school, where possible, they will continue to be available to support and advise staff with safeguarding concerns. In this scenario, or where a DSL or Deputy is not available, a member of the Senior Leadership Team will be designated to respond on site to safeguarding concerns. Staff will continue to report all safeguarding concerns in the usual way (including allegations and safeguarding concerns about adults working in school) and be thoroughly briefed about any changes that are required – e.g. where the DSL or Headteacher may be isolating at home.
- Where a child known to social care is required to isolate at home, the DSL will immediately inform the social care worker allocated to the case.
- Parents/carers of children who are asked to isolate at home will be regularly contacted by school staff. Where parents or carers do not respond to calls or visits, a risk assessment will be completed and a referral to Children's Services considered.
- There may be a greater prevalence of mental health concerns when children return to school following a period of isolating at home. Staff will be briefed about this and time will be made available to the DSL or other relevant staff to support children as required.
- Children will be expected to attend school unless a special arrangement is agreed. The school's standard procedures will be applied in the case of absence.
- Where a parent or carer indicates that they intend to electively home educate because of concerns related to COVID-19, before removing the child from the school roll, a meeting will be arranged involving the parent / carer, the local authority and any other key professional e.g. social worker. All the options will be explored in order that the parents fully understand what is involved and so that the best interests of each individual child can be carefully considered before making a final decision. This is particularly important where vulnerable children, children with a social worker, and those at greatest risk of harm are involved.
- The online safety of children who may be learning remotely at home will be considered and any necessary adjustments made to networks and school devices used for this purpose. Children will be taught how to stay safe online when they are learning remotely.
- Safer Recruitment procedures will continue to be robustly applied including where virtual interviews may be used
- The Single Central Record will be continuously updated

9. See also

- Attendance Policy and Procedures
- Behaviour and Anti Bullying Policy
- Child Missing Education Policy and Procedures
- Disqualification under the Childcare Act 2006
- Domestic Abuse Policy
- E Safety Policy
- Health & Safety Policy
- Health Centre Policy, Procedures, Forms and Guidance
- Lettings Policy
- Looked After Children Policy
- Safer Recruitment including Criminal Record (DBS)
- Sharing Information Policy
- Staff Code of Conduct
- Supervision of Ancillary, Contract and 'Unchecked' Staff Policy
- Supervision of Children & Young People Policy
- Visitors Policy
- Whistleblowing Policy

An audit framework to assist Local Safeguarding Boards to review the execution of their duties and functions in respect of deaf children (2010) National Deaf Children's Society
Keeping Children Safe in Education

Appendix 1   Addressing NSPCC additional barriers in child protection

NSPCC identified 'Additional Barriers'	RSDD Response:
Signs of distress were often mistakenly assumed to be related to the child's impairment rather than recognised as an indication of abuse	Safeguarding training provides clarity around these assumptions. Staff encouraged to complete concerns on the schools reporting system for any worrying behaviours
There was a lack of awareness or agreement about what constitutes the abuse of deaf and disabled children. This led to ambiguity in the minds of both children and adults regarding the most appropriate course of action.	Safeguarding training delivered to all staff is very clear around what constitutes abuse. This is revisited at all Inset training days. PSHE lessons discuss how to stay safe and healthy relationships. This includes age appropriate sex and relationships education.
Deaf and disabled children were often invisible. In some cases services were absent from their lives. In others, provision was inadequate or inappropriate.	Good links in school with variety of services (SaLT, Nurse, Deaf CAMHS, Sign Health) Locality has active and supportive deaf community.
Particular concerns were raised in relation to the quality of some foster care placements and the lack of professional interpreting services and communication support.	RSDD work closely and monitor all 'Cared for' children and young people. Good links with Social Care and fostering teams. All safeguarding concerns are reported to relevant social worker.
Supportive relationships and access to professional interpreters were key enablers of protection for deaf and disabled children.	Supportive relationships in school and residence; a culture of openness exists. Native user of BSL on Safeguarding Team. Professional interpreters available. Social worker with BSL available. PCSO with BSL available.

NSPCC Key issues to address:	RSDD Response:
Disclosure is a complex process for deaf and disabled children. Barriers to disclosure must be tackled to ensure that abuse of deaf and disabled children is identified and addressed. Greater clarity and consensus is needed about what constitutes abuse of deaf and disabled children and expectations regarding their fair treatment must be raised.	All disclosures are handled using the young person's chosen communication method. Professional interpreters are brought in to support this process. Native BSL user on safeguarding team. DSL to continue to promote best practice and ensure staff are reminded of abuse indicators. RSDD take a child centred approach and ensure all young people are treated fairly and supported when making disclosures.
There is a need for adults to work more proactively to identify potential signs of abuse rather than rely on children's disclosures.	Safeguarding team take a 'it could happen here' approach and look beyond initial behaviour to identify potential abuse.
There was an absence of formal support services in some participants' childhoods while the provision that was available was often inadequate and/or inappropriate	RSDD provide support from internal and external agencies for our students including Sign Health, CAMHS, Deaf CAMHS and the school Nurse.
Social isolation was a dominant feature of their childhoods. Participants described a lack of friends and limited contact within their wider family and community.	As a deaf school our students have the opportunity to mix and communicate with other deaf young people. Residential students are supported by staff who use BSL. All students are encouraged to attend specialist provision in the local community, for example deaf youth clubs.
Much greater understanding is needed of the consequences of child abuse across all aspects of deaf and disabled people's lives. We need to know more about the self-care and survivorship skills adopted by people and the long-term interventions necessary to respond to child abuse appropriately.	The Safeguarding Team at RSDD keep up to date with local and national developments in this area. Team members subscribe to the local Safeguarding Children Partnership and NSPCC alerts services. The team identify and attend appropriate training and conferences.
The prevention of abuse must be a priority.	We take the safeguarding of our students very seriously at RSDD. We have introduced new systems and have a team that are well qualified to deal with all safeguarding issues or causes for concern.

Appendix 2   Types of abuse and possible indicators

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger e.g. via the internet. An adult or adults, child or children may cause the abuse.

Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse. Similarly, where a child is black or from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

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[1]. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens[2]. Babies and disabled children also have a higher risk of suffering physical abuse.
  Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained bruises or cuts, burns or scalds; or bite marks[3].

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 undervalued in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

  Some of the following signs may be indicators of emotional abuse:
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents/carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents/carers blaming their problems on their child; and
- Parents/carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse (including Interfamilial and Child Sexual Exploitation)

Sexual abuse is any sexual activity with a child. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence,

---

[1] HM Government (September 2018) Working Together to Safeguard Children, page 12
[2] Brandon et al., (2010) Building on the learning from Serious Case Reviews: A two-year analysis of child protection database notifications 2007-2009, Department for Education, 2010
[3] HM Government (March 2015) What to do if you're worried a child is being abuse: advice for practitioners

whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that they wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

Interfamilial Sexual Abuse means sexual abuse that occurs within the family. In this form of abuse, a family member involves a child in (or exposes a child to) sexual behaviours or activities. The "family member" may not be a blood relative, but could be someone who is considered "part of the family," such as a godparent or very close friend.

The discovery that someone you love and trust has sexually abused your child is extremely stressful and can bring up intense feelings of shock, rage, confusion, denial, disbelief, and guilt. Dealing with these reactions and helping your child recover from the abuse requires time, strength, and support from your extended family, your community, and from professionals in law enforcement, child protection, and mental health services. Although it may be difficult, it is important to notify law enforcement if your child discloses sexual abuse. This is an important step in keeping your child safe. Facing the reality of Interfamilial Sexual Abuse can be painful. But by ending the secrecy surrounding sexual abuse, you can help your family to heal and protect and nurture your child so that he or she can grow into a healthy, successful adult.

Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation (CSE) doesn't always involve physical contact and can happen on-line. A significant number of people who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

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

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 abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while staff may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs or alcohol, over food, clothing or warmth for the child.

Some of the following signs may be indicators of neglect:
- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care,
- Parents/carers who fail to seek medical treatment when their children are ill or are injured.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:
- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

1. Remember that the Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, (2015) HM Government

Royal School for the Deaf Derby

Staff have a concern regarding the safeguarding / well-being of a child or a disclosure is made.

↓

As soon as possible fill in the schools reporting system. Include as much information as possible, and state any action you have taken.
If you need urgent assistance go straight to a member of the Safeguarding Team. (Every effort will be made to make sure a member of the safeguarding team is available at all times) If no member of the Safeguarding Team is available go direct to the Head Teacher.

↓

The schools reporting system will alert all the safeguarding team that there is been a concern raised

↓

The Safeguarding Team may need more information and come to see you or the child to discuss further or request this through the schools reporting system, this request may be sent to you via an email, or if urgent a safeguarding team member will come to see you.
Action and information sharing will be agreed by members of the Safeguarding Team.

↓

Actions will be taken within school or by involving external agencies as appropriate.

↓

Feedback will be given to the staff who reported the concern/disclosure (where appropriate). → **Once the concern has been resolved (either involving internal or external agencies) the information will be audited and stored.**

Royal School for the Deaf Derby

Appendix 5   Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
   Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
   The demonstration of unacceptable behaviour by using any means or medium to express views which:
   ▪ Encourage, justify or glorify terrorist violence in the furtherance of particular beliefs;
   ▪ Seek to provoke others to terrorist acts;
   ▪ Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   ▪ Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
   ▪ Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   ▪ Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   ▪ Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
   ▪ Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
   ▪ Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
   ▪ Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
   ▪ Being in contact with extremist recruiters;
   ▪ Accessing violent extremist websites, especially those with a social networking element;
   ▪ Possessing or accessing violent extremist literature;
   ▪ Using extremist narratives and a global ideology to explain personal disadvantage;
   ▪ Justifying the use of violence to solve societal issues;
   ▪ Joining or seeking to join extremist organisations;
   ▪ Significant changes to appearance and / or behaviour;
   ▪ Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Appendix 6 Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for RSDD is the DSL who is responsible for:
- Ensuring that staff of RSDD are aware of the role of the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of RSDD in relation to protecting pupils from radicalisation and involvement in terrorism;
- In conjunction with Deputy Head (Achievement), monitoring the effect in practice of RSDD's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within RSDD about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within RSDD for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable pupils into the Channel* process;
- Attending Channel* meetings as necessary and carrying out any actions as agreed;
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Royal School for the Deaf Derby

Appendix 7	Child Referral Form to Children's Social Care

Sent to:…………………………………………….………..Children's Social Care

REFERRED BY: (print)		Status	
Address:			
Postcode:	Telephone:		
Confirmation of verbal referral: Yes / No	If Yes Date:	Receiving Worker:	

Child / Young Person / Expected Baby details			
Family Name:		Forename:	DOB:
Gender: M / F	Disability:		Ethnic Origin:
Address:			
Postcode:	Telephone:		Mobile:
Main Address if different from above:			
Postcode:	Telephone:		

Child / Young Person's principle carers / expectant mother						
Name DOB	Relationship to child	Address	Tel No:	Parental responsibility	Ethnic Origin	Disability
				Yes / No		
				Yes / No		

Other household members (including children and non family members)						
Surname	Forename	DOB	Relationship to child	Concerns	Ethnic Origin	Disability
				Yes / No		
				Yes / No		
				Yes / No		
				Yes / No		
				Yes / No		
Other contact addresses & Tel No (e.g. Grandparents)						

Royal School for the Deaf Derby

Agencies Involved			
GP:	Base:		Tel No:
Health Visitor:	Base:		Tel No:
School Nurse:	Base:		Tel No:
School / Day care:			
Others Agencies Involved:			
Is parent / carer aware of referral?	Yes / No	Re referral	Yes / No
Has consent been obtained to refer?	Yes / No	Date discussed	
If No, Reason:			
Has an Early Help Assessment (EHA) been completed?	Yes / No Date	Lead Professional details:	
Is an Interpreter / Signer required?	Yes / No	Language / method required:	
Additional Information			

Additional Information

According to YOUR current knowledge of the family, complete where possible each section with information you currently hold. Be clear and specific about why you feel Children's Social Care involvement is warranted now.

CHILDS NAME:
Child's Profile and Story (may include health, education, emotional and behavioural development, family and social relationships, social presentation, self-care skills):
Parent's and Carer's Profile and how they look after the children (may include basic care, ensuring safety, emotional warmth, stimulation, guidance and boundaries and stability):

Family, Home and Community Support Networks (may include wider family, housing employment, social/community integration – include any worker safety issues):

Do you believe the evidence indicates that the child's needs are serious or complex?

Yes ☐   No ☐

Do you believe the evidence indicates that there are child protection concerns?

Yes ☐   No ☐

Is a previous assessment available to explain in more detail the needs of the child and / or their siblings?

Yes ☐   No ☐

Please specify type of assessment, on which child and who to contact for a copy:

Reason for request for Children's Social Care Assessment:

Signature: **Date:**

(Taken from DDSCP procedures April 2020)

Appendix 8   **Role of the Designated Safeguarding Lead (DSL)**

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the DSL are:

1. Managing referrals
Refer all cases of suspected abuse to the local authority Children's Social Care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child/young person); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

2. Training
The DSL should receive appropriate training carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

3. Raising Awareness
The DSL should ensure the school or college's policies are known and used appropriately:
- Ensure the school or college's child protection / safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection / safeguarding policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

(Taken from Keeping Children Safe in Education 2018,)

Appendix 9   Guidance/further information

Local safeguarding information

Key local information about safeguarding children is located on Derby and Derbyshire Safeguarding Children Parnershipwebsite www.ddscp.org.uk/
(Due to the nature of children at RSDD any referral has to also be referred to the child/young person's home authority and Safeguarding Partnership.)

This includes Derby and Derbyshire Safeguarding Children Partnerships' safeguarding children procedures key chapters

- Providing early help
- Making a referral to children's social care
- Child protection section 47 enquiries
- Child protection conferences
- Children abused through sexual exploitation
- Safeguarding children at risk of abuse through female genital mutilation (FGM)
- Allegations against staff carers and volunteers
- Children and families who go missing

The procedures also have key guidance document and information, including:
- Derby and Derbyshire Thresholds document
- Derby and Derbyshire Escalation policy and process
- Local contacts

The DDSCP website has a specific page for education providers, including a safeguarding children audit tool for schools and colleges to support schools their annual review of safeguarding practice and in their development of a safeguarding action plan. There is also a training pathway for education providers, template polices and information about the DDSCP Education Hub and safeguarding update service.

Other important information on the website includes:
- Private fostering information
- Domestic violence risk identification matrix (DVRIM)
- Early help assessment
- Graded care profile for assessment of neglect
- Safeguarding training opportunities

Other sources of safeguarding information and guidance can be obtained via:
- **Schools, colleges and children's services safeguarding children**
- **NSPCC**

Royal School for the Deaf Derby

Appendix 10	Useful Contact Numbers

	Contact details
Channel/ Prevent (radicalisation / extremism)	Derby City Council House 01332293111 Or Police Prevent Team 101
Child Exploitation On-line Protection	Tel: 0870 0003344 Tel: 999 or 101 emergencies only
Childline Deaf Zone | Childline	08001111 Email - help@nspcc.org.uk
Derby City Designated Officer	Tel: 01332 717818
Derby City Council Children's Social Care	Weekdays 9 a.m. to 5 p.m. Tel: 01332 641172 Evening and Weekends Tel: 01332 786968
Derby City Referral Unit	0300 122 8719 CityReferralUnit@derbyshire.pnn.police.uk
Derby Safeguarding Children's Board	Tel: 01332 717811 Fax 01332 717819
Derby Social Workers with Deaf People	Tel: 01332 640715 Clerk's Number 01332 640713
Derbyshire County Referral Unit	Tel: 0300 122 8319 CountyReferralUnit@derbyshire.pnn.police.uk
Derbyshire Police	Tel: 07800 002414 sms only Email - deafsms@derbyshire.pnn.police.uk Jennifer Sadler PCSO 4589 Telephone 101 non emergencies Emergencies 999
Derbyshire Safeguarding Children's Board	Tel: 01629 535716
Female Genital Mutilation (FGM)	Mandatory reporting through police 101
If you are concerned that a child is suffering or at risk of significant harm you can make a direct referral	Tel: 01332 641172 (Derby City) Tel: 01629 533190
If you are concerned that an adult is suffering or at risk of significant harm you can make a direct referral	Tel: 01332 640777 Tel: 01629 533190
Local Authority Designated Officer (LADO)	01332 642376
NSPCC Child Protection Helpline	Tel: 0808 800 5000 Email - help@nspcc.org.uk Text 0800 028 0285
NSPCC Whistle blowing	0800 028 0285 help@nspcc.org.uk
Police Anti-terrorist Hot Line	0800 789 321
UK Safer Internet Centre	helpline@saferinternet.org.uk 0844 381 4772

Appendix 11 Induction Form

Induction

Staff Name	
Mentor Name	

For All Staff

Staff to meet	Date completed
Your Line Manager to agree immediate training needs	
Your department	
Nurse	
PA to Headteacher re school management system, email, work area, pupil files, ID badge	
Lead Safeguarding Officer	
Health and Safety Administrator	
BSL Lead for Deaf awareness	
Make sure that you	
Have read, understood, signed and returned your contract to the Human Resources Manager	
Have given Human Resources your bank details and other employment details	
Know where to go if you have questions about your pay	
Wear your identity badge	
You are aware of Access to Work support if applicable	
Have read the Development Plans for school and residence (In Ofsted on staff share)	
Have read the school's Self-Assessment Report (SAR) (In Ofsted on staff share)	
Know procedures for leave of absence and training courses	
Have undertaken the required training if you are going to drive the minibus	
Have visited residence	
Have observed others in a similar role within two weeks of employment start date	
Make sure that you read the following policies (*BSL version available)	
Behaviour Management Policy and Procedures	
Child Missing Education Policy and Procedures	
Crisis Management	
Domestic Violence	
E-Safety	
Health and Safety	
Health Centre	
Fire Safety	
Keeping Children Safe in Education (2016)	
Safeguarding *	
Staff Code of Conduct *	
Statement of Purpose	
Whistle Blowing	

You must complete the following on-line courses every three years	
Channel	
Female Genital Mutilation	
Introduction to Safeguarding (Derby City)	
Private Fostering	
Child Sexual Exploitation	

Teachers should in addition

Action	Date completed
Meet with the Audiologist	
Meet with the Speech and Language Therapist	
Meet with the Assistant Head for Welfare and Residential	
Meet with the Complex Special Educational Needs Co-ordinator	
Meet with the Behaviour Lead re record keeping including reporting incidents, Behaviour Management Plans. Agree a date for Foundation Level PROACT SCIPrUK® training	
Meet with Assistant Headteacher re report writing and Annual Reviews	
Meet with Assistant Headteacher for timetable and duties	
Observe other teachers across departments in the School	
Meet with the Deputy Headteacher Achievement re teaching and learning, planning and performance management procedures	
Meet with Data Manager re data	
Review of Responsibilities (The role of Teachers, Education Assistants, Social Care Staff)	
Residence – visit to houses	
Annual review and EHCP review procedures	
External Inspections, roles, responsibilities and expectations	
Read the Performance Management Policy	
Read the Pay Policy	

Education Assistants should in addition

Action	Date completed
Meet with the Audiologist	
Meet with the Speech and Language Therapist	
Meet with the Assistant Head for Welfare and Residential	
Meet with the Complex Special Educational Needs Co-ordinator	
Meet with the Behaviour Lead re record keeping including reporting incidents, Behaviour Management Plans. Agree a date for Foundation Level PROACT SCIPrUK® training	
Meet with Assistant Headteacher re report writing and Annual Reviews	
Meet with Assistant Headteacher for timetable and duties	
Observe other teachers across departments in the School	
Meet with the Deputy Headteacher Achievement re teaching and learning, planning and performance management procedures	
Meet with Data Manager re data	
Review of Responsibilities (The role of Teachers, Education Assistants, Social Care Staff)	
Residence – visit to houses	

Care Staff should in addition

Action	Date completed
Meet with the Audiologist	
Meet with the Speech and Language Therapist	
Meet with the Complex Special Educational Needs Co-ordinator	
Meet with the Behaviour Lead re record keeping including reporting incidents, Behaviour Management Plans. Agree a date for Foundation Level PROACT SCIPrUK® training	
Meet with Assistant Head re report writing and Annual Reviews	
Meet with Residential Lead for timetable and duties	
Know how to care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies	
Have knowledge of Independent Visitor's role (NMS 20)	
Have knowledge of independent support for pupils (NMS 2.3)	
Provision for pupils with particular religious, dietary, language or cultural needs	
Knowledge of Statement of the Residence Principles and Practice	
Have read Residence Handbook for new resident pupils	

Administration Staff should in addition

Action	Date completed
Meet with the Audiologist	
Meet with the Speech and Language Therapist	
Meet with the Complex Special Educational Needs Co-ordinator	
Meet with PA to Headteacher re systems in the office	

Maintenance staff should in addition

Action	Date completed
Meet with Campus and Resources Manager for duties	
Have a full tour of the site	
Gain codes for doors	
Knowledge of locking up process	
COSHH risk assessments	

Housekeeping Staff should in addition

Action	Date completed
Meet with Head of Housekeeping re duties	
Have a full tour of the site	
Gain codes for doors	
COSHH risk assessments	
Hygiene procedures for food preparation areas	