



**POLICIES
FOR
SAFEGUARDING
AND PROTECTING
CHILDREN AND
YOUNG PEOPLE**

As at 11 December 2019

1.	Introduction	3
1.1.	I CAN's Approach	3
1.2.	The purpose of the Policy	4
1.3.	The Scope of the Policy	4
1.4.	Principles of Good Practice	4
2.	Recruitment and Training of Staff and Volunteers	4
2.1.	I CAN Trustees and School Governors	4
2.2.	All Staff and Volunteers who do not come into regular contact with children and young people	4
2.3.	Staff and Volunteers who come into regular contact with children and young people	5
2.4.	Designated Staff	5
2.5.	Ongoing Support	5
3.	Roles and responsibilities	5
3.1.	All Staff, Volunteers, Contract staff, Associates Trustees and Governors	5
3.2.	Line Managers	6
3.3.	Designated Staff	6
3.4.	Designated Trustee	7
3.5.	Children and young people engaged by I CAN	7
4.	Child Protection procedures	7
4.1.	General Concerns	7
4.2.	Specific Concerns	7
4.3.	Disclosures	7
4.4.	Concern about a member of staff or volunteer	8
4.5.	Referrals	8
4.6.	Record Keeping	9
4.7.	Confidentiality	9
4.8.	After an allegation	10
5.	Additional Child Protection policies	10
5.1.	Working with Partners	10
5.2.	Personal relationships	10
5.3.	Media and Publications	11
5.4.	On line Safety and Websites	11
5.5.	The Prevent Duty	11
5.6.	Contextual Safeguarding	12
5.7.	Female Genital Mutilation (FGM)	12
6.	Monitoring of Child Protection Procedures	12
6.1.	DBS Checks and criminal record disclosures	12
6.2.	Induction and ongoing training	12
6.3.	Implementation of Procedures	12
	Appendix 1: Definitions and Concepts in Child Protection	14
	Appendix 2: Roles and Responsibilities in Child Protection	16
	Appendix 3: Designated Persons and contact details	17

POLICIES FOR SAFEGUARDING AND PROTECTING CHILDREN AND YOUNG PEOPLE

1. Introduction

“Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by those looking after them.”¹

1.1. I CAN’s Approach

I CAN acknowledges its responsibility for ensuring the proper care of children and young people. In the context of child protection, the terms children and young people refer to anyone up to and including 18 years of age. We also wish to ensure the safety of our young people aged over 18 and will act accordingly, bearing in mind that they are adults.

I CAN’s approach to the protection of children and young people is based on the principles recognised in the Children Act 1989 and takes account of all relevant guidance, including, but not limited to guidance issued by the Department for Education. In particular, I CAN will have regard to the latest statutory guidance, currently *Working together to safeguard children* (DfE 2018) and, in our schools, *Keeping Children Safe in Education* (KCSIE) (DfE September 2018). KCSIE and *Working together* should be read alongside the departmental advice *What to do if you are worried a child is being abused* (DfE 2015).

I CAN recognises that:

- All children have the right to be protected
- All children should be listened to and their views taken seriously
- Children’s needs should be looked at holistically and should not be defined solely in terms of their abuse
- All interventions must be child-centred
- To effectively protect children, professionals must identify and work with safe and protective adults within children’s families and communities
- Professionals need to be aware of how issues of race, gender, disability, culture, sexuality and age impact on an individual’s life experiences
- Professionals need to be aware of how issues of race, gender, disability, culture, sexuality and age impact on their understanding of and response to keeping children safe
- Joint working between agencies and disciplines is essential for the protection of children
- Research indicates that children with disabilities or additional needs are at higher risk of experiencing abuse but less likely to be identified and protected
- The protection of children with communication difficulties can pose additional challenges and that training for staff should take particular notice of this.

The Purpose of the Policy

- To provide protection for the children and young people with whom I CAN works
- To provide all employees with guidance on how they should behave if they suspect that a child or young person may be experiencing, or be at risk from some form of abuse
- To guide employees on how to respond to and report child protection concern

The Scope of the Policy

1 United Nations Convention on the Rights of the Child, Article 19 (1989)

- This policy applies to all non-school based I CAN staff, seconded staff, volunteers, governors, mentors, students, agency workers and contract staff working on behalf of I CAN in any capacity and in any setting other than I CAN schools.
- This document contains the overarching policy of I CAN. Each school adheres to the local safeguarding board procedures for child protection and has its own child protection policy. Within each school there are also policies and procedures in place for risk assessment, appropriate use of information technology and residential care.
- This policy is reviewed annually alongside the I CAN School's safeguarding policies.

1.2. Principles of Good Practice

I CAN adheres to the following principles of good practice. These are to:

- Promote the general health, welfare and development of children and young people and protect them from harm
- Treat children and young people with care, respect and dignity
- Work in partnership with children, young people, their parents, carers and other agencies to promote and safeguard young people's welfare
- Recognise that those working for I CAN will be perceived by children and young people as trusted representatives of I CAN and therefore expect them to behave with integrity
- Adopt and consistently use rigorous methods of recruitment of staff and volunteers
- Ensure that staff in contact with children and young people and families will have the requisite knowledge, skill and qualifications to carry out their jobs safely and effectively
- Maintain an organisation that is safe for staff and children and young people and an environment where poor practice is challenged
- Adopt clear procedures for dealing with disclosures, allegations or complaints

2. Recruitment and Training of Staff and Volunteers

I CAN uses rigorous employment procedures to ensure the safe recruitment and appropriate training of adults who may come into contact with children in line with the guidance laid out in Working together (2018) and KCSIE (2018).

It is the responsibility of senior managers to ensure that the staff and volunteers they are responsible for are aware of and understand the procedures and have levels of knowledge and skills commensurate to the level and nature of their direct involvement with children and young people.

2.1. I CAN Trustees and School Governors

- All Governor appointments are subject to an enhanced Disclosure & Barring Service (DBS) certificate without barred list check as governors are not in regulated activity.
- I CAN Trustee appointments are subject to an enhanced Disclosure Barring Service (DBS) disclosure without barred list check as trustees are not in regulated activity. However, when a Trustee is also Chair of an I CAN school governing body then the individual concerned will be subject to any DBS checks required by the Secretary of State for Education.
- The induction process for all Governors and Trustee appointments includes awareness raising, as appropriate in respect of safeguarding children.
- All School Governors and Trustees will undertake training in their strategic responsibilities for Child Protection, Safeguarding and this procedure.

2.2. All Staff and Volunteers who do not come into regular contact with children and young people as part of their roles

- At recruitment a check of identity is made against an official document, such as a passport or birth certificate and checks of proof of relevant qualifications are also made.

- At recruitment applicants are asked to provide a full employment history and any gaps are carefully explored.
- All offers of employment are made subject to at least two references satisfactory to I CAN, right to work and qualification/registration checks
- All offers of employment are made subject to satisfactory DBS disclosure at a level relevant to the role. The holders of the posts of Chief Executive Officer and the Director responsible for the I CAN Schools will always be DBS checked, as will all I CAN staff such as the advisory team who regularly work in schools on behalf of I CAN.
- The induction process includes training or awareness raising, as appropriate, in respect of safeguarding children.

2.3. Staff and Volunteers who come into regular contact with children and young people

Posts within the organisational structure that do not have their place of work at an I CAN school do not normally require DBS checks. From time to time, however, there may be posts for which a DBS check will be appropriate. For example, significant work by a post holder engaged on the trial of an intervention at schools may require DBS checks. It is the responsibility of the Director responsible to agree with the I CAN Director responsible for Human Resources whether a particular post requires the post holder to have undergone DBS checks. All I CAN employees who are or will be in regulated activity² are required by law to undertake a barred list check in addition to an enhanced DBS certificate.

Designated Child Protection Staff

- Each I CAN School has a Designated Safeguarding Lead (DSL).
- I CAN has an Interim Designated Safeguarding Lead for staff not employed at I CAN Schools. This is **Gill Walker, Interim Director of Education** who is I CAN's Designated Director with overall responsibility for safeguarding across the organisation.
- The Designated Human Resources Personnel has lead responsibility for Child Protection within Human Resources.
- These designated persons meet all criteria for staff in regular contact with Children and young people.
- In addition, I CAN has designated a Trustee to lead on safeguarding.
- All designated staff should undertake Child Protection Training relevant to their strategic and / or operational responsibilities and attend annual updates in Child Protection Training.

2.4. Ongoing Support for all groups of staff and volunteers

- Developments in child protection policy or procedures are shared with all members of I CAN through its intranet.
- All I CAN staff who hold a post working directly with children or young people receive regular support and supervision at which child protection concerns may be raised by staff member or line manager.

3. Roles and Responsibilities

3.1. All Staff, Volunteers, Contract staff, Associates Trustees and Governors

- Staff have a responsibility to ensure the safety of children with whom they work. Children can be at risk of harm from a range of sources. It is the responsibility of staff to promote good practice and minimise and manage potential risks.

² Regulated activity includes a) teaching, training, supervising, caring for children b) driving a vehicle for children or vulnerable adults c) intimate or personal care d) any form of healthcare (e.g. speech & language therapy, physiotherapy, nursing, etc)

- Across I CAN, staff are expected to conduct themselves in a manner that shows them to be professional representatives of the organisation.
- All staff should promote a culture that ensures that children and young people are respected. Discrimination, prejudice, oppressive behaviour or language in relation to any of the following is not acceptable: race, culture, age, gender, disability, religion, sexuality or political persuasion.
- Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.
- All staff, including contract staff and associates, have a responsibility to read and be aware of the requirements within these procedures. They should highlight and discuss any issues requiring clarification, and any training issues, with their line manager.
- Staff should avoid developing personal relationships with the children and young people they are assigned to work with; specifically they should follow guidance in respect of social media such as not having pupils as friends on Facebook (see relevant policy and code of conduct in each school for more detail).
- I CAN staff who work within colleges, schools or child care settings run by third parties should request an identification badge to wear during visits and should make themselves aware of, and abide by, the child protection policies and procedures of those establishments. I CAN will confirm appropriate levels of DBS checks to the setting if they expect to be with children 'unsupervised'.

3.2. Line Managers

- It is the responsibility of managers to ensure that the staff they line manage are aware of and understand the procedures and have levels of knowledge and skills commensurate to the nature of their direct involvement with children and young people.
- Staff should report all concerns to the Designated Safeguarding Lead (DSL) for their workplace.
- Line Managers provide advice and support to employees reporting disclosures or concerns.
- Line Managers work with the DSL for their workplace to resolve issues.

3.3. Designated Staff

Designated Safeguarding Leads are responsible for:

- Management of referrals/cases reported and working with others to ensure resolution.
- Acting according to local safeguarding procedures and within relevant legislative framework. This may include making a record but taking no immediate action, seeking further advice or, where necessary, referring directly to the necessary authority.
- Reporting child protection issues to their own line managers, the Designated Director and Advisor at the earliest opportunity and continuing to update as appropriate
- Escalating concerns if they believe that appropriate action is not being taken (e.g. by partner agencies)

Designated Director is responsible for:

- Developing I CAN's approach to Safeguarding, reviewing the policy and procedures on a regular basis.
- Reporting Child Protection issues to the Chief Executive and to the board of Trustees.
- Auditing the operation of the policy and procedures.

Designated Human Resources Officer is responsible for:

- Implementation of the safer recruitment system, including appropriate use of Disclosure and Barring Service checks.
- Implementing a training strategy for employees to ensure that the policy and procedures are implemented throughout the organisation.

- Ensuring that appropriate policies for staff behaviour / code of conduct / managing allegations against staff are in place to safeguard children and young people.
- Liaising with partner agencies, I CAN Chief Executive, Designated Safeguarding Lead and/or school Principals as appropriate in relation to any allegations of abuse made against staff or volunteers / visitors and, where required, making referrals to the Disclosure & Barring Service or other regulatory bodies such as HCPC, NCTL.
- Monitoring the Disclosure & Barring Service updates, training policies and alerting the Director to any shortfalls in implementation.

3.4. Designated Trustee

- In the event of an allegation, in respect of child protection / safeguarding, being made against a Principal of an I CAN School, the Chief Executive should be informed immediately and will discuss with the Designated Safeguarding Lead as soon as possible. The Chief Executive and Designated Safeguarding Lead for I CAN are responsible for liaising with external agencies including the local authority and for taking on the 'case manager' role with support from the Director of Corporate Services. The Chief Executive will keep the Designated Trustee fully informed.
- In the event of an allegation, in respect of child protection, being made against the Chief Executive, the Chair of Trustees (or their nominated Trustee) is responsible for liaising with external agencies including the local authority and for taking on the 'case manager' role with support from the Director of Corporate Services.

3.5. Children and young people engaged by I CAN

Young people on work experience or involved in the work of I CAN should be made aware of this policy. Those with specific communication needs, because of language or disability should have access to information in appropriate forms to ensure their understanding and be introduced to an appropriate staff member who can support them should they wish to raise any concerns in relation to Child Protection or safeguarding.

4. Child Protection procedures

4.1. General Concerns

If a member of non-school staff has a general concern about a child's wellbeing this should be referred only to the Designated Safeguarding Lead. S/he is responsible for considering the information received and may decide, with appropriate consultation, the next step.

In all cases a full record of the concerns should be made. It may be necessary to refer the matter back to a child's home area or, if appropriate, to the school or early years centre that the child attends.

4.2. Specific Concerns

If a member of non-school staff has a specific concern arising out of a child's disclosure, physical evidence or written material the DSL should be contacted immediately.

Staff who have been the recipient of a child's disclosure are given the opportunity to talk about their feelings and reactions. They may in the first instance talk to their line manager about their feelings in dealing with the disclosure but should not reveal its content.

4.3. Disclosures (helpful advice is available in the document) What to do if you are worried a child is being abused 2015- Advice for practitioners.

- 4.4.** There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to. Working Together to Safeguard Children (2018) statutory guidance sets out full descriptions.

In all cases the staff member:

- should react calmly. Panic may frighten or silence the child
- should take what is said seriously
- should *not* look shocked or disgusted by what the child says
- should tell the child that they were right to tell
- should tell the child they were not to blame
- should keep questions to a minimum to ensure a clear and accurate understanding of what is being said
- should only ask questions if they need to clarify what they are being told—they should not ask about explicit details – it is up to Social Services/the Police to investigate fully
- should not ask leading questions – use TED (Tell, Explain, Describe)
- should listen carefully
- should use language that the child can understand.
- should *not* stop a young person who is freely recalling events
- should *not* express his/her own feelings to the child
- should tell the child that they will need to inform other persons, whom and why.
- must keep the child informed of all actions they intend to take and ensure that the child fully understands what is happening.
- should *not* immediately suggest that the child should talk to someone else.
- should *not* say that everything will be alright
- should make a full record of what is being said, heard and seen as soon as possible
- should not delay in passing the information onto the Designated Child Protection Lead.

Remember: disclosure does not have to be verbal – children may sign or indicate their worries.

If a child requests a private conversation with a member of staff the staff member:

- should inform a colleague of where they will be and which child they are with. Where possible, ask them to stay nearby.
- should *not* shut the door and *never* lock the door
- ensure appropriate support is available for the child's communication as necessary

If the allegation is about the member of staff to whom it is disclosed, the staff member:

- should not enter into a discussion with the child making the allegation
- should report the allegation immediately to the Principal (if they are in a school) or CEO
- should recognise that it is likely that s/he will be suspended while an investigation is being carried out
- should not have any further contact with the person making the allegation, their relatives or friends
- should maintain confidentiality
- may seek support from a professional organisation

4.5. Concern about a member of staff or volunteer

If a member of staff has a Child Protection or safeguarding related concern about another member of staff, visiting professional or volunteer either within I CAN or in a setting in which they are working; they must report it to the Principal (if they are in a school) or I CAN's Designated Safeguarding Lead in line with the 'managing allegations against staff and volunteers' policy. If the concern is in connection with the Principal or I CAN's Safeguarding Lead they should go to the Chief Executive.

Concerns about staff are treated with the same rigour as other concerns. If there are safeguarding concerns about a member of staff or volunteer the Safeguarding Lead will be informed and will pass this information to the Local Authority Designated Officer (LADO) who may involve Social Services and/or the Police for investigation. The Safeguarding Lead will work with Line Management and HR, referring to the Disciplinary Policy and Procedure to decide whether the member of staff should be suspended pending a full investigation.

4.6. Referrals

I CAN's safeguarding lead, the Chief Executive and external advisors as appropriate, has responsibility for deciding whether to refer the matter onto the relevant Children's Services Department and/or the Police. Referrals should be made within the same working day and certainly within 24 hours. This initial report is usually made by telephone and is provided to:

- The child's social worker, if one is allocated, known and available, otherwise the Duty Social Worker or referral Team (or local equivalent) from the child's home Children's Service OR (if the child is residential in one of our schools) to the social care team where the school is situated
- The Duty Social Worker or referral Team local to the I CAN Service

It is the responsibility of the DSL to decide whether the parents/carers of the child or young person should be informed of the referral.

A spoken referral will be followed up in writing within 48 hours usually on the referral form provided by that local authority.

All referrals will be recorded in the child's Child Protection file.

There may be instances where urgent medical attention is needed. In these circumstances, staff should always try to consult with someone else, but it may be necessary to make immediate contact with the Police and/or Children's Services or emergency health services.

It is not the responsibility of I CAN to decide whether or not abuse has taken place. It is the responsibility of staff at I CAN to act if there is cause for concern, in order that the appropriate agencies can investigate and take any action necessary to protect a child or young person.

4.7. Record Keeping

All concerns and any discussions about a child's welfare should be recorded in writing whether or not further action is taken.

Staff members:

The member of staff should record the allegation/ incident/suspicion. The record should be factual. Any opinions included should be clearly identified as such.

Designated Safeguarding Leads:

All discussions should end with clear and explicit recorded agreement about who will be taking what action. Where no further action is the outcome the reason for this should be clearly recorded.

Storage of Information:

Designated Safeguarding Leads ensure that records are kept securely in a locked place to which access is restricted – electronic records must be held in a secure format with appropriate security certificates. Records, or any information they contain, are made available only to relevant parties. The transfer of information - verbally, through the mail, electronically, etc - should be done in such a way that

confidentiality is maintained. Child protection concerns must not be passed between staff by normal email unless appropriately anonymised.

Records pertaining to issues of child protection may be accessible to third parties such as Children's Services, Police, the Courts and Solicitors. These records are held centrally by I CAN's Designated HR Officer.

4.8. Confidentiality

In any work with children and young people it is important to be clear about confidentiality. While personal information held by professionals and agencies is subject to a legal duty of confidence, and should not normally be disclosed without the subject's consent, when there are concerns that a child is or may be at risk of significant harm, then the over-riding objective must be to safeguard that child and disclosure of information is imperative. This principle is accepted within the Data Protection Act 1998.

The child or member of staff may ask for their disclosure to be kept confidential. The recipient should make it clear that they have a duty to protect them and will need to pass the information on to others. The member of staff should reassure those concerned that only those who need to know will be given any information. Explanations of the reasons; the processes; the likely sequence of events; who to contact for information or for support should also be provided, appropriate to the child's level of understanding.

4.9. After an Allegation

After a serious allegation or suspicion about a child protection concern has been investigated, there may be strong feelings among staff, clients, parents and possibly among the wider community, which will need to be addressed.

There are likely to be issues of:

- Communication – rumour or fact
- Guilt and blame – if suspicions have been around for some time
- Impact – on individuals, of the nature of what occurred and to whom

The relevant I CAN senior staff will give careful thought to the provision of appropriate support.

5. Additional Policies

5.1. Working with Partners

Where I CAN is working in a significant partnership with another organisation, in whatever capacity, it must be determined beforehand which organisation and member of staff will be responsible for leading on child protection issues and who staff should report any concerns to.

I CAN will cooperate closely with Ofsted's inspection of safeguarding to ensure the child's needs are paramount. Staff should adhere to I CAN's principles when working with partners but will also familiarise themselves with and adhere to the partner's Safeguarding Policies.

Adequate and legal Safeguarding Policies are a minimum requirement for organisations who wish to work in partnership with I CAN.

5.2. Personal Relationships

Staff should avoid developing personal relationships with the children and young people they are assigned to work with. This includes accepting or requesting young people, known in the context of I CAN employment, as friends on the social networking pages of staff members is a disciplinary matter.

Inviting or accepting invitations from children or young people known through work is not permitted except with explicit agreement from their line manager.

5.3. Media and Publications

Permission from parents and carers must be sought before any still or video footage of their children is captured for any purpose. Specific permission must be sought, in writing, to use images for publicity or fundraising purposes.

Where services are using picture/video images for record-keeping, these are done with parental agreement and within the requirements of the Data Protection Act³.

In either case, staff are urged to bear in mind the appropriate use of any images to ensure that they preserve the dignity and safety of the children or young people involved. Where this is in doubt, advice should be sought from I CAN's Designated Safeguarding Lead.

Images must not be captured on employees' own devices – only use cameras, digital recorders, mobile phones etc provided by the school or I CAN.

5.4. Online Safety and Websites

The Internet and I CAN Staff Members:

I CAN staff authorised to use the Internet must not download unsuitable material on to I CAN machines, distribute such material to others, or place such material on to the Internet.

Unsuitable material in this context refers to that which

- contains sexually explicit images or related material
- advocates illegal activities
- advocates intolerance for others

Where this is done inadvertently, the user must escape from the website and/or delete the material immediately and report it to their line manager, IT manager and / or the Designated Safeguarding Lead. Breach of this will be treated as gross misconduct.

Where exemption is required, because of the nature of the work of the member of staff, permission must be given jointly, in advance by the line manager and the Director of Corporate Services and the Designated Safeguarding Lead.

The Internet and children and young people:

Any service or project in which children have access to the internet must have an appropriate internet policy shared with the children and young people.

Emails and text messages:

Staff are prohibited from using email to engage in activities or transmit content that is harassing, discriminatory, menacing, threatening, obscene, defamatory, or in any way objectionable or offensive.

5.5. The Prevent Duty

The Prevent duty is the duty in the Counter-Terrorism and Security Act to have due regard to the need to prevent people from being drawn into terrorism. Young people may be particularly vulnerable to being groomed or radicalised, either face-to-face or online.

³ Data Protection Act 2018

I CAN schools are expected to assess the risk of children being drawn into terrorism, including support of extremist ideas that are part of terrorist ideology. Where a member of staff identifies a child who is at risk of radicalisation this must be reported to the Designated Safeguarding Lead. It is important that staff members are mindful of the risks to children and young people with SLCN because they may not fully understand or be able to respond appropriately to those who might attempt to draw them into radicalisation. Siblings of children with disabilities might also be at increased risk because they may have had to act as young carers within their family context.

5.6. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Schools are an important context in which young people spend time, socialise and make friends.

I CAN schools are expected to assess the risk of children experiencing significant harm in extra-familial settings, including the school setting. Where a member of staff identifies a child who is at risk of or is experiencing significant harm this must be reported to the Designated Safeguarding Lead. As with the Prevent Duty staff members should be particularly mindful of the increased risk to children and young people with SLCN

5.7. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is an illegal practice in the United Kingdom. It is child abuse and a form of violence against women and girls. As with the Prevent Duty staff members should be particularly mindful of the increased risk to children and young people with SLCN. Where a member of staff suspects that a girl under the age of 18 has had the act of FGM carried out on her or observes physical signs which appear to show that an act of FGM has been carried out, the staff member must report this to the Designated Safeguarding Lead and involve children's social services as appropriate, in accordance with mandatory reporting. A mandatory reporting duty for FGM requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. The FGM duty came into force on 31 October 2015.

6. Monitoring of Child Protection Procedures

6.1. Disclosure & Barring Service disclosures

- The Human Resources Department will determine the appropriate level of DBS disclosure for all posts recruited to.
- The Human Resources Department will keep a log of all DBS disclosures undertaken for staff, volunteers, Governors and Trustees and will issue reminders to staff and line managers if it is appropriate to do so.

All staff who have direct contact with children are subject to DBS checks and references are taken to verify their suitability. Staff in regulated activity are also subject to checks of the barred list. Staff in certain professions are checked against their own regulatory body (e.g. teachers – NCTL prohibited list, medical staff – HCPC registration, etc)

6.2. Induction and ongoing training

- The Human Resources Department will monitor provision of induction and ongoing training appropriate to the role and address any lapses through reports to the line manager.

6.3. Implementation of Procedures

- The Designated Safeguarding Lead will monitor the types and origins of referrals

- The Designated Safeguarding Lead will ensure all discussions, incidents, decisions and actions are recorded.
- The Designated Director will audit the operation of the policy and report this to the Trustees
- The School Governors will have oversight of the safeguarding measures in schools
- The Designated Trustee will have oversight of all safeguarding measures within I CAN.

This policy will be reviewed every year or when there are significant changes in the organisation or relevant legislation.

Last updated: December 2019 - To be reviewed annually

Appendix 1: Definitions and Concepts in Child Protection

I CAN recognises that children and young people live in many different familial, cultural and economic circumstances which do not in themselves indicate abuse. It interprets abuse in four main categories.

Neglect	Physical Abuse
<p>The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <p>provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger;</p> <p>ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.</p> <p>It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.</p>	<p>A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p> <p>Threats of physical harm may constitute abuse.</p>
<ul style="list-style-type: none"> • Exposure to danger • Failure to attend to physical/developmental needs • Failure to ensure treatment or medical checks • Failure to ensure access to appropriate • Aids 	<p>Bullying, hitting, kicking, burning, poisoning, scalding, punching,</p> <p>Drowning, suffocation, pulling hair etc.</p> <p>Failure, knowingly, to prevent injury</p>
Sexual abuse	Emotional Abuse
<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated</p>	<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in</p>

<p>by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<p>normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>
<p>Engaging a child in sexual activity Making a child watch sexual activity Making a child watch pornographic Material Inappropriate touching of a child Making suggestive sexual comments</p>	<p>Rejection; Threats; Cultural abuse; Deliberate humiliation; Blackmailing; Bullying; Religious discrimination; Extreme inconsistency; Racial abuse; Exposure to violence in the household</p>
<p><i>Note: The issue of intimate care for many children with disabilities is one that needs careful thought and, where necessary, advice and guidance from a disability-related agency.</i></p>	<p><i>Note: All abuse involves some emotional ill-treatment, so this category is only used where it is the main, or sole, form of abuse.</i></p>

Appendix 2: Roles and Responsibilities in Child Protection

These are the key services with responsibilities in child protection, but all services and the wider community have important roles to play in the protection of children.

Local Safeguarding Children Board (LSCB) Every local authority area must have an LSCB. It is a requirement of the Children Act 2004. The LSCB is a key statutory mechanism for agreeing how the relevant organisations in each local area will cooperate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do. Their role is further explained in [Working Together to Safeguard Children \(March 2015\)](#):

Local Authorities that are children's services authorities, have specific legal duties in respect of children under the Children Act 1989 and the Children Act 2004 and have a general duty to promote and safeguard the welfare of children in need in their area:

- Local authorities, exercising their social services functions, under the Children Act 1989, have the duty to safeguard and promote the welfare of children; and to investigate if they suspect a child is suffering or may suffer from significant harm.
- Education services have a duty to promote and safeguard the welfare of children under s157 / s175 of the Education Act 2002. They have a crucial role to play in helping to identify welfare concerns, identify possible indicators of abuse in children, give information to social care staff in an investigation, assist in the preparation of child protection plans.
- Youth services should have child protection guidelines that are consistent with their LSCB.

Health services play an important role in child protection, as health professionals are often the first people to be aware that children are in difficulties. Procedures within different sections of the health services must be consistent with LSCB protocols.

Because of their responsibilities, duties and powers, Local Authority children's social care staff act as the principal point of contact for children about whom there are child welfare concerns.

Police have the duty and responsibility to investigate criminal offences that are committed against children. These investigations should be carried out sensitively.

- All police forces have child abuse investigation units (CAIUs) or Public Protection units and while will normally take primary responsibility for investigating child abuse cases, safeguarding children is a fundamental part of the duties of all police officers.
- Police have emergency powers to enter premises and ensure the immediate protection of children suffering from harm or believed to be suffering from significant harm.
- The Police will work in partnership with other agencies involved in a child protection investigation.
- LSCBs should have in place a protocol agreed between the LA and the police, to guide the conduct of child protection enquiries, and in particular, the circumstances in which joint enquiries are appropriate.

Appendix 3: Designated Persons and I CAN contact details

Role	Name	Position	Telephone Number
Designated Safeguarding Lead: I CAN Meath Centre	Pamela Cosh	Acting Principal, Meath School	01932 872 302
Designated Safeguarding Lead: I CAN Dawn House Centre	Jenny McConnell	Principal, Dawn House School	01623 795 361
Designated Safeguarding Lead: Central Office and Home Workers (<i>Overall Responsibility for Safeguarding at I CAN</i>)	Gill Walker	Interim Director of Education	0787 386 8914
Designated HR Personnel	Steve Williams	Director of Corporate Services	020 78432516
Chief Executive	Bob Reitemeier	Chief Executive	020 7843 2511
Designated Trustee	Huw Davies	Trustee	Contact Tracey Morris: 0207 843 2512

Should a member of staff be unable to report a child protection issue due to unavailability of one of the above they should refer to another or, in the schools, to one of the deputy Designated staff (see the relevant school policy for details).