



**The Lioncare School
Guide to Safer Working Practice
2019-2020**

Policy Title and Type	Related Policies	Related Regulation and Guidance	Author	Consultation	Date of creation and review
<p>Guide to Safer Working Practice</p> <p>This is a Safeguarding and Child Protection Policy</p>	<p>Safeguarding and Child Protection Policy (2019)</p> <p>Safer Recruitment (2019)</p> <p>Online Safety (2019)</p> <p>Risk Assessment (2019)</p> <p>Lone Working (2019)</p> <p>Health and Safety (2019)</p> <p>First Aid (2019)</p> <p>Records Management (2019)</p>	<p><i>Guidance for safer working practice for those working with children and young people in education settings: The Safer Recruitment Consortium May 2019</i></p> <p>Keeping Children Safe in Education 2019 (DfE)</p> <p>Independent Schools Regulations 2015 (and 2018 amendment)</p> <p>Working Together to safeguard children 2018 (DfE)</p>	<p>Sara Fletcher</p>	<p>The adult team at The Lioncare School</p> <p>The Monitoring and Advisory Panel of The Lioncare School</p> <p>The Lioncare Group Safeguarding Monitoring Group</p>	<p>Created 8/17</p> <p>Reviewed 8/18 (SF) 8/19 (SF)</p>

Introduction

The Lioncare School is a unique and specialist environment providing education and care for children who have experienced developmental trauma and who can display a range of challenging behaviours, including violence, aggression and sexually harmful behaviours. Central to the therapeutic education model practiced at the Lioncare School is the belief that 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 Approach¹. 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 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.

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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 from which the section on A Child Centered Community is based

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 May 2019*** Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)
<https://www.saferrecruitmentconsortium.org/>

Core Principals:

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- Staff 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
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff 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 Teaching Regulation Agency (TRA)

The Head Teacher and her management team, in partnership with the Monitoring and Advisory Panel of The Lioncare School and The Executive Team of The Lioncare Group should continually monitor and review practice and engage in consultation to ensure this guidance is appropriate, safe, helpful and consistently applied.

A Child Centred Community

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 Approach¹. 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. It is our firm belief that our Therapeutic Curriculum based on the following five principles is a protective mechanism for keeping our children and young people safe both in school and over their journey to interdependence.

Attachment: Children and young people attending The Lioncare School need to feel a healthy sense of belonging. They are encouraged to become full members of a group that values them and gives them something to value. This is a fundamental first step in the feeling of self-worth necessary for learning to begin and it also means that they will not accept being treated badly by others and will speak up for themselves, trusting others to hear them. They will begin to accept that a reliable adult can hear about unpleasant experiences without blaming or rejecting the child. The low self-worth will contribute to risk taking behaviours online and a vulnerability to those who use the internet to exploit others. All adults should be aware that traumatized children are more vulnerable than their chronological peers.

Containment: Safety is paramount for our children and young people. All children and young people have a need to experience an appropriate degree of consistency, predictability, and regularity in their daily lives, and it is this that promotes a child or young person's sense of being 'safe' and is a prerequisite for children and young people developing the ability to retain new facts and skills (i.e. 'learning'). Our children and young people have often had limited experience of this. When the child recognises what

feeling safe is like they can begin to identify those things that were and are not safe and begin to want to protect themselves in healthy ways. This includes children and young people understanding that adults will uphold all boundaries around on line usage.

Communication: Children at The Lioncare School need to see that openness is important in moving forward and that the adults can work honestly and respectfully with everything they need to communicate. In school this means teaching socially appropriate communication is more successful when adults show they can understand and manage less positive communication. Our children have often had early experiences that have deprived them of knowledge of the wider world and of different communities and therefore online worlds can be enriching and reparative in these areas but all adults must be aware children and young people need to be taught the conventions of online communication in order to stay safe.

Involvement: The children and young people attending The Lioncare School learn about "growing-up" by experiencing the interdependency of participation in individual and group learning. In school this means a number of different activities are planned each week to give new experiences at the right level for each child; these can be very small step achievements , but by finding value in them self-worth grows and the capacity to assert choice. Adults must stay attuned to when online activity is an enhancement to this or used by a young person to defend against involvement,

Agency: Agency can be defined as the acquiring of skills, actions, medium, or means by which to accomplish things. As children and young people move through the school they grow closer to taking control of their lives and learning post-16 and need to experience both success and failure to do so. This also means that as children and young people progress through the school they are actively encouraged to take up roles and positions of increasing responsibility and authority through making and evaluating decisions. This means greater online autonomy can be planned for as young people reach the capacity to manage this and adults are clear on how they will be able to evaluate the success of any such steps.

We believe this ethos, in partnership with the robust procedures detailed in our policies, informs an environment where children learn to keep themselves safe, demand safety from others and in which adults are attuned to how to work safely and how to spot the earliest possible indicators that things are not safe. Children learn recognise and manage risks. in

different situations and then decide how to behave responsibly, judge what kind of contact is acceptable and unacceptable and recognise when pressure from others (including people they know) threatens their personal safety and wellbeing and develop effective ways of resisting pressure. These skills are meaningful online and in real life.

'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. 5

² Haigh, R. (2013) "The quintessence of a therapeutic environment", *Therapeutic Communities: The International Journal of Therapeutic Communities*, Vol. 34 Iss: 1, pp.6 - 15

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. 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. The Disqualification under the Childcare Act 2006 (Regulations 2018) state that The Lioncare Schools should make clear their expectation that staff should disclose any relationship or association (in the real world or online) that may impact on the school's ability to safeguard pupils. This applies to all staff in all schools, not just those in early or later year's childcare. It is the responsibility of all adults to disclose any such relationships at the earliest opportunity, failure to do this can result in disciplinary action. The school will ask specific questions about fitness to work at regular intervals but staff cannot use any delay or omission in this process to avoid full disclosure.

It is the responsibility of The Head Teacher and Senior Managers of the Lioncare Group to provide clear advice to staff about their responsibilities for both data protection and information sharing. 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 direct the work of the adult team, outline the steps needed to complete specific tasks and describes 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 (published on the website)
- Policies for Admission of children to school and sanctions, Positive Behaviour (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, (including 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 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.

This means that the guidance given in ***Guidance for safer working practice for those working with children and young people in education settings: The Safer Recruitment Consortium May 2019*** is distributed as follows

This Policy	<i>Standards of behaviour</i> <i>Dress and appearance</i> <i>Gifts, rewards, favouritism and exclusion</i> <i>Infatuations and 'crushes'</i>	<i>Photography, video and other images</i> <i>Exposure to inappropriate images</i> <i>Sexual Conduct</i> <i>Home Visits</i> <i>Physical Contact</i> <i>Intimate Contact/Personal Care</i> <i>Transporting pupils</i>
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	<i>Social contact outside of the workplace</i> <i>Communication with children (including the use of technology)</i> <i>Curriculum</i>	
The Safeguarding and Child Protection Policy	<i>Whistleblowing</i> <i>Sharing concerns and recording incidents</i>	
The Online Safety Policy	<i>Photography, video and other images</i> <i>Exposure to inappropriate images</i>	
The Restrictive Physical Intervention Policy	<i>The use of care & control / physical intervention</i>	
The Policy for promoting Positive Behaviours and Relationships	<i>Behaviour management</i>	
The Risk Assessment Policy	<i>Educational visits</i>	
The Lone Working Policy	<i>One to one situations</i>	
The First Aid Policy	<i>First Aid and medication</i>	

Expected Standards of Behavior

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.

- 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.

- 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 or images/words of a politically partisan nature. Large items such of jewelry, piercings and open toed shoes which increase the risk of harm during incidents of physical intervention should not be worn in classrooms or on activities and if smaller items such as rings or watches are worn this is at the adult's own risk. . Adults are expected to role model healthy safe care and be clean and tidy in their presentation. The Head Teacher reserves the right to ask any adult to cover a tattoo.

- 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 openly in supervision, 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 and that the parents and carers of those children living outside of Lioncare are aware or any gifts offered to teachers.

- 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 transferential 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 transferential 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. On occasion the

crush/infatuation maybe discussed in a child focused team meeting, Psychological assessment of emotional needs or group supervision to explore what this relationship means to the individual child and the healthiest response from the team-it is a shared piece of work and not just the work of the individual adult to manage this situation.

- 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.

- Communication with children (including the use of technology)

In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. Online risks are posed more by behaviours and values than the technology itself, many of the children at The Lioncare School are at the highest risk of exploitation and unsafe behaviours online. . In many schools teacher may run online forums, twitter pages or similar to promote subject teaching. No such forum is currently in use or endorsed by the Lioncare School, except for the MyMaths resource, the use of which is supervised at all times in school and within the Lioncare Residential Provision.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. At the time of writing (Summer 2019) this means there should be no communication between adults and children using any forum other than official school email addresses and all correspondence should be copied to either the Head Teacher or Deputy Head Teacher.

Adults 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'

Adults 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 adults, the adult should not respond and must report the matter to their manager. The child should be firmly and politely informed that this is not acceptable. This also applies to children and young people who have left the school, whether or not they are over the official school leaving age. All adults should be clear on these boundaries when talking to young people.

- 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 images

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) or aiding anyone else to do so. Accessing these images, whether using school 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 equipment an immediate referral should be made to the Designated Officer, (DO) and the police contacted. 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 equipment to access pornography. Equipment containing pornography or links to it should never be brought into or used in the workplace. No adult should access any pornographic or extreme materials while in school. On an activity with children or during any working

time. 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 and in line with the current Positive Behaviour Support Plan and relevant risk assessments for the child, whatever their own practice at home-to ignore this advice is to risk an allegation of exposing children to images of a sexual nature and possible criminal proceedings and dismissal.

- 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
- remain aware of their responsibility to challenge and report any incidents that make them uncomfortable.

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 behavior 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.

- 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 situations or job roles, 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 or an assault occurring. The Head Teacher should be made aware of any planned visits, their purpose, and have an overview of the risk assessment. It is unlikely that authorisation will be given for a visit to an unknown setting without input from another professional (e.g. social worker) or to any visit outside of school/office hours.

- **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 Restrictive Physical Intervention and First Aid. However it is recognised that it is impossible to have definitive guidance that 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
- **Intimate Contact/Personal Care**

The Lioncare School does not offer placements to Children who have regular need for intimate personal care. If a child were to develop this need during this placement a risk assessment and possibly an individual health plan would be written to establish if this could be offered safely. In the case of a one off need the child would be encouraged to manage the situation independently. In any situation where this cannot be managed a plan needs to be in place that is overseen by either the Head Teacher or Deputy Head Teacher.

- **Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit or of a political or sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the individual Live Monitoring Form and linked to The Therapeutic Curriculum (C16) which outlines our approach to social, moral, spiritual and cultural learning as well as work on sex and relationships. The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit, political or otherwise sensitive nature. Responding to children's questions requires careful judgement and staff should take guidance in these circumstances from the Designated Safeguarding Lead. This can be supported by developing ground rules with pupils to ensure sensitive topics can be discussed in a safe learning environment

- **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/supportingdocuments/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.