



Child Protection and Safeguarding Policy

**As at February 23rd
2021**

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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 2020) and, in our schools, *Keeping Children Safe in Education* (KCSIE) (DfE updated January 2021) 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 or harm
- To guide employees on how to respond to and report child protection concern

The Scope of the Policy

- This policy applies to all non-school based I CAN staff including (but not exhaustively) seconded staff, volunteers, governors, trustees, 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/safeguarding policy. Within each school there are also policies and procedures in place for risk assessment, use of reasonable force, behaviour, bullying appropriate use of

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

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information technology and residential care.

- The policy should be viewed in conjunction with the staff code of conduct, managing allegations and whistleblowing policies.
- This policy is reviewed annually alongside I CAN Schools' 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 (2020) and KCSIE (update 2021). I CAN operates a safer recruitment process and has at least one member who has undertaken safer recruitment training on any appointment for staff who work directly with children. The recruitment process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.

It is the responsibility of all 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.
- 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 annually.
Undertake Safer Recruitment Training where appropriate.

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 Director of Corporate Services 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.

2.4 Designated Child Protection Staff

- Each I CAN School has a Designated Safeguarding Lead (DSL).
- I CAN has a Designated Safeguarding Lead for staff not employed at I CAN Schools. This is **Tom Pegler, Director of Education**, who is I CAN's Designated Director with overall responsibility for safeguarding across the organisation.
- The Director of Corporate Services has lead responsibility for Safer Recruitment across the organisation.
- 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. The I CAN designated safeguarding trustee is John Willis.
- All designated staff should undertake Child Protection Training relevant to their strategic and/or operational responsibilities and attend annual updates in Child Protection Training.

2.5. 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 staff with contact with children should undertake Child Protection Training annually.
- 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

- All adults 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.
- 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

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)

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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 childcare 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.

Director of Corporate Services 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 using the disclosure form (Appendix 3). 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. At the soonest possible moment a signed and dated disclosure form should be completed (see Appendix 3).

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).

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 (2020) 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 Safeguarding 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

4.4. 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' policy. If the concern is in connection with the Principal or I CAN's Safeguarding Lead they should go to the Chief Executive. If the concern is regarding the Chief Executive, then this should be raised with the Safeguarding Lead and Chair of the Board of Trustees.

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.

4.5. Referrals

I CAN's safeguarding lead, the Chief Executive and external advisors as appropriate, has responsibility for referring 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 (note that any member of staff can contact these services with concerns at any time). This initial report is usually made by

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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 and should take advice from social care teams where appropriate.

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

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.

4.6. Record Keeping

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

Staff members:

The member of staff should record the allegation/ incident/suspicion on the form provide (appendix 3). 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 (as designated by the Director of Corporate Services).

4.7. Confidentiality

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and General Data Protection Regulations (GDPR) are not a barrier to sharing information where a failure to do so would place a child at risk of harm. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and

safeguarding are personal to children and families, in this respect they are confidential and the DSL will only disclose information about a child to other members of staff on a need to know basis.

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.

4.8. 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.

³ Data Protection Act 2018

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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.

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.

Radicalisation, Extremism and Terrorism

[The Prevent Duty for England and Wales \(2015\)](#) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including

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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.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

I CAN is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

I CAN 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.

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 DSL in the first instance.

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 (Speech, Language and Communication Needs).

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.

5.8. Child Sexual Exploitation (CSE)

Child Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of

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the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to DSL.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

If a child is in immediate danger the police should be called on 999.

Often a child is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. I CAN is aware there is a clear link between regular non-attendance at school and exploitation.

If there is concern about a child’s immediate safety, the Police will be contacted on 999.

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 and School Business Managers 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: February 2021 - 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.

WHAT IS ABUSE AND NEGLECT?

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. They may be abused by an adult or adults, or another child or children.

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.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

The [Neglect Risk Assessment Tool](#) is available to provide a more detailed information regarding the assessment of neglect.

INDICATORS OF ABUSE

Neglect

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12 years old:

- frequently going hungry
 - frequently having to go to school in dirty clothes
 - regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
 - being abandoned or deserted
 - living at home in dangerous physical conditions
 - not being taken to the doctor when ill
 - not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff should be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The [Neglect Risk Assessment Tool](#) provides staff with a resource to identify and act on concerns regarding neglect.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic abuse.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g. knees, shins.

Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault You should be concerned if a child:
 - is reluctant to have parents/carers contacted
 - runs away or shows fear of going home
 - is aggressive towards themselves or others
 - flinches when approached or touched
 - is reluctant to undress to change clothing for sport
 - wears long sleeves during hot weather
 - is unnaturally compliant in the presence of parents/carers.
 - has a fear of medical help or attention
 - admits to a punishment that appears excessive.

SEXUAL ABUSE

The nature of Sexual Abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)

- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in education progress
- Depression or other sudden apparent changes in personality as becoming insecure
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation,
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS

Peer on Peer/Child on Child Abuse

Context

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. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. 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 all 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, adult students and school and college staff are supported and protected as appropriate.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE (2021)

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

We will minimise the risk of peer on peer/child on child abuse by:-

Prevention

Taking a whole school approach to safeguarding & child protection
Providing training to staff
Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support; and by a planned programme of evidence based content delivered through the curriculum.

Engaging with specialist support and interventions.

Responding to reports of sexual violence and sexual harassment

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Children making a report of sexual violence or sexual harassment including 'upskirting' (which is a criminal offence) will be taken seriously, kept safe and be well supported.

If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance.

Staff taking the report will inform the DSL or the Deputy DSL immediately. Staff taking a report will never promise confidentiality.

Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the appropriate body.

Upskirting

The Department for Education sees Upskirting as a form of peer-on-peer/child on child abuse. Upskirting is a form of sexual harassment and has been listed a criminal offence.

Upskirting normally involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause upset to the victim. Upskirting often occurs in a public crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated.

Physical Abuse

While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

Appendix 2: Designated Persons and I CAN contact details

Role	Name	Position	Telephone Number
Designated Safeguarding Lead: I CAN Meath Centre	Liz Jones	FSW	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>	Tom Pegler	Director of Education	07791505995
Designated HR Personnel	Steve Williams	Director of Corporate Services	020 78432516
Chief Executive	Jane Harris	Chief Executive	07340 486 616
Designated Trustee	John Willis	Trustee	Contact Charlotte Clososki: 0207 843 2512

Appendix 3

Date:	Time:	Location of disclosure:
Name(s):	D.O.B:	
Staff Member:		
<p>Disclosure (<i>Inform the pupil that you will have to share this information with someone</i>) WHO, WHAT, WHEN, WHERE WHY (T.E.D. Tell, Explain Describe)</p>		
<p style="text-align: right;"><i>PTO.(Use extra sheets if necessary)</i></p>		
Information shared with:	At what time:	