



## The Lioncare School Guide to Safer Working Practices 2018-19

Policy Title and Type	Related Documents	Related Legislation and Guidance	Author	Consultation	Curriculum Links	Date Created	Date for review
Safeguarding and Child Protection Safer Working Practice	<p>This guide is nested under:</p> <p><b>Safeguarding Policy</b> Including Policies and Procedures for</p> <ul style="list-style-type: none"> <li>● <b>Child Protection</b></li> <li>● <b>Responding to Allegations against Adults</b></li> <li>● <b>Mandatory Reporting of Female Genital Mutilation</b></li> <li>● <b>The PREVENT duty</b></li> <li>● <b>Whistle blowing</b></li> </ul> <p style="text-align: center;">I Also linked are our policies/procedures for:</p> <ul style="list-style-type: none"> <li>● <b>The Safer Recruitment Policy</b></li> <li>● <b>The Online Safety Policy</b></li> <li>● <b>Risk Assessment</b></li> <li>● <b>Health and Safety</b></li> <li>● <b>Records Management</b></li> <li>● <b>Physical Contact and Safe Touch (including Restrictive Physical Intervention)</b></li> <li>● <b>Behaviour Management and Anti-Bullying</b></li> </ul>	<p>The Independent School Regulations 2014</p> <p>Keeping Children Safe in Education (DfE 2018)</p> <p>Guidance for safer working practice for those working with children and young people in education settings</p> <p>The Safer Recruitment Consortium for the DfE 2015</p> <p>The Teacher Standards (DfE 2013)</p>	Sara Fletcher	<p>The Executive Director</p> <p>The Service Manager</p> <p>The adult team at The Lioncare School</p>	All	08/17	Reviewed 08/18 Next review due 08/18

### Introduction

The Lioncare is a unique and specialist environment providing education and care for traumatized children who can display a range of challenging behaviours including violence and aggression and sexually harmful behaviours Central to the therapeutic education model practiced at the Lioncare School is the belief that an

individual child can only have damage from their earliest years addressed in a setting that allows for relatedness to others. Our practice is based on Psychosocial Theory, influenced by Group Relations thinking, informed by the work of Klein, Winnicott, Bion, Bowlby, and Hinshelwood amongst others. In this way, the model used at The Lioncare School resembles the Therapeutic Community Approach<sup>1</sup>. The idea at the heart of the model is one of equality between people and of the capacity in each of us to help and heal each other and to contribute to each other's development. It emphasises the quality of communication between adults and children (and between the adults), and on the connections between the help provided to individuals and the overall task with the whole group. Therefore, the key areas we are constantly attempting to nurture in the children at The Lioncare School (and the adults working with them) is the ability to be honest, open and reliable with each other, and willing to find ways to communicate difficulties and problems more effectively and to begin to take responsibility for their own actions, decisions and lives. At times working with a focus on attachment and "holding in mind" can challenge conventional boundaries between school adults and the children that work with them. The purpose of this guidance is to remind adults that there are expectations of conduct in the workplace that should guide their decision making process when working with vulnerable children.

It should be noted that this guidance does not have direct statutory provenance but the source document *Guidance for safer working practice for those working with children and young people in education settings* was commissioned by the Department for Education and can, and may be, used by a number of agencies in assessing the suitability and appropriateness of individual's conduct, including local authorities and Local Safeguarding Boards for Children.

The Lioncare Group does not tolerate unacceptable behaviour from adults and, where appropriate, legal or disciplinary action is likely to follow incidents of adult behaviour that are harmful or inappropriate, however it is recognised that the vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children in their care. Adults who work at The Lioncare School are dedicated professionals who attract commendation for their commitment to their work and to individual children. This guidance is in place for the welfare of all and to reduce the risk of tensions, misunderstandings false or misplaced allegations or concerns and as such reduce distress and difficulty for all. In this way the guidance contributes to the ongoing culture of vigilance in the school concerned with deterring, preventing and detecting any acts of deliberate harm towards children by seeking to reduce incidents that may otherwise mask these.

Most children at the Lioncare School have experienced multiple placement breakdowns and as such require an individualized approach to both learning and behaviour management and the situations that arise in school can be complex. All adults are required to be confident in the use of their professional judgments.

This means they work with full knowledge and awareness of all risk assessments, guidance, policy and procedure but apply this in the way best suited to the occasion and which may appear in contradiction to this guidance, in any such case staff will always advise their senior colleagues of the justification for any such action already taken or proposed at the earliest opportunity and the Lioncare School provides many forums and mechanisms for such discussions.

#### **Contents of this Policy**

- Introduction
- Acknowledgements
- Core principles
- Responsibilities
- How this guidance relates to Policies and Procedure at The Lioncare School
- Expected standards of behaviour

#### **Acknowledgements**

'Acknowledgment is duly given to the work of Adrian Ward, Senior Lecturer in the department of social work at the Tavistock and Portman **NHS** Foundation Trust

This guidance is substantially based on the document ***Guidance for safer working practice for those working with children and young people in education settings : The Safer Recruitment Consortium for the DfE 2015*** (Adapted and updated by the Safer Recruitment Consortium from an original IRSC/ DfE document and with thanks to CAPE (Child Protection in Education)

#### **Core Principals:**

- The welfare of the child is paramount
- Adults should understand their responsibilities to safeguard and promote the welfare of pupils

- Adults are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Adults should work, and be seen to work, in an open and transparent way
- Adults should always consider whether their actions are warranted, proportionate, and safe and applied equitably.
- Adults should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, behaviour policy, whistleblowing procedure and their Local Safeguarding Children Board LSCB procedures.
- Adults should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Adults should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Adults should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Adults should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the National College of Teaching & Leadership (NCTL).

Adults and managers should continually monitor and review practice and engage in consultation to ensure this guidance is appropriate, safe, helpful and consistently applied,

## Responsibilities

Adults are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children. All adults have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), neglect and safeguarding concerns. Children and young people have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct. The safeguarding culture of a school is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgment. The public, local authorities, employers and parents/carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in an education setting they should understand and acknowledge the responsibilities and trust involved in this work and the importance of reputation to individuals and their organisation.

The Head Teacher of the Lioncare School and her senior colleagues have a responsibility for ensuring all adults are given the support, knowledge, training and opportunities for reflection necessary to allow them to exercise this accountability safely. At The Lioncare School this happens through robust induction, clear policy and procedures, team meetings, supervision, debrief and team meetings and all adults have a responsibility to secure these spaces and make use of them.

Employers have duties towards their employees and others under Health and Safety legislation which requires them to take steps to provide a safe working environment for staff. Legislation also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings. An employer's Health and Safety duties and the adults' responsibilities towards children should not conflict. Safe practice can be demonstrated through the use and implementation of these guidelines.

Further **all** adults working at The Lioncare School should understand the responsibilities inherent in being an adult working with traumatized young people who have often internalized the experience of being belittled, rubbished, neglected and unheard. Despite acts of physical or emotional aggression from individual children it is always the case that in a relationship between an adult at work and a child, the adult has the position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence. The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. It is vital that adults do not use their power to intimidate, threaten, coerce or undermine pupils. This extends to what may look like "joking" or

"banter"; adults need to be aware that their status gives their words impact and meaning which can be detrimental to the healthy development of a child's ego.

Forums for supporting individuals and teams should be open to discussing these interactions.

Adults must never use their status and standing to form or promote relationships with pupils which are of a sexual nature, or which may become so. Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

It is the responsibility of The Head Teacher and Senior Managers of the Lioncare Group to provide clear advice to staff about their responsibilities under the Data Protection Act 1998. Adults may have access to confidential information about children and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them. Adults should never use confidential or personal information about a pupil or her/his family for their own, or other's advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child. Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. There are some circumstances in which adults may be expected to share information about a pupil, for example when abuse is alleged or suspected and in these cases The Lioncare School Safeguarding and Child Protection Policy specifies how this should be done.

#### **How this guidance relates to Policies and Procedure at The Lioncare School**

Like any school the Lioncare School has a number of Policies and Procedures that both direct the work of the adult team, outline the steps needed to complete specific tasks and outline a best practice model for our work with young people. All policies are reviewed annually in August unless legislation, guidance or practice demand a substantive change at other times. This guidance is designed to be read alongside the relevant policies which give more detail of the procedures involved in specific areas of work.

The Policy Structure is as follows

- Policies relating including to the terms and conditions of employment with The Lioncare Group and staff welfare are in the Employee Handbook
- Policies relating to our ethos, our therapeutic curriculum, complaints and our approach to equality and diversity are in our School Prospectus
- Policies for Admission of children to school sanctions, behavior management, bullying and exclusions can be found on our website
- Policies for Safeguarding including child protection, whistle blowing, mandatory reporting of FGM, response to The Prevent Duty, Safer Recruitment and Online safety can be found on our website
- Policies relating to Teaching and Learning, including our Additional Needs Policy, Provision for Children with English as an Additional Language are available on our website.
- Policies for assessing risk, including for trips and activities are on our website
- Our policy for Assessment is on our shared drive
- Policies for Health and Safety building risk assessment, fire prevention and evacuation, first aid, manual handling, medication and lone working are kept on our shared drive.
- Policies for data protection and records management are kept on our shared drive
- Policies that outline best practice such as for safe touch, homework, displays, sensory provision and transitions are kept on the shared drive

Time is given in supervisions, team meetings and in inset days for staff to both contribute to the development of these policies and reinforce their own understanding of them.

#### **Personal Standards**

- Dignity at work

The Lioncare Group's Employee Handbook sets out the rights of all employees to not be treated unfairly on the grounds of their gender or transgender identity, sexual orientation, ability or disability, race, colour, ethnicity, nationality or national origin, religious or philosophical practice and/ or identity, age or marital status. All adults share responsibility for ensuring colleagues work in an environment free of harassment, discrimination and bullying on these or any other grounds. In school, in front of children or in adult only spaces all staff should avoid words and actions that demean, harass, mock or isolate their colleagues or which intrude into their right to a private life.

- Dress and appearance

The Lioncare Group's Employee Handbook sets out the expectation that all adults use professional judgment in deciding how to present them at work. Personal presentation should be suitable to the work of caring for and educating emotionally damaged children who display aggressive/and or sexually harmful behaviour and therefore should avoid verbal or visual provocation, and items such as jewellery and piercings which increase the risk of harm during incidents of physical intervention. Adults are expected to role model healthy safe care and be clean and tidy in their presentation.

- Alcohol, smoking and drug use

The Lioncare Group's Employee Handbook sets out in full the organisation's alcohol and drugs policy, including constructive support for dependency related problems. No adult under the influence of alcohol or illegal drugs or impaired by the side effects of prescribed drugs will be allowed to supervise, work with or anyway interact with children. Smoking is not permitted in the school building, on the pavement directly outside the school or in view of children.

- Personal relationships

The Lioncare Group's Employee Handbook sets out in full the organisation's approach to how personal relationships between adults. No personal relationship should be allowed to influence an individual's conduct at work and all such relationships should be disclosed to a line manager. If the relationship involves a senior team member and someone junior to them, the Head Teacher and/or Executive Director must be informed at the earliest opportunity.

### **Behaviour around Children and Young People**

- Gifts, rewards, favouritism and exclusion

Adults should avoid singling out children for special treatment and favoritism. There is no reason for adults to buy children gifts or treats-the school has a reward system and mechanisms for acknowledging birthdays and celebrations. If key workers or teachers feel individuals or small groups should be offered additional rewards these should be discussed in daily planning or debrief forums. No reward, gift or treat between adults and children should be a secret. Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should be openly discussed Children may offer adults gifts at times, again these should never be secret and while it is an important part of attachment work for children to experiment with how they show their regard for others adults should show thought and care in their response to this and ensure colleagues are informed, including those who care for the children at home.

- Infatuations and 'crushes'

All staff need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation, or intense transference relationship. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted. When an intense or preoccupying transference relationship emerges supervision, team meeting and other support must be used to explore and boundary this healthily for all. Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Head Teacher. In this way appropriate early intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned. The Head teacher (or senior manager) should give careful thought to those circumstances where the staff member, pupil and their parents/carers should be spoken to and should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and staff member and maintain the dignity of all. This plan should involve all parties, be robust, and regularly monitored and reviewed.

- Communication with children (including the use of technology)

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter,

chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.) Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour' Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to their manager. The child should be firmly and politely told it is not appropriate. Adults and children are reminded termly of the online safety guidelines. A full acceptable use policy is in the Employee Handbook

- Social contact outside of the workplace

Given the nature of the specialist work of the school it is not appropriate for adults to have any social contact with children and young people or their families. In the unlikely event that such contact should arise the adult should inform the Head Teacher who will assess the situation. If the contact is spontaneous at times the Head Teacher cannot be expected to be available, adults should use sound professional judgment to manage the situation and inform the Head Teacher /other Senior staff at the next appropriate opportunity.

- Photography, video and other images

Whilst images are regularly used for very positive purposes adults need to be aware of the potential for these to be taken and/or misused or manipulated for pornographic or 'grooming' purposes. A full acceptable use policy is in the Employee Handbook and fuller guidance is given in the online safety policy. No adult should have photographs or videos on their personal devices-there are cameras and tablets available in school for gathering photographs evidence of curriculum activities and participation. Photographs and videos should be removed from portable devices and uploaded to the named folder at the earliest opportunity. Adults should not allow children to film or photograph each other and should also be alert to members of the public who may take images of children. Adults should always question why they are taking a picture and to what use it will be put and sensitive to the response of children to having their picture taken.

- Exposure to inappropriate image

Adults should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images. There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the settings or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal. If indecent images of children are discovered at the establishment or on the school or setting equipment an immediate referral should be made to the Designated Officer, (DO) and the police contacted if relevant. The images/equipment should be secured and there should be no attempt to view or delete the images as this could jeopardise necessary criminal action. If the images are of children known to the school, a referral should also be made to children's social care in line with local arrangements. Under no circumstances should any adult use school or setting equipment to access pornography. Equipment containing pornography or links to it should never be brought into or used in the workplace. This will raise serious concerns about the suitability of the adult to continue working with children and young people. Staff should keep their passwords confidential and not allow unauthorised access to equipment. In the event of any indecent images of children or unsuitable material being discovered on a device the equipment should not be tampered with in any way. It should be secured and isolated from the network, and the DSL contacted without delay. Adults should not attempt to investigate the matter or evaluate the material themselves as this may lead to a contamination of evidence and a possibility they will be at risk of prosecution. These guidelines are the same if the same if a child is thought to have inappropriate images on their own device. Aligned to this all adults must make sure that any films, music videos and gaming imagery shown in school are age appropriate whatever their own practice at home-to ignore this advice is to risk an allegation of exposing children to images of a sexual nature.

#### Home visits

All work with pupils and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits. It is essential that appropriate policies and related risk assessments are in place to safeguard both staff and pupils, who can be more vulnerable in these situations. A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside

of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

- Transporting pupils

There are a number of daily situations where adults need to transport individual or small groups of children in the school minibus, school car, other organizational car or their own vehicle. Adults should not transport children unless the need for this has been agreed by a manager. Most of these circumstances, including educational visits are covered in the risk assessment policy. Consideration should always be given to a second staff member attending any such trips or lifts but lone working may be appropriate, subject to risk assessment. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded. Staff should never offer to transport pupils outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager. All adults need to be alert to patterns of behaviour that may indicate that welfare has been compromised such as an adult manufacturing reasons to take a child for a drive or a child acting differently before or after this happens.

- Partisan or extremist political or cultural views

There is a specific duty on school's to ensure that children and young people are not caused harm by exposure to or influenced by extremist views. See [https://consult.education.gov.uk/school-frameworks/operating-the-independent-school-regulatory-system/supporting\\_documents/180214%20%20ISSAdvice%20v13.0draftforCS.pdf](https://consult.education.gov.uk/school-frameworks/operating-the-independent-school-regulatory-system/supporting_documents/180214%20%20ISSAdvice%20v13.0draftforCS.pdf) Paragraphs 60-70

This does not mean that difficult or controversial topics must be avoided-this would be against the ethos of the school and not indicative of a broad curriculum, however adults must be balanced and proportional in their discussions, must make young people aware of opposing views in a respectful and open way and be mindful of the age, capacity and vulnerability of the children and young people. At all times adults should be led by our curriculum values and stay in role as someone concerned with the education and welfare of young people. All adults have a responsibility to challenge situations where they feel extremist or partisan views are being offered either in the moment, in debrief or via supervision.

### **Sexual conduct**

Any sexual behaviour from a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age and sexual activity with a child could be a matter for criminal and/or disciplinary procedures. Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust. Sexual activity involves physical contact including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material. There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff should undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to a senior manager any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed

This means that staff should:

- not have any form of sexual contact with a pupil from the school or setting
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a pupil which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a pupil
- not discuss sexual matters with or in the presence of pupils other than within agreed curriculum content or as part of their recognised job role

### **Physical contact**

There are a number of circumstances in which an adult, as part of their work at The Lioncare School should come into physical contact with children, and indeed, occasions where not to do so could be neglectful, harmful or unprofessional. A number of policies provide guidance on the safe use of touch, including physical intervention, personal care and first aid and medication. However it is recognised that it is impossible to have definitive guidance that

covers all situations, and all adults need to use their professional judgment to ensure all occasions of touch are right for the individual child, their age, needs, background and understanding and the circumstances in the moment.

A warm, open and safe culture is supported by all adults:

- Being aware of the needs and preferences of individual children and the risk assessments and guidance in place for each young person.
- Treating pupils with dignity and respect and avoiding contact with intimate parts of the body
- Actively considering practical alternatives to contact as appropriate
- Communicating with colleagues to explain actions and accepting that all physical contact be open to scrutiny
- Communicating with children and young people the reason why contact is necessary and what form that contact will take
- Conduct activities where they can be seen by others
- Being aware of gender, cultural and religious issues that may need to be considered
- Never indulging in horseplay or fun fights
- Always promoting children, where able, to undertake self-care tasks independently
- Discussing, reflecting on, reporting and recording situations which may give rise to concerns

### **Further Development of this Policy**

For 2018-19 the intention is to ensure all adults working for the Lioncare Group and who may be allocated to work in school are familiar with this policy and have opportunity to feedback and make contributions to future revisions.

