



The Lioncare School Policy For Promoting Positive Behaviour and Relationships (including our Anti-Bullying Policy) 2021-22

Policy Type and Title	Related Documents	Related Legislation and guidance	Author	Consultation	Curriculum Links	Date Created	Date for review
<p>The Policy for Promoting Positive Behaviour and Relationships Includes Behaviour Management Anti Bullying Sanction Absence without permission</p>	<p>Linked are our policies/procedures for:</p> <ul style="list-style-type: none"> - Risk Assessment - Health and Safety - Safeguarding and Child Protection - Restrictive Physical Intervention - Search and Confiscation - Online Safety • Guide to safer working practice <p>And also related are:</p> <ul style="list-style-type: none"> • The Lioncare Employee Handbook - The Lioncare School Prospectus - The Statements of Purpose for Hillfields, Westfields, and Springfields Therapeutic Children's Homes 	<p>The Independent School Regulations 2014 Keeping Children Safe in Education (DfE 2021) Behaviour and discipline in schools Advice for headteachers and school staff (updated 2020) Sexual violence and sexual harassment between children in schools and colleges DfE September 2021</p> <p>Working Together to Safeguard Children (DfE 2018) The Children Act 1989 The Children Act 2004 Safeguarding Vulnerable Groups Act 2006 The Serious Crime Act 2015 The Sexual Offences Act 2003 The Protection of Children Act 1999 The Human Rights Act 1998 The Education Act 2002</p> <p>What to do if you are worried a child is being abused (2015) Information Sharing Guide for Practitioners (2015) The PREVENT Duty (2015) The Pan-Sussex Child Protection and Safeguarding Procedures Manual https://sussexchildprotection.procedures.org.uk/#</p>	<p>Sara Fletcher</p>	<p>The Executive Team The adult team at The Lioncare School The Safeguarding Consultant (via audit)</p>	<p>All</p>	<p>August 2018</p>	<p>August 19 Reviewed by SF 30/8 August 20: SF 19th August August 21 Reviewed By Sara Fletcher 23/8</p>

This Policy Applies to:

- All those directly employed by The Lioncare School and who are in positions and roles that require them to interact with or work alongside or in proximity to the children in our care and receiving an education from us.
- All those indirectly employed by The Lioncare School by being commissioned and paid to undertake work alongside or in proximity to the children in our care and receiving an education from us (i.e. engaged in regulated activities)
- Others working in partnership with The Lioncare School in regulated or unregulated activities, whether paid or not, who work alongside or in proximity to the children in our care and receiving an education from us.

Responsibilities: All employees, whether they have a "front-line" role directly engaged with the care and education of children (teachers, learning support assistants, adults in school) or "ancillary" (e.g. maintenance worker, housekeeper/cleaner, administrator) are personally responsible for managing their own conduct in relation to all aspects of safeguarding and child protection . This includes actively modelling and investing in meaningful and considered relationships with children that work towards their best interests and promote their well-being at all times. Behaviour that is seen as challenging is managed and thought about under our therapeutic education curriculum, punitive or harsh reactions are universally discouraged and all times respect, reciprocity and restorative approaches are centered.

Introduction

At the Lioncare School, we believe that relational trauma is addressed by new, positive, healthy relationships permeating through all aspects of a child's life, and, as such attempt to ensure that all possible precautions are taken to protect the children in our care from experiencing abusive and retraumatizing interpersonal situations. We fully recognize and support every child's right to grow up free from abuse, exploitation, deprivation and fear and strive daily to provide a caring, safe, stimulating and empowering environment to protect this right and ensure all children have the best possible outcomes.

However difficult it is for us as adults and professionals to accept, many of the children attending the Lioncare School have previously been exposed to systematic abuse, sexual exploitation, deprivation and fear from a very young age and consequently they have grown up believing this to be the foundation of acceptable and 'normal behaviour'; until we are able to help them learn and experience this not to be so, the potential remains for these children to seek out and engage in inappropriate and abusive activities, interactions, and relationships. This means that the establishment of positive relationships is beyond "important" but is truly vital- through attunement, kindness, resilience, humor and care adults and peers become the main therapeutic tool for the development of prosocial skills.

This is the work of the adult team both "in the moment" and as a result of planning and monitoring successful strategies for individuals. Our approach is to attempt to understand the root cause of behaviours, understand them as functional if maladapted responses to a toxic environment, and use a relational approach to support children to understand what is acceptable and successful in the wider community of peers, neighbours, employers and so on. Children who have been hurt by their care givers do not

have a robust enough internal working model to learn through behavioural models based on sanctions and punishment and The Lioncare School prefers the slow and careful work of restorative models; however the idea of choice and consequence is scaffolded clearly for all young people and this includes positive reward systems.

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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. 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.

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.

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.

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 develops.

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 made for themselves and for and with their peers.

We strongly believe that this ethos, in partnership with the procedures detailed below, 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. From a position of security children can begin to show the key attributes through which they will thrive and make a positive contribution— resilience, tolerance, empathy, personal responsibility and a sense of efficacy and self-worth.

Promoting Positive Behaviour and Relationships

Promoting and maintaining good order, discipline, relationships, and positive behaviour are essential and an inevitable component of any therapeutic group-learning environment. The aim must be to create an environment that gives a firm structure and sense of order to the lives of the children in our care, in which they can develop to their full potential. The establishment of an environment with recognised and accepted routines to the daily learning patterns of the children at The Lioncare School is an essential element in helping to maintain good order and discipline within the school.

The lack of such an environment, and the associated appropriate control and discipline, can have a detrimental effect on all those operating within the school. Children existing in a 'chaotic' state are unable to experience the adults as 'holding them in mind' and may well act out their resulting anxieties and panic in a violent or disruptive way. Lack of routines and structure causes children further difficulties in their lives.

It is important to achieve a balance between establishing and maintaining a structured environment with recognised routines, and a flexible approach that allows for individual needs to be met. Too much structure in the school creates a risk that it will become an institutionalised environment in which the children are entirely dependent upon the home and the adults working there. The result is that the children are not allowed to test the rules, boundaries and guidelines. They may blindly follow everything that is laid down.

There is much evidence that the testing of authority and boundaries is an important process of any child's healthy physical and emotional development, helping to promote self-identity, self-respect and respect for others. All children need to learn and know the boundaries of acceptable behaviour in order to live alongside others and become part of their community. This is no less applicable to children learning in our school as it is to those learning elsewhere.

If there is too little structure to the routines of the day in the school, the children may be faced with insufficient rules, boundaries and guidelines to test, or with constantly shifting and changing parameters around what is and what is not acceptable. This type of environment encourages the development of insecurity amongst both adults and children as order breaks down and a degree of anarchy takes over. This situation may mirror the circumstances that existed in the environment from which the child has been removed, and is obviously an unhealthy state of affairs.

Through the use of subtle and obvious routines, and a minimum of laid down rules set by the children themselves in consultation with the adults at The Lioncare School, and taking into account the child's individual needs, the team manages to maintain the necessary balance between structure and flexibility. The same principles apply to the need for a consistent and rational approach towards good order and discipline, as is practised within The Lioncare School. Care of children should be maintained on a basis of good personal and professional relationships between the adults and the children, and between the children, offering some security and confidence, enabling the children to mature. Control is a small, but important, element of this relationship. This can be difficult to achieve in an environment such as exists at The Lioncare School, where the needs of the children change and vary enormously, and where the differing values, attitudes and skills of the group of adults caring for the children have to be reconciled. Measures for good order and discipline should be imposed according to the emotional (as opposed to chronological) age, level of understanding and level of functioning of the child. The issue of promoting positive behaviour and good order and discipline and relationships in a group learning situation is of utmost importance to both the adults and the children concerned. It confronts them daily and it has the potential for enormous growth or enormous destruction, for the individuals concerned

and for the school as a whole. The Head Teacher, and her team, exercise a wide measure of discretion within these guidelines as sound, evidence-based, professional judgement must be prioritised “in-the-moment”.

This professional judgement is aided by the comprehensive **Positive Behaviour Support Plan** for each child. The Positive Behaviour Support plan is based on the ongoing *Safeguarding Risk profile* for each child and outlines the strategies found to be the most successful in helping a child navigate between differing states of emotional functioning. The Positive behaviour Support plan is the overall responsibility of the class teacher to write, review and modify but both the learning Support Team and The Pastoral Support Team contribute significantly over the school year. The PBSP is reviewed **at least** monthly. The Head Teacher grades each plan on a Red/ Amber /Green scale and disseminates actions accordingly. Plans are also reviewed after any significant incident with all adults able to use the schools Behaviour Watch System to flag a concerning or notable incident to the attention of the class teacher.

A key development point for whole school practise in the school year 2020-21 is to install a consistent and informed approach to restorative justice work in both the adult team and the children’s group

Adults caring for the children learning at The Lioncare School recognise that good and effective communication, understood by all, backed up by consistent and just actions, is the key to promoting and maintaining positive behaviour, relationships, good order and discipline. Violence and acting-out behaviour should be and is understood as the result of a breakdown in communication - what we cannot talk about, we act-out .

Additional Measures of Promoting Good Order, Discipline, and Positive Behaviour (approved sanctions)

The Lioncare School does not use sanctions such as detentions to manage behaviour. Individual children will have targets related to personalised strategies for making good a situation.

The following measures are acceptable to the Senior Team of The Lioncare School and may be used where communication and dialogue alone are felt to be ineffective in regaining good order and discipline and positive behaviour choices, or where the adults feel it necessary and appropriate to reinforce communication with action:

- Constructive and rational sanctions: e.g. temporary removal of ICT equipment from classroom where this has not been used within the stated policy
- Time-out
- Reparation: e.g. when calm, the child agrees to help an adult mend a piece of furniture the child broke whilst they were previously in a rage.
- Additional reflective time with a member of the School Management Team

- Hearing what the community feel about the impact of their behaviour
- Having a home-school meeting to discuss ways damage could be repaired or compensated for, this may include loss of pocket money or free time to assist with repairs or include a link between school behaviour and evening activities
- Having a meeting with members of the Executive Team to explore further consequences of behaviour. This may include consideration of initiating the disruptions process if dangerous or anti-social behaviours are pervasive across school and home.

Positive behaviour is reward by class-based incentives system. Sanctions and/or reparations are recorded on Behaviour Watch and monitored by the Head Teacher.

Prohibited Measures (Prohibited Sanctions)

The following measures are completely unacceptable to the senior Team at of The Lioncare School and will not be used under any circumstances:

- Corporal punishment (any intentional application of force as punishment, including slapping, striking, cuffing, shaking, throwing missiles, rough handling and any form of physical violence).
- Physical / emotional rejection of a child. The behaviour is unacceptable, not the child.
- Intentional deprivation of sleep and deprivation of food or drink
- The restriction or refusal of parental contact or contact with friends including communications i.e. letters and telephone calls
- Requiring a child to wear distinctive or inappropriate clothing (except sports kit or uniform for clubs and societies such as Girl Guides or Scouts etc.).
- Use or withholding of medication or medical or dental treatment.
- Use of accommodation to physically restrict the liberty of any child.
- Imposition of fines, and totally inflexible systems of reward and punishment.
- Intimate physical searches (see The Lioncare School Search and Confiscation Policy)

A Note on Restrictive Physical Intervention

The adult team at The Lioncare School do, on appropriate occasions, use restrictive physical intervention as a matter of last resort when challenging behaviour threatens to cause serious harm, damage and disruption. There is a separate policy for this available from the school.

A Note on Risk Assessment

There is a full and robust system for carrying out risk assessments of specific behaviour. How this is done and the associated reporting and monitoring are outlined in our Risk assessment policy, available from our website.

Disruptions and Exclusions

The full procedure for a disruption of placement process and our statement on exclusions is available in our Admissions Policy, available on our website.

Monitoring and Review

Teachers at The Lioncare School analyses trends in behaviour on the Live Monitoring Forms which are scrutinised regularly by the Head Teacher.

The Head Teacher of The Lioncare School regularly reviews incidents of challenging behaviour and examines trends or issues emerging from this, to enable all adults working at The Lioncare School and concerned with its management and organisation to reflect and learn to inform future practice.

Summaries of these reviews are provided on termly school reports and in statutory or other meetings as necessary.

Police Involvement

The therapeutic community approach of The Lioncare School and The Lioncare Group as a whole requires adults and children to work together as a functioning work-group to resolve matters relating to behaviour management, good order, and discipline; our experience has shown that police involvement has potential for escalating disruption, compounding an already difficult situation, abdicating responsibility and relinquishing personal authority, and generating mistrust amongst all community members, whilst offering very little in terms of positive benefit. The reality is that there is very little the police can or will do in respect to the type of normal day-to-day issues and problems that arise amongst and between those learning and working at The Lioncare School. Responsibility for resolving these lay with those involved and affected i.e. all members of The Lioncare School community.

Therefore, the police will only ever be called on to deal with a situation at The Lioncare School where a clear and serious criminal offence has been committed or where the safety and welfare of those learning and working at The Lioncare School is in serious and urgent danger. In most cases, the police will only ever be called once the Head Teacher has been contacted. This clear directive has been established across the organisation in recognition of the fact that adults dealing with a difficult and challenging situation, and caught up in the anxiety and drama of the moment, can be prone to losing their thinking and result in them making irrational decisions and taking inappropriate actions that another person not involved would not make or take; having the Head Teacher making this decision avoids criminalising children unnecessarily and better promotes continuation of rational, logical, and appropriate thinking regardless of the situation being faced 'on the ground'.

Exceptions will be made where there is a working arrangement to keep the police involved in work with specific young people and part of an agreed multi-agency plan.

All calls to the police will be informed by the guidance in the document "When to call the Police"

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

as advised in Keeping Children Safe in Education 2021 Annexe C (DfE)

The overriding exception is situations that of immediate and grave danger including attempts to trespass on the nearby railway line. All adults have a responsibility to call 999 immediately if these attempts are serious or sustained and then inform The Head Teacher and/or the Executive Team of this action.

As an additional consideration adults will also make appropriate dynamic risk assessments around the suitability of police involvement for children of black or minority ethnic identity who may, in some circumstances, have had experiences before or subsequent to coming into the looked after sector that raise additional concerns as to the potential trauma of such an intervention.

In addition to the above The Lioncare Group commits to ongoing proactive work with the police, encouraging community liaison and positive, non-emergency visits to build knowledge, understanding and rapport .

Anti-Bullying

Ongoing work by a range of adults captures how the children in school perceive and understand bullying and this work has formed the basis of our anti-bullying poster which is displayed in each class room and the dining room and which is referred to as needed. The principals below underpin the specific work we do with each group in school,

Definitions of Bullying

Bullying is the sustained and repeated use of aggression or intimidation with the intention of causing harm or distress to another person. Bullying can occur in the following ways:

- Emotional: Intentionally excluding or tormenting.
- Physical: Intentionally pushing, kicking, hitting, punching or using violence.
- Verbal: Name-calling, extreme sarcasm, spreading rumours, or excessive teasing with the intent to cause another distress

Discriminatory or Hate-based bullying

This may include, but not be limited to

- Racial: Racial taunts, graffiti gestures.
- Homophobic: Focusing on the issue of homosexuality with the intent of causing distress for another.
- Disability based Mocking or highlighting impairment with the intent of causing distress for another
- Bodyshaming Highlighting body difference with a view to causing distress

Possible Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should take positive actions to monitor the possibility that a child may be being bullied:

- Begs to be driven to school, frightened of walking to/from school, unwilling to go to school
- Doesn't want to go on school trips
- Begins truanting
- Feels ill in the morning
- Begins to do poorly in school work
- Clothes torn or books damaged
- Has dinner or other monies continually "lost", comes home starving (money / lunch stolen)
- Changes their usual routine
- Starts stuttering
- Becomes withdrawn, anxious or lacking in confidence
- Asks for money or starts stealing money (to pay bully)
- Cries themselves to sleep at night or has nightmares
- Have possessions go "missing"
- Has unexplained cuts or bruises
- Attempt or threatens suicide or runs away
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

The Importance of Responding to Bullying

Bullying hurts. No one deserves to be bullied and everybody has the right to be treated with respect. Children who are bullying others need to be helped to learn different ways of behaving, and the consequences of bullying for themselves and others. Everyone involved with the care and welfare of the children attending The Lioncare School, the children themselves, and all others that interact with them:

- Need to have an understanding of what bullying is.
- Need to know what the policy is on bullying and follow it when bullying is reported.
- Should know what to do if they feel they are being bullied.
- Should know that we take the issue of bullying seriously.
- Should be assured that they will be supported if and when bullying is reported.
- Need to know that bullying will not be tolerated.

Strategies to Deal with Bullying

Adults caring for the children learning at The Lioncare School must be constantly aware of bullying and approach the issue by being:

Responsive: actively dealing with immediate or specific incidents or allegations of bullying

- Withdrawing the child(s) from the group
- Restitution

Problem Solving: providing support and skills development for children

- Counselling
- Peer mediation
- Negotiation
- Conflict resolution
- Learning how to respond to harassment
- Group meetings

Preventative: providing a positive social context for children's behaviour

- Effective learning in a positive socially just environment
- Personal and social development
- Writing a set of rules
- Signing a behaviour contract
- Reading materials regarding bullying or being bullied; There are anti-bullying materials in school, including those designed by children and young people and these are referred to regularly in community meetings and in class groups.

If classroom and learning interventions and restorative systems do not impact on patterns of bullying behaviour and an appropriate external resource is not available then the Head Teacher must consider whether the disruptions process should be initiated.

The Lioncare School also promotes a restorative justice approach to incidents between those who can benefit from this model. This starts with our child led incident debrief which asks all young people to think about how their behaviour has impacted on others. Sometimes, when a relationship between individual children has become a concern, we will consider buying in enhanced 1: 1 support from Kidscape

In 2019 we received four of the Five stripes of the Rainbow Flag Award. This underlines our commitment to proactively working to eliminate bullying on the grounds of protected characteristics. <https://www.rainbowflagaward.co.uk/>

In all our Projects we actively tackle difficult areas related to different and encourage children to see beyond the harmful stereotypes they may have internalised at home. Our innovative therapeutic curriculum has Belonging And Difference as a defined subject area.

Absent Without Permission

If any adult notes that a child is missing, they must alert either the school administration team or the Head teacher or the most senior team member available. The time should be noted and a timeline kept until the child is found and all actions taken noted therein.

If a child is missing beyond the period of time agreed with parents and carers, (including the local authority) as safe for them then the local police are contacted and home informed. The social worker is also notified. If the police initiate missing persons proceedings and the social worker has not responded then the duty social work team for the authority must be informed via email or phone.

If the child runs from the school adults should attempt to keep them in view and contact the school by phone. If they have not taken a phone then, as soon as the situation is brought to the attention of the administration or management team, a school mobile phone should be provided to them if practical and safe.

On their return the child is welcomed back into the school. This is vital in helping to promote in the child the sense of a level of trust that the adults really care about them, that the school is a caring, nurturing and concerned place to be, and that as an individual, they are valued and of worth. The child is offered food and a drink. An adult is identified to undertake this action and ensure that the child's needs are met. They are informed of the concern about them shared by the whole group, and of the need to discuss the absence, but that this can wait until they have settled back.

An attempt is made to ascertain whether the child has sustained any injury, assault (physical &/or sexual) or other event requiring immediate attention, whilst being absent without permission. If so, they are given immediate access to resources appropriate to their needs. The police are notified of the return as are social workers and other significant adults. If the child is returned by the police, information regarding where the child was found, whom they were with and any other relevant details are sought from the attending officers.

If a period of missing extends beyond the end of the school day the Head Teacher, or delegated senior staff member must ensure the situation is fully handed over to someone else to manage and records are kept and updated appropriately for inclusion on the school's behaviour watch system

Situations of frequent or persistent absences without permission may be considered to constitute a breakdown of placement. The Head Teacher may initiate a planning meeting to raise concerns and, in some circumstances, this may lead to a disruptions process being initiated.

Harmful Sexual Behaviours (including Peer-on-Peer Violence and Harassment)

(see also our policy for Safeguarding and Child protection)

If children have been sexually abused at a young age or have been brought up by adults who do not restrict what children are exposed to, either in real life or via media, then they may show behaviours that concern adults due to the sexual content of their words and actions. Similarly, children with poor self-regulation may have sensory processing issues that mean they experience "arousal" in ways that seem unusual, worrying or threatening to adults. Those around the child may hear language that describes sexual acts or feelings, or experience attempts to touch or interact that disregard person space or consent. Much care must be taken to understand this behaviour if effective strategies are to be devised to keep the child, and those around them safe. Some children may mimic actions or words they have been exposed to without the intent to harm or gain gratification, some may act out what they think is expected by peers without understanding the consequences, other children may experience the changes of demands of puberty without knowing how to apply social expectations to their reactions and other children can be motivated by a compulsive need for sensory gratification or for the domination or humiliation of others. At all times the protection of the individual of the child and their peers is paramount, and immediate risks must be understood and managed, as well as those relating to the child's development over time.

Sometimes behaviours can be understood and managed via all of our usual tools and systems. Here the priorities would be to avoid creating situations which would distress the child and others, knowing when to remove the child from their peers, robust case work and education to help the child understand the interpersonal and legal consequences of unwanted, inappropriate and "sexualized" behaviour. This can be enough, overtime, when the behaviour is mimicked or maladapted without an underlying compulsion for personal gratification. On other occasions we need to do more to assess and understand the behavior and the appropriate responses. This may involve the

use of a specialist tool, such as the Brook Traffic Light tool <https://www.brook.org.uk/product/traffic-light-tool/> or the categories listed in the Scottish Expert Group Report <https://www.gov.scot/publications/expert-group-preventing-sexual-offending-involving-children-young-people-prevention-responses-harmful-sexual-behaviour-children-young-people/pages/8/>, the use of which should be overseen by the organization's Safeguarding Monitoring Group. If the indicators raise concerns that the behavior is characterized by compulsion, persistence, a disregard for consent and indicators of harm, coercion or force being evident then referral to other agencies is necessary to establish the appropriateness of the placement at the school. Sources of support and referral are listed on page 13 of the document Sexual violence and sexual harassment between children in schools and colleges DfE September 2021

Peer-on-Peer harassment is also never acceptable. This is defined in guidance as

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this cross a line into sexual violence - it is important to talk to and consider the experience of the victim)
 - displaying pictures, photos or drawings of a sexual nature; and
 - online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
 - consensual and non-consensual sharing of nude and semi-nude images
 - upskirting (is a criminal offence);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats

It is the approach of the Lioncare school that none of these are harmless or victimless: even when not targeted at an individual they contribute to eroding a safe and positive culture of inclusion and development. Incidents of criminal activity will be reported to the police and those causing harm or hurt will be reported via our Safeguarding and Child Protection Policy (2021-22). Other incidents maybe most successfully managed by community interventions such as community meetings and restorative justice, herein the needs of any victim will be paramount while recognizing that children demonstrating some of the listed behaviors are themselves victims, and need interpersonal support, rather than exclusion and punishment, to recover from and reconcile their experiences.

Peer-on-Peer sexual violence, or the threat of this is never acceptable, would be reported to the police and all relevant agencies as outline in our Policy for Safeguarding and Child Protection 2021-22 and is likely to lead to end of a placement. Initial risk assessment and the measures described in our Risk management Policy, including high levels of supervision and support within the school are the main forms of risk elimination.

