

To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.

Safeguarding and Child Protection Policy 2026

All children have the right to be safe from abuse, neglect, exploitation and other forms of harm. iCAN is committed to safeguarding and promoting the welfare of every child and to taking prompt, appropriate action whenever a safeguarding concern arises.

Safeguarding is everyone's responsibility. All staff and volunteers must follow this policy, maintain appropriate professional boundaries, remain alert to signs of harm, and report any safeguarding concern promptly in accordance with the school's procedures.

In implementing this policy, iCAN will ensure that:

- **Staff responsibilities and training:** All staff, volunteers, consultants, contractors and other adults working on behalf of iCAN understand their safeguarding responsibilities, receive appropriate training and know how to recognise, respond to and report concerns about a child's safety or welfare.
- **Reporting concerns about children:** All staff and volunteers must report safeguarding concerns immediately and must not investigate concerns themselves or wait for proof of abuse before reporting. The Principal is iCAN's designated safeguarding lead (DSL), and the Vice Principal is the deputy DSL. If both are offsite, concerns must be reported to the Learning Support Lead. Staff must follow the school's reporting procedures and ensure concerns are recorded appropriately.
- **Children's voices and participation:** Children will be treated with dignity and respect, listened to and given appropriate opportunities to express their views, raise concerns and seek help about matters affecting their safety and welfare. All concerns raised by children will be taken seriously and responded to appropriately.
- **Families:** Parents and carers will be appropriately involved in safeguarding matters concerning their children and will have access to relevant school safeguarding policies and procedures. Information will be shared with parents and carers where appropriate, taking account of the child's safety, confidentiality, applicable law and the need to avoid compromising a safeguarding referral or investigation.
- **Confidentiality, records and information-sharing:** Safeguarding concerns, decisions, referrals and actions taken will be recorded accurately, stored securely and shared only with those who need the information to protect children or fulfil their safeguarding responsibilities. Confidentiality must not prevent necessary safeguarding action or appropriate referral to external authorities.
- **Legal compliance and guidance:** iCAN will comply with applicable Cambodian laws and relevant local child protection procedures. The school will also take account of current UK safeguarding guidance, including *Keeping Children Safe in Education* (KCSIE), as a benchmark for safeguarding practice, recognising that UK guidance does not automatically constitute Cambodian law.

- **Review and continuous improvement:** This policy and its associated procedures will be reviewed regularly and updated as necessary to reflect changes in applicable law, safeguarding guidance, local referral arrangements and identified safeguarding risks.

The School's Safeguarding Responsibilities

iCAN will:

- **Safer recruitment:** Carry out appropriate safeguarding checks on all prospective staff before employment is confirmed. These will include current police clearance certificates and criminal record or background checks from relevant home countries and other countries in which the individual has lived or worked, where available and applicable. Recruitment checks must follow the school's safer recruitment procedures. The required checks are detailed in the relevant section of this policy.
- **Staff commitment:** Require all staff to read and sign the school's Safeguarding and Child Protection Policy and the relevant staff safeguarding agreement before undertaking their duties. Staff must understand and comply with their safeguarding responsibilities.
- **Staff training:** Ensure all staff receive appropriate safeguarding training through an approved provider, such as Child Safeguarding or TES Develop, and complete yearly refresher training as required by the school. Staff must understand how to recognise concerns, respond to disclosures, report concerns and follow the school's safeguarding procedures.
- **Children's safety and awareness:** Help children understand their right to be safe, recognise potentially harmful situations, seek help from trusted adults and raise concerns without fear of blame or reprisal.
- **Identification and reporting:** Maintain clear procedures for identifying, recording, reporting and responding to concerns about actual or suspected abuse, neglect, exploitation or other harm. Staff must report concerns promptly and must not investigate suspected abuse themselves.
- **Support for affected children:** Provide appropriate support to children who have experienced or witnessed abuse, taking account of their individual needs and circumstances. Where necessary, the school will seek advice or assistance from suitably qualified professionals and relevant child protection services.
- **A safe school environment:** Establish and maintain an environment in which children are treated with dignity and respect, feel safe, understand how to seek help and are listened to when they raise concerns.

To support these responsibilities, iCAN will:

1. Ensure children know which adults in school they can approach if they are worried about their own safety or the safety of another child.
2. Ensure children are listened to, that their concerns are taken seriously, and that appropriate action is taken promptly when a concern is raised.
3. Use the Wellbeing and PDRE curriculum to develop children's understanding of personal safety, healthy relationships, appropriate boundaries, recognising unsafe situations and seeking help.
4. Ensure all staff understand that they may be among the first to recognise signs of abuse or neglect. Staff must report any safeguarding concern promptly in accordance with the school's procedures and must not wait for proof or investigate concerns themselves.

The Designated Safeguarding Lead (DSL)

The Principal is iCAN's Designated Safeguarding Lead (DSL) and is responsible for coordinating the school's safeguarding and child protection arrangements. The Vice Principal is the deputy DSL. If both are offsite, staff must report concerns to the Learning Support Lead, in accordance with the school's reporting procedures.

The DSL's responsibilities include:

- **Receiving and responding to concerns:** Act as the primary point of contact for children, parents and carers, staff, volunteers and external agencies on safeguarding matters. Ensure all concerns are taken seriously, assessed promptly, recorded appropriately and acted upon in accordance with school procedures.
- **Coordinating safeguarding procedures:** Oversee the implementation of the school's Safeguarding and Child Protection Policy and related procedures, ensuring staff understand and follow their responsibilities.
- **Assessing and referring concerns:** Consider reported suspicions, disclosures, indicators and evidence of abuse, neglect, exploitation or other harm, and determine appropriate next steps. Make or arrange external referrals when required and ensure that urgent action is not delayed.
- **Recordkeeping and confidentiality:** Ensure safeguarding records are accurate, securely stored, appropriately accessed and shared only when necessary to protect children or fulfil safeguarding responsibilities.
- **Staff training and guidance:** Coordinate safeguarding induction and ongoing training, ensure staff understand how to recognise and report concerns, and identify additional training needs. This should be in both English and Khmer.

- **Communication and follow-up:** Ensure relevant people are informed of safeguarding concerns and actions when appropriate, while protecting confidentiality and avoiding any action that could increase risk to a child or compromise a referral or investigation. Monitor follow-up to ensure concerns are not left unresolved.
- **External liaison:** Coordinate communication with the Child Protection Unit (CPU), relevant Cambodian authorities, the school's safeguarding advisor and other appropriate agencies, in accordance with applicable law and local referral procedures.

If a concern involves the Principal, it must be reported to the Vice Principal or, where appropriate, the Learning Support Lead. Staff must not report a concern to a person who is implicated in it. Where a child is at immediate risk, or internal procedures are insufficient to protect a child, appropriate external assistance must be sought without delay.

The DSL's responsibilities do not remove the responsibility of every member of staff to report safeguarding concerns promptly.

Staff Responsibilities

Every employee of iCAN British International School, regardless of role, has a responsibility to safeguard and promote the welfare of children. All staff must:

- Take reasonable steps within their role to protect children from abuse, neglect, exploitation and other forms of harm.
- Read, understand and follow the school's Safeguarding and Child Protection Policy and related procedures.
- Remain alert to signs or indicators of abuse, neglect or other safeguarding concerns, including concerns arising from a child's behaviour, disclosures or interactions with others.
- Report all safeguarding concerns promptly to the Designated Safeguarding Lead (DSL). If the Principal is unavailable, staff must report to the Vice Principal. If both are offsite, concerns must be reported to the Learning Support Lead. Concerns about the Principal must be reported to the Vice Principal or, where appropriate, the Learning Support Lead.
- Take all disclosures and concerns seriously, listen to children without judgement, and never promise confidentiality. Staff may ask open, non-leading questions to clarify what a child is saying but must not conduct their own investigation.
- Record concerns and disclosures accurately, factually and promptly, in accordance with the school's procedures.

- Ensure that urgent external assistance is sought if a child may be in immediate danger. Staff must not allow internal reporting procedures to delay necessary protective action.

- **Photographs and recordings of learners:** Staff must use only school-authorised methods and platforms to capture and upload photographs or recordings of learners. Any such files stored temporarily on a personal or other device must be deleted immediately after successful upload to the school-approved system. Staff must not retain copies on personal devices, in personal cloud storage or in personal messaging applications.
- **Social media and contact with learners:** Staff must not use personal social media accounts to communicate privately with current learners or former learners (alumni), or initiate, accept or maintain personal social media connections with them. Any necessary communication must take place through school-approved channels, for an authorised educational or safeguarding purpose, and in accordance with the school's professional-boundaries and communication procedures.

These responsibilities apply to all staff, including teaching and non-teaching staff, regardless of seniority or length of service.

Procedures for Responding to a Disclosure or Suspected Abuse

Any staff member who suspects that a child may have experienced abuse, neglect, exploitation or other harm, or who receives a disclosure from a child, must:

- **Listen calmly and take the concern seriously.** Allow the child to speak at their own pace, remain calm and non-judgemental, and do not express disbelief or make assumptions about whether abuse has occurred. It is not the staff member's role to determine whether the allegation is true.
- **Avoid investigating.** Do not ask leading, suggestive or repeated questions, press the child for details, or attempt to investigate the concern. Ask only limited, open questions where necessary to understand what the child is communicating, such as "Can you tell me what happened?"
- **Reassure the child appropriately.** Listen without blame and acknowledge that the child has done the right thing by speaking up. Do not promise secrecy or absolute confidentiality. Explain in an age-appropriate way that the information must be shared with the people who need to help keep them safe.
- **Assess immediate safety.** If the child or another child may be in immediate danger, take appropriate steps to secure their safety and seek urgent external assistance. Do not delay necessary protective action while following routine internal reporting procedures.
- **Report the concern promptly.** Inform the Designated Safeguarding Lead (DSL), the Principal, as soon as possible. If the Principal is unavailable, report to the Vice Principal. If both are offsite, report to the Learning Support Lead. If the concern involves the Principal, report to the Vice Principal or, where appropriate, the Learning Support Lead. If the usual reporting route is unavailable, inappropriate or

fails to result in appropriate action, the concern must be escalated and external assistance sought where necessary.

- **Make an accurate written record.** Record the concern as soon as possible, including:
    - The date, time and location of the disclosure or incident.
    - The child's words as accurately as possible, distinguishing direct quotations from the staff member's own summary.
    - What was observed or reported, including any relevant visible signs or behaviour.
    - Any questions asked and the child's responses.
    - The names of those present and any immediate action taken.
    - The date and time the concern was reported, to whom it was reported, and any subsequent actions or instructions.
- Records must be factual, objective and free from personal opinions or assumptions. Do not ask the child to repeat their account solely to complete the record.
- **Store and share the record securely.** Submit the record promptly through the school's safeguarding reporting procedure to the DSL or appropriate alternative contact. Safeguarding information must be kept securely and shared only with those who need it to protect the child or fulfil their safeguarding responsibilities.

Staff must not investigate the concern themselves, confront the person alleged to have caused harm, or assume that another person has reported it. Reporting a concern does not remove the responsibility to escalate it if the child remains at risk or appropriate action is not taken.

Confidentiality and information sharing

The school will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard the children.

Managing Allegations and Safeguarding Concerns About Staff

iCAN takes all allegations and safeguarding concerns about staff, volunteers, contractors, consultants and other adults working with children seriously. All concerns must be reported, recorded and assessed promptly, with the safety and welfare of children as the primary consideration. The person against whom an allegation is made must be treated fairly, and no assumption of guilt must be made before the facts have been established.

What must be reported

This procedure applies when information suggests that an adult working at or on behalf of iCAN may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved in a way that indicates they may pose a risk of harm to children.
- Behaved in a way that raises concerns about their suitability to work with children.

All concerns must be reported, including concerns about inappropriate conduct that may not initially appear serious. Staff must not dismiss a concern because there is insufficient evidence, because the behaviour may have been unintentional, or because the person concerned is senior or highly regarded.

Immediate action and reporting

The person receiving or witnessing the concern must:

- Take immediate, appropriate steps to protect the child and any other children who may be at risk.
- Report the concern to the Principal, as the Designated Safeguarding Lead (DSL)
- Report concerns about the Principal to the Vice Principal or, where appropriate, the Learning Support Lead.
- If the usual reporting route is unavailable, inappropriate or fails to result in appropriate action, escalate the concern to an appropriate independent person or external authority.
- Make a factual written record as soon as possible, including what was reported or observed, the date and time, those involved, any immediate protective action and to whom the concern was reported.

Staff must not investigate the allegation themselves, confront the person concerned, promise confidentiality or delay reporting while attempting to establish whether the allegation is true.

Initial assessment and external advice

The person responsible for managing the allegation must ensure that the concern is assessed promptly and that appropriate action is taken to protect children.

The Principal will normally coordinate the initial response unless the allegation concerns the Principal. In that case, the Vice Principal or an appropriate independent person must oversee the response. Where the allegation concerns another member of the leadership team, an independent person must be appointed if necessary to avoid a conflict of interest.

The person managing the allegation must consider:

- The nature and seriousness of the allegation.
- Whether the child or any other child may be at risk of harm.
- Whether immediate protective measures are necessary.
- Whether external safeguarding advice or referral is required.
- Whether the matter may involve criminal conduct or require action by the relevant authorities.
- Whether interim employment measures are necessary while the matter is assessed.

The school's safeguarding advisor may be consulted for professional guidance. Where appropriate, the school must also seek advice from or refer the matter to the Child Protection Unit (CPU), relevant Cambodian authorities or other competent agencies. Embassy or consular involvement may be considered where relevant, but must not replace appropriate child protection or law enforcement action.

Precautionary suspension and alternative measures

When an allegation is made against a staff member, iCAN must promptly assess the risk to the child or children concerned and determine what interim measures are necessary while the allegation is being assessed or investigated.

The person responsible for managing the allegation must:

- **Assess the risk:** Consider the nature and seriousness of the allegation, the potential risk to children, whether the staff member could influence witnesses or interfere with evidence, and whether there may be further safeguarding concerns.
- **Decide on appropriate protective measures:** Determine whether the staff member should remain in their role, be temporarily reassigned, have their contact with children restricted, be excluded from particular activities or areas, or be suspended.
- **Consider suspension where necessary:** Suspension should be considered where the alleged conduct presents a significant safeguarding risk or where other measures would not adequately protect children or preserve the investigation. It must not be imposed automatically solely because an allegation has been made.
- **Document the decision:** Record the risk assessment, the measures selected and the reasons for the decision. If suspension is not considered necessary, record how the identified risks will be managed.
- **Inform the staff member:** Explain the interim arrangements, the next steps and any expectations that apply during the process, while protecting the child's privacy and the integrity of the investigation.

- **Review the arrangements:** Reassess the measures regularly and whenever significant new information becomes available. Adjust them as necessary and avoid unnecessary delays in resolving the matter.

Where suspension is necessary, iCAN will normally suspend the staff member on full pay while the matter is investigated, subject to the employment contract and applicable Cambodian law. Suspension is a precautionary measure and does not mean that the allegation has been proven.

The school must handle the matter fairly and confidentially, provide appropriate support to the child and staff member, and seek advice from its safeguarding adviser or the relevant Cambodian authorities where necessary. Any internal investigation must be coordinated with relevant external authorities where appropriate to avoid compromising their inquiries.

Investigation and disciplinary action

iCAN will ensure that allegations are handled fairly, promptly and confidentially, with due regard to the child's welfare, the rights of the person concerned and any external investigation.

The school must determine, with appropriate external advice where necessary, whether the matter should be referred to the relevant authorities before or alongside any internal employment process. An internal investigation must not compromise a criminal investigation or interfere with the work of the competent authorities.

Where an internal investigation is appropriate, it must be conducted by a suitably independent person. The person against whom the allegation is made must be given a fair opportunity to respond in accordance with the applicable employment procedures. All relevant evidence, decisions and actions must be documented.

Possible outcomes include:

- The allegation is substantiated and appropriate disciplinary action is taken, up to and including dismissal.
- The allegation is unsubstantiated or inconclusive, and further action is considered in light of any remaining safeguarding risks.
- The allegation is found to be malicious or deliberately fabricated, in which case appropriate action may be considered after careful assessment.

Where serious misconduct or a safeguarding breach is established, iCAN will take proportionate disciplinary action, which may include immediate termination in accordance with applicable law and contractual requirements.

Where appropriate and lawful, iCAN will refer substantiated concerns to the relevant authorities and provide information necessary for safeguarding, investigation or legal proceedings.

Confidentiality, records and communication

All information relating to an allegation must be recorded accurately, stored securely and shared only with those who need it to protect children, manage the allegation or fulfil legal responsibilities.

The school must maintain a record of the allegation, the assessment undertaken, decisions and their rationale, referrals, protective measures, investigation findings and outcomes. Records must be retained in accordance with the school's recordkeeping procedures and applicable law.

Information must not be shared with other staff, parents, children or members of the wider school community unless there is an appropriate reason to do so. Communication with the child and their parents or carers must be managed carefully, taking account of the child's safety, confidentiality and any external investigation.

Support and conclusion of the process

iCAN will consider the support needs of the child and their family, the person against whom the allegation is made, and other staff affected by the process, while maintaining appropriate confidentiality and prioritising child safety.

At the conclusion of the process, the school must record the outcome, any action taken, and any learning or changes needed to strengthen safeguarding practice. Where an allegation is not substantiated, the school must consider whether any further support or action is appropriate and ensure that records accurately reflect the outcome.

Recognising the signs and symptoms of abuse

All staff must receive appropriate training to help them recognise possible signs and indicators of child abuse, neglect, exploitation and other safeguarding concerns.

Concerns about a child's safety or welfare may come to light in several ways, including:

- A child discloses that they have experienced abuse or feel unsafe.
- A parent, carer, member of staff, another child or other person raises a concern, including through an anonymous report.

- A child's appearance, behaviour, play, drawings, statements or interactions with others raise concerns.
- A child reports an incident of suspected abuse that occurred some time ago.
- A staff member or another person reports concerning behaviour or possible misconduct by an adult towards a child.
- Staff observe injuries, changes in behaviour, patterns of absence, signs of neglect or other indicators that may suggest a child is at risk.
- Information emerges about possible harm occurring at home, at school, in the community or online.

Possible signs and indicators of abuse are not always obvious, and some children may not disclose what is happening to them. A single indicator does not necessarily mean that abuse has occurred, and the absence of visible signs does not mean that a child is safe.

All staff must remain alert to changes or patterns that may indicate a safeguarding concern. Staff must report concerns promptly in accordance with this policy and must not attempt to investigate or wait for proof before reporting.

Following are definitions of some common circumstances related to child abuse or neglect:

Physical abuse:

Physical abuse involves deliberately causing physical harm to a child. It may include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical injury. It may also include fabricating or deliberately inducing illness in a child.

Possible indicators include unexplained injuries, injuries that are inconsistent with the explanation given, repeated injuries, or a child appearing unusually fearful of physical contact. These signs may have other explanations but should be considered carefully and reported where they raise safeguarding concerns.

Emotional abuse:

Emotional abuse involves persistent emotional mistreatment that adversely affects a child's emotional development and wellbeing. It may include telling a child that they are worthless or unloved, humiliating or belittling them, threatening them, rejecting them, exposing them to harmful interactions or preventing them from developing appropriate relationships with others. Such behaviour could be from within the family environment, including members of the extended family and older siblings.

A child may also experience emotional harm through witnessing domestic abuse or living in an environment characterised by persistent intimidation, hostility or fear.

Possible indicators include low self-esteem, excessive fear of making mistakes, withdrawal, persistent anxiety, difficulty forming relationships, developmental concerns or significant changes in behaviour. No single indicator establishes that emotional abuse has occurred.

Sexual abuse:

Sexual abuse involves forcing, coercing or enticing a child to participate in sexual activities, whether or not the child understands what is happening or appears to have agreed. It may involve physical contact, including penetrative and non-penetrative acts, or non-contact activities.

Non-contact sexual abuse may include exposing a child to sexual activity or material, involving a child in the creation or viewing of sexual images, grooming a child for sexual purposes, or encouraging a child to engage in sexualised behaviour.

Sexual abuse may be perpetrated by adults or by other children. It may occur in person or through digital communications and online platforms.

Possible indicators include age-inappropriate sexual knowledge or behaviour, fear of a particular person, sudden changes in behaviour, distress, withdrawal or disclosures of inappropriate contact. Staff must take any disclosure or concern seriously and report it promptly, without attempting to investigate.

Neglect:

Neglect involves the persistent failure to meet a child's basic physical or emotional needs, where this causes or creates a risk of significant harm to the child's health or development.

Neglect may include a parent or carer failing to:

- Provide adequate food, clothing, shelter or safe living conditions.
- Protect the child from physical or emotional harm, danger or exploitation.
- Provide appropriate supervision or ensure that the child is cared for by a suitable person.
- Seek or provide necessary medical care or treatment.
- Support the child's educational needs.
- Provide appropriate supervision and protection in relation to online activity, where this creates a safeguarding risk.

Possible indicators include persistent hunger, poor hygiene, unsuitable clothing, untreated medical needs, repeated unexplained absences, inadequate supervision or developmental concerns. Staff

should consider the child's circumstances and report concerns rather than make assumptions about the family.

Emotional Neglect

Emotional neglect occurs when a child's emotional needs are persistently unmet. This may include a failure to provide appropriate affection, attention, reassurance, emotional support or responses to the child's feelings and developmental needs.

Emotional neglect may occur alongside other forms of neglect or abuse. It may result from a persistent failure to recognise or respond to a child's needs and does not necessarily involve a deliberate intention to cause harm.

Possible indicators include persistent withdrawal, difficulty seeking comfort or forming relationships, low self-esteem, emotional distress or difficulties managing feelings. These indicators may have other causes and should be considered in context.

Online risks, harm and vulnerability:

Children may experience harm through the internet, social media, messaging applications, online games and other digital platforms. Online risks may include:

- Exposure to harmful, violent, hateful, sexually explicit or otherwise age-inappropriate content.
- Cyberbullying, harassment, threats or intimidation.
- Grooming, sexual exploitation, coercion or pressure to share sexual images.
- Unwanted contact from adults or other individuals seeking to exploit or harm a child.
- Sharing or distributing images or personal information without consent.
- Contact with people who encourage dangerous, abusive or exploitative behaviour.

Possible indicators of online harm include significant changes in behaviour, distress associated with using or being unable to access a device, secrecy about online interactions, withdrawal from friends or activities, or sexualised or aggressive behaviour that raises concern.

These indicators are not proof of online harm. Staff must report concerns in accordance with the school's safeguarding procedures and must not attempt to conduct their own investigation.

The signs and indicators described in this section are examples, not an exhaustive list. Children may experience abuse without showing obvious signs, and indicators may have explanations unrelated to abuse.

All staff must remain alert to concerns, consider the child's circumstances and report any suspicion or disclosure promptly in accordance with this policy. Staff must not wait for proof, attempt to establish whether abuse has occurred, or investigate the concern themselves.

Visitor Requirements

iCAN British International School is committed to ensuring that all visitors, volunteers, prospective families and contractors act in a way that safeguards and promotes the welfare of children.

All visitors must:

- Sign in at the school guard post and wait to be met by a member of staff.
- Report to reception on arrival and complete the required visitor and safeguarding procedures.
- Wear a visitor lanyard or identification badge visibly while on school premises.
- Remain under appropriate staff supervision where required and must not have unsupervised access to children unless authorised by the school.
- Follow the school's safeguarding, health and safety, confidentiality and conduct requirements.
- Visit only the areas relevant to their authorised purpose.

Scheduled visits must be recorded on the school noticeboard in advance. Unexpected visitors must be referred to the Principal, Vice Principal or school administrator before being permitted to proceed.

Photography, Recording and Mobile Phones

Visitors must not photograph, film or record children without the school's prior authorisation and any required consent. Mobile phone use may be restricted in areas where children are present. Visitors must follow any instructions issued by the school regarding devices, photography and recording.

Volunteers and Contractors

Volunteers and contractors must follow the school's safeguarding procedures and any additional requirements relevant to their role.

iCAN will undertake appropriate safeguarding and background checks for volunteers and other adults who work regularly with children, in accordance with the school's safer recruitment procedures and applicable local requirements. The level of checking and supervision must reflect the nature of the role and the individual's access to children.

No volunteer or contractor may have unsupervised access to children unless the school has authorised this in accordance with its safeguarding procedures.

Prospective Families

Prospective families visiting the school must follow the visitor sign-in, identification, supervision and conduct requirements. Their access to classrooms and other areas where children are present must be managed by the school.

Reporting Concerns and Site Security

Any visitor, volunteer, prospective family member or contractor who has a safeguarding concern about a child must report it immediately to the Designated Safeguarding Lead (DSL) or the designated alternative contact, in accordance with the school's reporting procedures.

Staff must challenge or promptly report the presence of unknown adults or anyone on site who cannot be identified or whose presence appears unauthorised. Staff should do so safely and seek assistance where necessary.

Certificates/clearance required by iCAN from nationals of the following countries.

Australia	National criminal history check & national police certificate and working with children check
Cambodia	'Good character' letter provided by the Sangkat and/or a certificate issued by the Ministry of Justice
Dutch	Police report
India	Police clearance certificate
Ireland	Certificate from the Garda Central Vetting Unit (GCVU)
France	Certificate from Ministry of Justice
Malaysia	Certificate of good conduct issued by MFA
Philippines	Police clearance certificate
Spain	Ministry of Justice police check
Sri Lanka	Police clearance certificate
UK	DBS & ICPC.
USA	Criminal History Record Information from Criminal Justice Information Services (CJIS)

Policy to be reviewed in November 2027