Safeguarding/Child Protection Policy for I Can Do It Learning 2024-25

Version 2

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based on DfE 'Keeping Children Safe in Education' 2023

Child Protection & Safeguarding Policy

This is a core policy that forms part of the induction for all team members. It is a requirement that all members of the team have access to this policy and sign to say they have read <u>and</u> understood its contents.

This policy will be reviewed <u>at least</u> annually and/or following any updates to national and local guidance and procedures.

<u>Key Contacts</u>

	Name	I Can Do It Learning **contact information -***email/phone number*
Designated Safeguarding Lead (DSL)	Simone Kelly Tiffany Godfrey	simone.kelly@icdil.co.uk tiffany.godfrey@icdil.co.uk
I Can Do It Learning proprietor	Alison Whichelo	
Other key team (Safer Recruitment)	Shelley Skidmore	shelley.skidmore@icdil.co.uk

Contents

What to do if you have a welfare concern at ICDIL

Why are you concerned?

For example
- Something a child has said – e.g. allegation of harm
- Child's appearance – may include unexplained marks as well as dress
- Behaviour changes
- Witnessed concerning behaviour

Act immediately and record your concerns. *If urgent, speak to a DSL first*.

Follow the setting procedure:
- Reassure the child that they are safe to talk to you
- Clarify concerns, using open questions if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
- Record facts, not opinions - use child's own words **exactly** how they tell you
- If writing notes (somewhere other than CPOMS), sign and date your records and record on CPOMS as soon as possible
- Seek support for yourself from DSLs (Edward Wickham, Simone Kelly and Tiffany Godfrey) – tell the child you are proud of them for seeking help, inform the child that you will need to talk to someone else in order for you to help them further, ask the child to choose which person they would like you (and them) to talk to next.

Inform the Designated Safeguarding Lead

Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home – if so, contact police and social care
- Access the Gloucestershire GSCP Levels Of Intervention Guidance document to assess level of intervention: https://www.gloucestershire.gov.uk/media/2103929/gloucestershire-revised-loi-guidance-v7-dec2021.pdf
- Contact Children and Families Helpdesk: **01452 426565** childrenshelpdesk@gloucestershire.gov.uk
- For Allegations Management, contact LADO Nigel Hatten: 01452 426994 email: nigel.hatten@gloucestershire.gov.uk or Jenny Kadodia – Allegations Management Co-Ordinator: 01452 426320 jenny.kadodia@gloucestershire.gov.uk
- Refer to other agencies as appropriate e.g. Family Information Service, GCC early help, Police, or integrated children's services
- If unsure then consult with Local Authority Social Worker at the Front Door.

If you are unhappy with the response

team:
- Follow local escalation procedures
- Follow whistleblowing procedures

Learners and Parents:
- Follow setting complaints procedures

Record decision making and action taken in the safeguarding software, CPOMS

Monitoring Welfare of our CYP

Be clear about:
- What you are monitoring e.g. attendance, behaviour trends, appearance etc.
- How long you will monitor for (mapping given time-frame)
- Specific information gathering: how and to whom you will feedback and when

Request further support from DSLs and ask for updates on referrals

At all stages, the child's circumstances will be kept under review
The DSL/DDSLs may request further support if required to ensure the **child's**

1. Child Focused Approach to Safeguarding

Safeguarding Mission Statement - We believe that all individuals should be afforded a life free from harm. Child Protection and Wellbeing are at the centre of everything we do. I Can Do It Learning provides comprehensive safeguarding to protect the individual children and team within our organisation. We are committed to ensuring that our safeguarding practices reflect statutory responsibilities and government guidance.

1.1 Introduction

● I Can Do It Learning recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (team, volunteers, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children; having an essential role to play in making this community safe and secure.

● I Can Do It Learning believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and that all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

● All team members working with children at I Can Do It Learning will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, the team will always act in the best interests of the child and, if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately, following the set protocols.

● I Can Do It Learning recognises the importance of providing an ethos and environment within the Hubs that will help children to be safe and to feel safe. At I Can Do It Learning, children are respected, listened to, and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and which services to provide or request.

● Our core safeguarding principles are:
  o **Prevention:**
    ▪ providing our learners with a positive, supportive, safe culture, offering curriculum and pastoral opportunities for all children, while following safer recruitment procedures.

- o **Protection:**
  - following agreed procedures, ensuring all team members are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- o **Support:**
  - for all learners, parents and team, and where appropriate specific interventions are required for those who may be at risk of harm.
- o **Working with parents and other agencies:**
  - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
  - Maintaining contact, focussed on building healthy working relationships.

● The procedures contained in this policy apply to all team members, including and proprietors, temporary or third- party agency team and volunteers and are consistent with those outlined within KCSIE 2023/23.

1.2   Policy Context

● This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' (KCSIE) 2023 (2023 effective from September 2023) which requires individual settings and colleges to have an effective child protection policy.

● This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:
  o Keeping Children Safe in Education (KCSIE) 2023 (effective as from Sept 2023)
  o Working Together to Safeguard Children 2018 (WTSC)
  o Ofsted: Education Inspection Framework' 2023
  o Framework for the Assessment of Children in Need and their Families 2000
  o Kent and Medway Safeguarding Children Procedures
  o Early Years and Foundation Stage Framework 2023 (EYFS)
  o The Education Act 2002
  o The Education (Independent setting Standards) Regulations 2014

● Section 175 of the Education Act 2002 requires setting governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are at a setting, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

● I Can Do It Learning is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles remain the same. We will continue to follow government guidance and will amend this policy and our approaches, as necessary.
  o As a result of the Covid-19 pandemic some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

1.3   Definition of Safeguarding

● In line with KCSIE 2023, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
  o protecting children from maltreatment
  o preventing impairment of children's mental and physical health or development
  o ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
  o taking action to enable all children to have the best outcomes.

● I Can Do It Learning acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
  o Abuse and neglect
  o Bullying, including cyberbullying
  o Children with family members in prison
  o Children Missing Education (CME)
  o Child missing from home or care
  o Child Sexual Exploitation (CSE)
  o Child Criminal Exploitation (CCE)
  o Contextual safeguarding (risks outside the family home)
  o County lines and gangs
  o Domestic abuse

- o Drugs and alcohol misuse
- o Fabricated or induced illness
- o Faith abuse
- o Gender based abuse and violence against women and girls
- o Hate
- o Homelessness
- o Human trafficking and modern slavery
- o Mental health
- o Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "Sexting"
- o Online safety
- o Child on Child abuse
- o Preventing radicalisation and extremism
- o Private fostering
- o Relationship abuse
- o Serious violence
- o Sexual violence and sexual harassment
- o So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- o Upskirting

(Also see Part One and Annex B within 'Keeping Children Safe in Education' 2023-23)

1.4   Related Safeguarding Policies

● This policy is one of a series in the I Can Do It Learning integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- o Behaviour management and use of physical intervention
- o Code of conduct/Behaviour policy
- o Online safety
- o Social media
- o Mobile phone usage and use of smart technology
- o Anti-bullying
- o Data protection and information sharing
- o Image use
- o Sex and Relationship Education (SRE)
- o Personal and intimate care
- o Health and safety
- o Attendance
- o Risk assessments (e.g. setting trips, use of technology, I Can Do It Learning re-opening)
- o First aid and accidents
- o Managing allegations against team
- o team behaviour policy/code of conduct
- o Safer recruitment
- o Whistleblowing

1.5   Policy Compliance, Monitoring and Review

● I Can Do It Learning will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local

or national safeguarding events and/or learning, and/or any changes to our own procedures.

- All team (including temporary team and volunteers) will be provided with a copy of this policy and Part One and/or Annex A of KCSIE 2023 as appropriate. Copies of which will be held on the One Drive, in the office at both Hubs and on the I Can Do It Learning** website. **{Annex A is a condensed version of Part one of KCSIE 2023 which can be provided instead of Part one to those team who do not directly work with children, if the proprietor thinks it will provide a better basis for those team to promote the welfare and safeguard children}.**

- Parents/carers can obtain a physical copy of the I Can Do It Learning Child Protection Policy and other related policies upon request. Additionally, our policies can be viewed via the I Can Do It Learning website: https://ICDIL.co.uk/

- The policy forms part of our I Can Do It Learning development plan and will be reviewed annually by the proprietor and leadership team who have responsibility for oversight of safeguarding and child protection systems.

- The Designated Safeguarding Lead and Safeguarding team will ensure regular reporting on safeguarding activity and systems to the proprietor.

2.   Key Responsibilities

2.1   Governance and Leadership

- The proprietor and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.

- The proprietor has a duty to regard the KCSIE 2023 from Sept 2023 guidance and will ensure our policies, procedures and training is effective and complies with the law at all times.

- The proprietor and leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to team and children regarding any safeguarding and welfare concerns.

- The proprietor and Safeguarding Team will ensure that our child protection and safeguarding policies and procedures adopted at I Can Do It Learning, are understood, and followed by all team.

2.2   Designated Safeguarding Lead (DSL)

- I Can Do It Learning has appointed Simone Kelly and Tiffany Godfrey, as members of the senior management team, as the Designated Safeguarding Leads (DSLs).

- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in I Can Do It Learning. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

● It is the role of the DSL to carry out their functions as identified in <mark>Annex C of KCSIE 2023</mark>. This includes but is not limited to:
  o Acting as the central contact point for all team to discuss any safeguarding concerns
  o Maintaining a confidential recording system via CPOMS for safeguarding and child protection concerns
  o Coordinating safeguarding action for individual children

    ▪ When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual setting head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
  o Liaising with other agencies and professionals in line with <mark>KCSIE 2023</mark> and WTSC 2018
  o Ensuring that locally established procedures, including referrals, are followed, as necessary.
  o Representing, or ensuring I Can Do It Learning is appropriately represented at multi-agency safeguarding meetings (including child protection conferences)
  o Managing and monitoring the role of I Can Do It Learning in any multi-agency plan for a child.
  o Being available during term time (during I Can Do It Learning hours) for team in both settings to discuss any safeguarding concerns.
  o Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership team at I Can Do It Learning.
  o Ensuring there are adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
  o Ensuring all team access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
  o Informing the proprietor of any significant safeguarding issues.

● The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs training will be updated formally **at least every two years**, but their knowledge and skills will be updated through a variety of methods, at regular intervals and at least annually.

2.3   Members of team

● All members of team have a responsibility to:
  o Provide a safe environment in which children can learn.
  o Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
  o Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
  o Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
  o Be prepared to identify children who may benefit from early help.
  o Understand the early help process and their role in it.
  o Understand the I Can Do It Learning safeguarding policies and systems.
  o Undertake regular and appropriate training which is regularly updated.
  o Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
  o Know how to maintain an appropriate level of confidentiality.
  o Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

2.4   Children and Young People

● Children and young people have a right to:
  o Feel safe, be listened to, and have their wishes and feelings taken into account.
  o Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
  o Contribute to the development of the I Can Do It Learning safeguarding policies.
  o Receive help from a trusted adult.
  o Learn how to keep themselves safe, including online and within the virtual world.

2.5   Parents and Carers

● Parents/carers have a responsibility to:
  o Understand and adhere to the relevant policies and procedures at I Can Do It Learning.
  o Talk to their children about safeguarding issues with their children and support the provision in their safeguarding approaches.
  o Identify behaviours which could indicate that their child is at risk of harm including online.
 o Seek help and support from I Can Do It Learning or other agencies.

3.   Child Protection Procedures

3.1   Recognising Indicators of Abuse and Neglect

● All team are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2023
{202}. This is outlined locally within the https://www.gloucestershire.gov.uk/gscp/safeguarding-child-protection-arrangements/ document.

● I Can Do It Learning recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

  ▪ Physical abuse

  ▪ Sexual abuse

  ▪ Emotional abuse

  ▪ Neglect

    ▪ For further information see Appendix 1.

● I Can Do It Learning recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused, however, all concerns should be taken seriously and will be explored by the DSL on a case-by-case basis.

● I Can Do It Learning recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another. Therefore, team will always be vigilant and always raise concerns with a DSL.

- Parental behaviors can indicate child abuse or neglect, so team will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- Children may report abuse happening to themselves, their peers or their family members. All reports made by children to team will be taken seriously and will be responded to in line with this policy.

- Safeguarding incidents and/or behaviours can be associated with factors and risks outside Bentley House. Children can be 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, sexual abuse, FGM, serious youth violence and county lines.

- Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.

- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

- All members of team are expected to be aware of and follow this approach if they are concerned about a child:
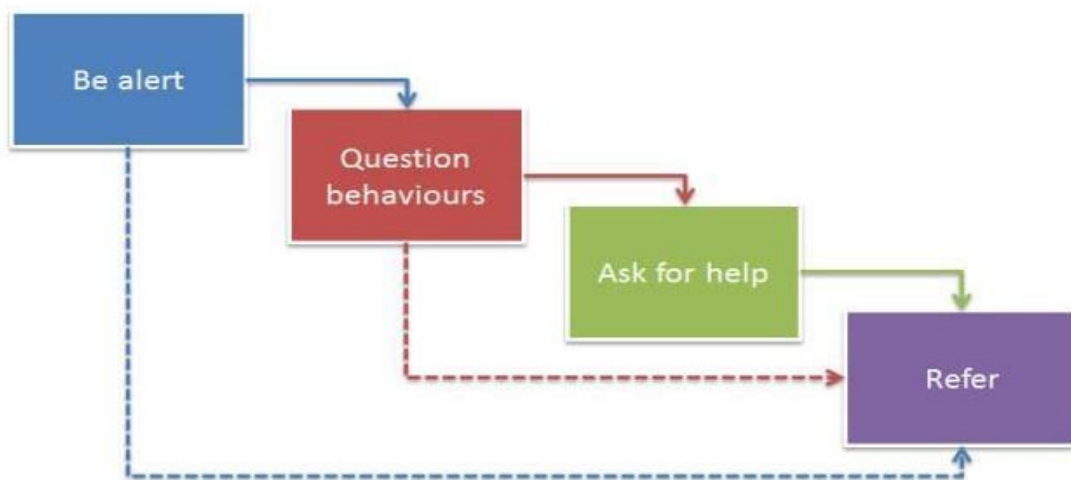
'What to do if you are worried a child is being abused?' 2015

- In all cases, if team are unsure, they will always speak to the DSL (or deputy).

- I Can Do It Learning recognises that many of our children have additional or complex needs and may require access to intensive or specialist services to support them.

- If deemed necessary by the proprietor or by team authorised by the proprietor following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including electronic devices, will be managed in line with the 'Searching, Screening and Confiscation' policy and 'Behaviour' policy. The former is informed by the DfE 'Searching, screening and confiscation at school' guidance.

3.2   Responding to Child Protection Concerns

If team are made aware of a child protection concern, they are expected to:
  - o   Listen carefully to the concern and be non-judgmental.
  - o   Only use open questions to clarify information where necessary, e.g. who, what, where, when or Tell, Explain, Describe (TED).
  - o   Not promise confidentiality as concerns will have to be shared further, for example, with the DSL (then potentially Gloucestershire's Children's and Families Services).
  - o   Be clear about boundaries and how the report will be progressed.
  - o   Record the concern in line with I Can Do It Learning record keeping requirements ie: using CPOMS safeguarding software.
  - o   Inform the DSL (or deputy), as soon as practically possible.
  - o   Plan to speak with parents if appropriate.

● The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSL is not available, this should not delay appropriate action being taken. team should speak to a member of the senior leadership team and/or take advice from [Gloucestershire](Safeguarding Children Partnership (GSCP)) or via consultation with a social worker from the Front Door. In these circumstances, any action taken will be shared with a DSL as soon as is practically possible.

● I Can Do It Learning will respond to concerns in line with the Gloucestershire Safeguarding Children Partnership (GSCP).
  - o   The full GSCP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: https://www.gloucestershire.gov.uk/gscp/ (link above)
  - o   Specific information and guidance to follow with regards to accessing Early Help and Family Information Service (FIS) and/or Children's Social Work Services can be found here: https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-and-targeted-support/early-help-advice-guidance-and-support/

● Where a child is suffering, or is likely to suffer from harm, or is in immediate danger, a 'request for support' will be made immediately to Children's Services (via the 'Front Door') and/or the police, in line with GSCP procedures.
  - o   I Can Do It Learning recognise that in situations where there are immediate child protection concerns for a child as identified in line with Support Level Guidance, it is NOT to investigate as a single agency, but to act in line with GSCP guidance which may involve multi-agency decision making.
  - o   The DSL may seek advice or guidance from their Local Authority Designated Officer (LADO) or from the Safeguarding in Education Service before deciding next steps.
  - o   They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Children's Services.

● In the event of a request for support to the Front Door being necessary, parents/carers will be informed by the DSL in line with guidance provided by GSCP. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.

● All team are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

● Where it is identified a child may benefit from Early Help support, the DSL (or deputy) will generally lead as appropriate and make a request for support via the Front Door.

o The DSL will keep all early help cases under constant review and consideration will be given to escalating concerns to the Front Door or seeking advice via the Safeguarding in Education Service if the situation does not appear to be improving or is getting worse.

● If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following GSCP procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Safeguarding in Education Service.

● I Can Do It Learning is an [Operation Encompass School](). This means we work in partnership with Gloucestershire Police to provide support to children experiencing domestic abuse.

3.3   Recording Concerns

● All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the I Can Do It Learning safeguarding our safeguarding system CPOMS and passed without delay to the DSL.

● All team should have access to a computer where they can log into CPOMS and record their concerns in a timely manner. Check the DSL and DDSLs are named and included in the report and assign the incident to one of these people.

● Records will be completed as soon as possible after the disclosure/incident/event, using the child's exact words. It will be the responsibility of all members of team who took the disclosure/witnessed the incident/event. All written Child Protection and Safeguarding records will record facts and not personal opinions. A body map will be completed if injuries have been observed.

● If there is an immediate safeguarding concern the member of team will consult with a DSL before completing the form as reporting urgent concerns takes priority.

● If members of team are in any doubt about recording requirements, they will discuss their concerns with the DSL.

● Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

● Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child at I Can Do It Learning. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

● All child protection records will be transferred in accordance with data protection legislation to the child's subsequent setting/college, under confidential and separate cover as soon as possible. Child Protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained. Request to add subsequent setting/college to the I Can Do It Learning Single Central Record (SCR).

● In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new setting or college in advance of a child leaving, for example, information that would allow the new setting or college to continue to provide support.

- Where the setting/college receives child protection files, the DSL will ensure key team such as the special educational needs co-ordinators (SENCOs), will be made aware of relevant information as required.

3.4   Multi-Agency Working

- I Can Do It Learning recognises and is committed to its responsibility to work within the GSCP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co- operative local relationships with professionals in other agencies in line with statutory guidance.

- I Can Do It Learning recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to GSCP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi- agency meetings.

3.5   Confidentiality and Information Sharing

- I Can Do It Learning recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2023 **[**2023]**.

- I Can Do It Learning has an appropriately trained Data Protection Officer (DPO), James Auld, who acts as advisor to DSL Simone Kelly and Tiffany Godfrey as required by the General Data Protection Regulations (GDPR) to ensure that I Can Do It Learning is complaint with all matters relating to confidentiality and information sharing requirements.

- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2023). DfE ''[Information sharing advice for safeguarding practitioners](#)'' (2018) provides further detail. This information will be kept in the offices at each Hub and is shared area on the One Drive.

- The proprietor and DSL will disclose relevant safeguarding information about a learner with team on a 'need to know' basis.

- All members of team must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy (LINK), they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. All team are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

3.6   Complaints

- All members of I Can Do It Learning community should feel able to raise or report any concerns about children's safety or potential failures in I Can Do It Learning's safeguarding regime. I Can Do It Learning has a complaints procedure available to parents, learners and members of team and visitors who wish to report concerns or complaints

https://onedrive.live.com/?authkey=%21AGZ9919yIZlG8WI&id=528E0DB6FE845367%213325&cid=5 28E0DB6FE845367

● Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at setting can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

● team can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
   o team can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

● The leadership team at I Can Do It Learning will take all concerns reported seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
   o Anything that constitutes an allegation against a member of team or volunteer will be dealt with in line with section 8 of this policy.

4.   Specific Safeguarding Issues

● I Can Do It Learning is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part One, DSLs, I Can Do It Learning leaders and team who work directly with children will read annex B of KCSIE 2023 [**2023] which contains important additional information about specific forms of abuse and safeguarding issues.

● Where team are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy and speak with the DSL or a deputy.

4.1   Child-on-Child Abuse

● All members of team at I Can Do It Learning recognise that children are capable of abusing their peers, and that it can happen both inside and outside of the setting and online.

● I Can Do It Learning recognises that peer on peer abuse can take many forms, including but not limited to:
   o Bullying, including cyberbullying, prejudice-based and discriminatory bullying
   o abuse in intimate personal relationships between peers
   o physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
   o sexual violence and sexual harassment
   o consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
   o causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
   o upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
   o initiation/hazing type violence and rituals

● I Can Do It Learning believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

- I Can Do It Learning recognises that even if there are no reported cases of peer-on-peer abuse, such abuse is still likely to be taking place.

● ***All team have a role to play in challenging inappropriate behaviours between Children.*** team recognise that some Child on child abuse issues may be affected by gender, age, ability and culture of those involved, i.e. for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.

● Concerns about learner's behaviour, including peer on peer abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour and child protection policies. ***Section 89(5) of the Education and Inspections Act 2006 gives headteachers a statutory power to discipline pupils for poor behaviour outside of the school premises e.g. when children are not under the lawful control or charge of a member of school team, to such extent as is reasonable. [Note: legislation is for schools only and is not applicable to independent schools].***

● In order to minimise the risk of peer-on-peer abuse, I Can Do It Learning will:
    o Implementing a robust anti-bullying policy,
    o I Can Do It Learning provide age/ability appropriate PSHE and SRE sessions, bespoke to the needs of our students
    o Dedicated reporting via CPOMS monitored by DSLs
    o Each child will have dedicated Talk Time and Wellbeing sessions, Thrive sessions, alongside each child having a designated Mentor who foster trusting working relationships

● I Can Do It Learning wants all children to feel able to report abuse with confidence and know their concerns will be treated seriously. All allegations of peer-on-peer abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated I Can Do It Learning policies (including child protection, anti-bullying and behaviour policies). Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

● Alleged victims, perpetrators and any other child affected by child-on-child abuse will be supported by:
    o team taking all reports seriously,
    o Listening carefully to the child/young person and obtaining their consent to keep notes of what they are reporting,
    o team avoiding any form of victim blaming,
    o team seeking help from DSL/DDSLs to provide appropriate pastoral support,
    o Recording disclosures and concerns on CPOMS in a timely manner
    o Contacting and working with parents/carers,
    o Discussing and reviewing educational approaches (e.g. considering rearranging groups to minimise contact between peers who may have issues with each other),
    o Following procedures as identified in the anti-bullying, behaviour and child protection policies,
    o Where necessary and appropriate, informing the police and/or GSCP

4.2   Child-on-Child Sexual Violence or Harassment

● When responding to concerns relating to child-on-child sexual violence or harassment, I Can Do It Learning will follow the guidance outlined in Part Five of KCSIE 2023.

● I Can Do It Learning recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a

single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

● All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.

● When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
    o The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, all other children, and team and any actions that are required to protect them.

● Reports will initially be managed internally by I Can Do It Learning and where necessary will be referred to Children's Services and/or the Police.
    o The decision making and required action taken will vary on a case-by-case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children, adult students or I Can Do It Learning team, and, any other related issues or wider context.

● If at any stage the DSL is unsure how to proceed, advice will be sought from the Safeguarding in Education Service.

4.3   Nude and/or Semi-Nude Image Sharing by Children

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of 18. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex.

The UKCIS 'Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance outlines how settings and colleges should respond to all incidents of consensual and non-consensual image sharing, and should be read and understood by DSLs working will all age groups, not just older learners.

● I Can Do It Learning recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

● When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, team are advised to:
    o Report any concerns to the DSL immediately.
    o ***Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If team have already viewed the imagery by accident, this will be immediately reported to the DSL.***
    o Not delete the imagery or ask the child to delete it.
    o Not say or do anything to blame or shame any children involved.
    o Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.

- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of team, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

● DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people' and the local GSCP guidance. When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
  - The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant team and the children involved as appropriate.
  - Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
  - All decisions and action taken will be recorded in line with our child protection procedures.
  - A referral will be made to GSCP and/or the police immediately if:
    - the incident involves an adult (over 18).
    - there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
    - the image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
    - a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.
  - The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
  - If DSLs are unsure how to proceed, advice will be sought from the Safeguarding in Education Service.

4.4   Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

● I Can Do It Learning recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

● If team are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

4.5   Serious Violence

● All team are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from setting, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

● Any concerns regarding serious violence will be reported and responded to in line with other child

protection concerns.

- o The initial response to child victims is important and team will take any allegations seriously and work in ways that support children and keep them safe.

4.6   So-called honour-based abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSL (or a deputy).

● Whilst all team will speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.
    ○ If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. This duty only applies to teachers.

4.7   Preventing radicalisation

● I Can Do It Learning is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism", also known as the Prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, team training, and IT policies.

● I Can Do It Learning recognises that children are vulnerable to extremist ideology and radicalisation and team will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

● The team will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow.

4.8   Cybercrime

● I Can Do It Learning recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

● If team are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to accessing local support and/or referring into the Cyber Choices programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

● Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

5.   Supporting Children Potentially at Greater Risk of Harm

● Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

5.1   Safeguarding Children with Special Educational Needs or Disabilities (SEND)

- I Can Do It Learning acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions are particularly vulnerable and can face additional safeguarding challenges and barriers in recognising abuse and neglect.

- I Can Do It Learning recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

- All members of team will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. team will be mindful that children with SEND or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

- Members of team are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

- To address these additional challenges, I Can Do It Learning will always consider implementing extra pastoral support and attention for children with SEND. The DSL is the SEND Lead Coordinator (Simone Kelly) who will plan support as required.

5.2   Children Requiring Mental Health Support

- All team will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- team are aware that children's experiences, for example, where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.

- team are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- If team have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy with referral made to Thrive Practitioner, Tiffany Godfrey.
- Signpost via referral to CAMHS/CYPS as appropriate.

==Additional information and links found in part Two, KCSIE 2023.==

5.3   Children Missing from Education

- Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

- Where the setting/college have concerns that a child is missing from education, we will respond in line with our statutory duties and local policies. Local support is available via schoolsnet https://www.gloucestershire.gov.ukschoolsnet/ See Children Missing Education (CME) and

Attendance pages.

5.4 Elective Home Education

● Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with [national Elective Home Education guidance](#) and local guidance and will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

5.5   Children who need a Social Worker

● The DSL will hold details of social workers working with children in I Can Do It Learning so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

● Where children have a social worker, this will inform I Can Do It Learning decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

5.6   Looked after children (previously looked after children and care leavers)

● I Can Do It Learning recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

● The school has appointed a ['designated teacher'](#) (Simone Kelly, Senior SEND Lead Coordinator and Provision Coordinator) who works with local authorities to promote the educational achievement of registered young people who are looked after or who have been previously looked after.

● The designated teacher will work with the DSL to ensure appropriate team have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

● Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.

● Where I Can Do It Learning believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the front door.

● Where a child is leaving care, the DSL will hold details of the local authority Personal Advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

6.   Online Safety

● It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. I Can Do It Learning will adopt a whole setting approach to online safety which will empower, protect, and educate our learners and team in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- I Can Do It Learning will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, team training, the role and responsibilities of the DSL and parental engagement.
- ICDIL will have a robust filtering and monitoring policy and will make sure that all team at ICDIL are aware of and understand the systems in place
- Manage them effectively
- Know how to escalate concerns when identified.
- Should use communications with parents and carers to reinforce the importance of children being safe online.

● I Can Do It Learning identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
  o Content: being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
  o Contact: being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
  o Conduct: personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
  o Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

● I Can Do It Learning recognises that technology, and the risks and harms related to it, evolve and change rapidly. I Can Do It Learning will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.

● The headteacher/proprietor will be informed of online safety concerns by the DSL, as appropriate.

6.1 Policies and Procedures

● The DSL has overall responsibility for online safety within I Can Do It Learning but will liaise with other members of team, for example IT technicians, curriculum leads etc. as necessary.

● The DSL will respond to online safety concerns reported in line with our associated policies, including our anti-bullying, social media and behaviour policies.
  o Internal sanctions and/or support will be implemented as appropriate.
  o Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

● I Can Do It Learning uses a wide range of technology. This includes: computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
  o All I Can Do It Learning owned devices and systems will be used in accordance with our Acceptable Use policies and with appropriate safety and security measures in place.

● I Can Do It Learning recognises the specific risks that can be posed by mobile and smart technology, including mobile/smart phones, cameras and wearable technology. In accordance with KCSIE 2023 I Can Do It Learning has appropriate mobile and smart technology and image use policies in place, which are shared and understood by all members of the community. These policies can be found: in the office at each Hub/ team intranet/and on the website etc.)

6.2 Appropriate Filtering and Monitoring

● I Can Do It Learning will do all we reasonably can to limit children's exposure to online risks through I Can Do It Learning provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.
  o **List details of how this is established and achieved e.g. which filtering and monitoring systems or approaches are in place and why these decisions have been made. The appropriateness of any filters and monitoring systems are particular to I**

Can Do It Learning**; the decisions will be informed in part by the risk assessment required by the Prevent**

Duty and will depend on the age range/ability of children, the number of children, how often they access IT systems and the proportionality of costs vs risks. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like.

- ▪ If learners or team discover unsuitable sites or material, they are required to: **turn off monitor/screen, report the concern immediately to a member of team, report the URL of the site to technical team/services.**
- o All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
- o Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
- o Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
- o When implementing appropriate filtering and monitoring, I Can Do It Learning will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

- ● I Can Do It Learning acknowledges that whilst filtering and monitoring is an important part of I Can Do It Learning online safety responsibilities, it is only one part of our approach to online safety.
  - o Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
  - o Learners internet use will be supervised by team according to their age and ability.
  - o Learners will be directed to use age appropriate online resources and tools by team.

6.3   Information Security and Access Management

- ● I Can Do It Learning is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as team and learners. Further information can be found in relevant policies e.g. acceptable use policies and/or online safety policy). **These policies should address expectations with regards information security and access to systems e.g. password safety etc.**

- ● I Can Do It Learning will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

6.4   team Training

- ● I Can Do It Learning will ensure that all team receive online safety training as part of induction and that ongoing online safety training and update for all team will be integrated, aligned and considered as part of our overarching safeguarding approach.

6.5   Educating Learners

- ● I Can Do It Learning will ensure a comprehensive whole setting curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

DSLs and SLT may find it helpful to access UK Council for Internet Safety (UKCIS) 'Education for a Connected World Framework' and DfE 'Teaching online safety in school' guidance.

6.6   Working with Parents/Carers

● I Can Do It Learning will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children by:

  o Providing information on the I Can Do It Learning website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers or highlighting online safety at existing events.

*Website being developed

6.7   Remote Learning

Specific guidance for DSLs and SLT regarding remote learning is available at DfE: Safeguarding and remote education during coronavirus (COVID-19) and The Education People: Remote Learning Guidance for SLT.

● I Can Do It Learning will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

● All communication with learners and parents/carers will take place using I Can Do It Learning provided or approved communication channels; for example, I Can Do It Learning provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom

  o Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

● team and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our I Can Do It Learning Behaviour Policy/Code of Conduct and Acceptable Use Policies.

● team and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

● When delivering remote learning, team will follow our Remote Learning Acceptable Use Policy (AUP) **remote learning AUP for schools is here.**

● Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. I Can Do It Learning will continue to be clear who from I Can Do It Learning their child is going to be interacting with online.

● Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

7.   team Engagement and Expectations

7.1   Awareness, Induction and Training

● All members of team have been provided with a **copy of part one or annex A** of 'Keeping Children Safe in Education' 2023 which covers safeguarding information for team. **Annex KCSIE 2023 is a condensed version of Part one which can be provided instead of Part one to those team who do not directly work with children.** I Can Do It Learning **requires *all members of team who do not work directly with children read Annex A*.**

  o I Can Do It Learning leaders, including the DSL will read KCSIE in its entirety.
  o I Can Do It Learning leaders and all members of team who work directly with children will read

annex B.

- o   All members of team have signed to confirm that they have read and understood the national guidance shared with them. A record of this information is to be held on the **Single Central Record (SCR).**

● The DSL will ensure that all new team and volunteers (including agency and third-party team) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the internal safeguarding processes, as part of their induction. This will be achieved via specific training by the DSL (using safeguarding software, CPOMS), and via the e- Learning platform, Educare.

● All team members (including agency and third-party team) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues; this training will be updated at least annually.

● Safeguarding training for team, including online safety training, will be integrated, aligned and considered as part of the whole I Can Do It Learning safeguarding approach and wider team training and curriculum planning.

● In addition to specific child protection training, all team will receive regular safeguarding and child protection updates (at the very least annually), to provide them with relevant skills and knowledge to safeguard children effectively. This will be achieved, via email, e-bulletins via team signing up to the NSPCC CASPAR updates, and via weekly team meetings.

● team will be encouraged to contribute to and shape I Can Do It Learning safeguarding arrangements and child protection policies. This is to be achieved via input from knowledgeable and experienced team, inviting input at team meetings, via CPOMS audits based on team reporting and foci.

● The DSL and SLT will provide an annual report to the proprietor detailing safeguarding training undertaken by all team and will maintain an up-to-date register of who has been trained.

● Although I Can Do It Learning has a nominated lead for the proprietor (Alison Whichelo), the proprietor will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

7.2   Safer Working Practice

● All members of team are required to work within our clear guidelines on safer working practice as outlined in the I Can Do It Learning Behaviour Policy/Code of Conduct.

● The DSL will ensure that all team and volunteers (including agency and third-party team) have read the Child Protection Policy and are aware of I Can Do It Learning expectations regarding safe and professional practice via the team Behaviour Policy/Code of Conduct and Acceptable Use Policy (AUP).

● team will be made aware of the I Can Do It Learning Behaviour Management and Physical Intervention policies. team will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.
*RPI being put into place

- All team will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). team will adhere to relevant I Can Do It Learning policies including team Code of Conduct policy, Behaviour policy, Acceptable Use Policies.

7.3   Supervision and Support

● The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of team have any concerns about a child's safety or welfare.

● I Can Do It Learning will provide appropriate supervision and support for all members of team to ensure that:
  o All team are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  o All team are supported by the DSL in their safeguarding role.
  o All members of team have regular reviews of their own practice to ensure they improve over time.

● Any member of team affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

● The DSL will also put team in touch with outside agencies for professional support if they so wish. team can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

8.   Safer Recruitment and Allegations

8.1   Safer Recruitment and Safeguarding Checks

● I Can Do It Learning is committed to ensure that develop a safe culture and that all steps are taken to recruit team and volunteers who are safe to work with our learners and team.
  o I Can Do It Learning will follow relevant guidance in Keeping Children Safe in Education 2023 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)
  o The proprietor and leadership team are responsible for ensuring that I Can Do It Learning follows safe recruitment processes as outlined within guidance.
  o The proprietor/leadership team will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.

● I Can Do It Learning maintains an accurate Single Central Record (SCR) in line with statutory guidance.

● I Can Do It Learning are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

● We advise all team to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.

● Where I Can Do It Learning places a learner with an alternative provision provider, I Can Do It Learning will continue to be responsible for the safeguarding of that child.
  o I Can Do It Learning will undertake appropriate checks to ensure the provider meets the needs of the young person, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

● Where I Can Do It Learning organises work experience placements, we will follow the advice and guidance as identified in part Three of KCSIE 2023.

- Where I Can Do It Learning organises homestays as part of exchange visits, we will follow the advice and guidance as identified in part Three and Annex E of KCSIE 2023.

- I Can Do It Learning will inform shortlisted candidates that they may conduct an online search as part of due diligence checks.

8.2 Allegations/concerns raised in relation to teachers, including supply teachers, other team, volunteers and contractors

● I Can Do It Learning will respond to allegations in line with the **local Gloucestershire allegations arrangements** and Part Four of KCSIE 2023 . In depth information can be found within our 'Managing Allegations against team' and/or team behaviour policy/code of conduct policy**.** This can be found in the team room/office/website etc.

● Any concerns or allegations about team, including those which do not meet the allegation/harm threshold (8.2.1) will be recorded and dealt with appropriately in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of I Can Do It Learning from potential false allegations or misunderstandings.

● Where the proprietor is unsure how to respond, for example if I Can Do It Learning is unsure if a concern meet the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) Enquiry Line and/or the Education Safeguarding in Education website.

8.2.1 Concerns that meet the 'harm threshold'

● I Can Do It Learning recognises that it is possible for any member of team, including volunteers, contractors, agency and third-party team (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has
   o behaved in a way that has harmed a child, or may have harmed a child and/or
   o possibly committed a criminal offence against or related to a child and/or;
   o behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
   o behaved or may have behaved in a way that indicates they may not be suitable to work with children.

● Allegations against team which meet this threshold will be referred immediately to the proprietor who will contact the **LADO** to agree further action to be taken in respect of the child and team member. In the event of concerns/allegations of abuse being made against the proprietor, team are advised that allegations should be reported directly to the LADO.

8.2.2 Concerns that do not meet the 'harm threshold'

● I Can Do It Learning may also need to take action in response to 'low-level' concerns about team, which typically would be behaviours which are inconsistent with our team code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.

● Where low-level concerns are reported to I Can Do It Learning, the proprietor will to share or liaise with the LADO enquiries officer via the LADO Enquiry Line.

● Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, I Can Do It Learning will implement appropriate action, for example consulting with the LADO and following our

disciplinary procedures.

● Additional information regarding low-level concerns is contained with our team behaviour policy/code of conduct – this includes what a low-level concern is and the importance of sharing them.

8.2.3 Safe Culture

● As part of our approach to safeguarding, I Can Do It Learning has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our team behaviour policy/code of conduct are constantly lived, monitored and reinforced by all team (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

● All team and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the I Can Do It Learning safeguarding regime. The leadership team at I Can Do It Learning will take all concerns or allegations received seriously.

● All members of team are made aware of the I Can Do It Learning Whistleblowing procedure https://onedrive.live.com/?authkey=%21AGZ9919yIZlG8WI&id=528E0DB6FE845367%213325&cid=528E0DB6FE845367
It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

● team can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. team can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

● I Can Do It Learning has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of team has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.
   o If these circumstances arise in relation to a member of team at I Can Do It Learning, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the proprietor (Allie Whichelo).

Opportunities to teach safeguarding

● I Can Do It Learning will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through Relationships Education (primary schools)/Relationships and Sex Education (secondary schools).

● We recognise that I Can Do It Learning play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned. Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

● I Can Do It Learning recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse

and some SEND children might be needed.

● I Can Do It Learning systems support children to talk to a range of team. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

10. Physical Safety

10.1 Use of 'reasonable force'

● There may be circumstances when it is appropriate for team to use reasonable force in order to safeguard children from harm. Further information regarding our approach and expectations can be found in our behaviour policy.

10.2 The Use of Premises by Other Organisations

● Where services or activities are provided separately by another body using I Can Do It Learning facilities/premises, the proprietor will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of team and volunteers. If this assurance is not achieved, an application to use premises will be refused.

● Safeguarding requirements will be included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

10.3 Site Security

● All members of team have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

● Appropriate checks will be undertaken in respect of visitors and volunteers coming into I Can Do It Learning as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.

● team and visitors will be expected to adhere to any safety arrangements implemented due to any Covid-19 restrictions.

● Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

● I Can Do It Learning will not accept the behaviour of any individual (parent or other) that threatens I Can Do It Learning security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to either or both I Can Do It Learning sites.

11. Local Support

● All members of team at I Can Do It Learning are made aware of local support available.

- **Safeguarding in Education Service**

- www.theeducationpeople.org/our-expertise/safeguarding/safeguarding-contacts/
- **Online Safety in the Safeguarding in Education Service**
  - onlinesafety@theeducationpeople.org (non-urgent issues only)

- **LADO Service**
  - Telephone: 01452 426994
  - Email:

- **Integrated Children's Services**
  - Front door:
  - Out of Hours Number:

- **Gloucestershire Police**
  - 101 or 999 if there is an immediate risk of harm
  - Schoolbeat: Gloucestershire Police Schools Unit, contacts -

PC Kim Murphy – Gloucester kimberley.murphy@gloucestershire.pnn.police.uk
PC Leah Davis – Cotswolds leah.davis@gloucestershire.pnn.police.uk
PC Greg Steer – Forest of Dean gregory.steer@gloucestershire.pnn.police.uk
PC Mark Weedon – Stroud mark.weedon@gloucestershire.pnn.police.uk
PC Candice Palmer – Cheltenham, Tewkesbury, Gloucester
candice.palmer@gloucestershire.pnn.police.uk
PC Pete Curtis - Tewkesbury peter.curtis@gloucestershire.pnn.police.uk
PC Al Forrester - Cheltenham
allen.forrester@gloucestershire.pnn.police.uk

- **Gloucestershire Safeguarding Children**
  - https://www.gloucestershire.gov.uk/gscp/

- **Adult Safeguarding**
  - Adult Social Care via https://www.gloucestershire.gov.uk/health-and-social-care/adult-social-care-information-advice-and-support/

- **Emergency Duty Team (EDT):**

- between 4:45pm and 8:45am Monday to Thursday, or from 4:45pm Friday afternoon to 8:45am Monday morning (including Bank holidays) Telephone: 01452 614194 - only for social care emergencies out of hours
- Email: edt@gloucestershire.gov.uk

Appendix 1: Categories of Abuse

All team should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

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

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical abuse: 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.

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso

- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.

● Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: 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 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.

Signs that MAY INDICATE emotional abuse

● Over reaction to mistakes

● Lack of self-confidence/esteem

● Sudden speech disorders

● Self-harming

● Eating Disorders

● Extremes of passivity and/or aggression

● Compulsive stealing

● Drug, alcohol, solvent abuse

● Fear of parents being contacted

● Unwillingness or inability to play

● Excessive need for approval, attention, and affection

Neglect: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

● Constant hunger

● Poor personal hygiene

● Constant tiredness

● Inadequate clothing

● Frequent lateness or non-attendance

● Untreated medical problems

● Poor relationship with peers

● Compulsive stealing and scavenging

● Rocking, hair twisting and thumb sucking

- Running away
- Loss of weight or being constantly underweight
- Low self esteem

Appendix 2: Support Organisations

Additional links can be found in KCSIE 2023 Annex B and D.

NSPCC 'Report Abuse in Education' Helpline

- 0800 136 663 or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk

Support for team

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service

Support for Learners

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org
- Advice now: www.advicenow.org.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Substance Misuse
- Talk to Frank: www.talktofrank.com

Domestic Abuse
- Domestic abuse services: www.domesticabuseservices.org.uk

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Criminal and Sexual Exploitation
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org

Honour Based Abuse
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Peer on Peer abuse, including bullying, sexual violence and harassment
- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety
- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk

- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): https://www.nicco.org.uk/