



## The Lioncare School Child Protection and Safeguarding Policy 2021-22

Including Allegations of Harm against Adults, Whistleblowing, the PREVENT duty and the Mandatory reporting of FGM

Policy type	Policy Links	Related legislation and Guidance	Consultation	Curriculum	Created	Review
<p>This is the <b>Safeguarding and Child Protection Policy</b></p> <p>It includes procedures for responding to concerns about a child, allegations against adults, whistleblowing, missing from care and our response to our duties under PREVENT and The mandatory reporting of FGM. The policy also details our work on Contextual Safeguarding.</p>	<p>This Policy Links to the following school specific policies for 2021-22:</p> <p><i>Guide to Safer working practices</i></p> <p><i>Online Safety</i></p> <p><i>Policy for Risk Assessment and Management</i></p> <p><i>Policy for Promoting Positive Relationships and Behaviour</i></p> <p><i>Restrictive Physical Intervention Policy</i></p> <p><i>Safer Recruitment Policy</i></p>	<p>ISSR 2014 (2018 amendments)</p> <p>Keeping Children Safe in Education (DfE Sept 2021)</p> <p>Working Together to Safeguard Children (DfE 2018)</p> <p>The Children Act 1989</p> <p>The Children Act 2004</p> <p>Sexual violence and sexual harassment between children in schools and colleges (DfE Sept 21)</p>	<p>The Chief Executive Officer</p> <p>The Assistant Director for Care and Support</p> <p>The adult team at The Lioncare School (through training April 21 and survey Nov 20, as well as daily practice and reflection)</p> <p>The children at The Lioncare School (safety surveys)</p>	<p>All, but most directly from our Personal Development Tier</p> <p><i>Being Safe and Healthy Moving On</i></p> <p>From our Participation Tier</p> <p><i>Peers and friendships</i></p> <p><i>Community Rights and Responsibilities</i></p> <p>And our response to the new relationships, health and (Sex) education curriculum, detailed in our Prospectus.</p>	<p>The Child Protection and Safeguarding Policy was first formatted in this way in August 2013</p>	<p>By team &amp; trainer April 14</p> <p>August 15 (SF)</p> <p>October 15 (SF)</p> <p>April 16 (team)</p> <p>October 16 (SF)</p> <p>August 17 (SF)</p> <p>February 18 (SF)</p> <p>September 18 (SF)</p> <p>April 19 (Team)</p> <p>August 19 (SF)</p> <p>April 20 (team)</p> <p>August 20 (SF and CB)</p> <p>August 21 (SF, CB and MV)</p> <p>May 22 SF</p>

### Covid 19 statement

*In March 2020 The Head Teacher wrote an addendum to this policy to cover the eventuality that The Lioncare School might move to its Flexible Learning Provision in response to the Covid-19 Pandemic and national Lockdown. The school did not need to enact this and remained opened to the majority of children throughout. In the event that national or local lockdown procedures are initiated over 2021-22 this amendment will be reviewed by The Head Teacher (or their delegate) and published alongside all relevant organisation-wide and school-specific risk assessments and contingency plans.*

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## Introduction

### 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, **see page 17**)
- 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, house/school keeper/cleaner, administrator) are personally responsible for managing their own conduct in relation to all aspects of safeguarding and child protection.
- All employees are also responsible for supporting their colleagues to follow this policy at all times.
- Adults employed by the school are required to be familiar with this policy and those linked to it, with our Guide to Safer Working Practices and with the guidance contained Keeping Children Safe in Education 2021 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- In addition all adults should be aware that we work along within the Pan-Sussex Safeguarding and Child Protection Procedures; <http://sussexchildprotection.procedures.org.uk/>, <https://www.brightonandhovelscb.org.uk/wp-content/uploads/BH-Safeguarding-Children-Partnership-Arrangements-Final.pdf> Sussex Safeguarding and Child Protection Procedures <http://sussexchildprotection.procedures.org.uk/>
- It is the responsibility of the Head Teacher to ensure that adults get time to read, discuss, reflect on and contribute to this policy, related policies and associated guidance at Induction, in a September updating Team Meeting, over at least one dedicated safeguarding training day each April and as a regular item in individual supervisions.
- Members of the School Management Team (currently The Head Teacher, Senior Teacher, Senior Learning Support Assistant, Senior Pastoral Lead and The Assistant Director for Education and Learning ) are responsible for ensuring all those employed in both regulated and non-regulated activity are made aware of this policy and guidance, and for monitoring their safe and proper conduct while working alongside or in proximity to the children in our care, and receiving an education from us, and for taking all necessary actions to prevent children being at risk of harm in all circumstances, including the failure of an adult to follow this policy and guidance.
- The Head Teacher attends The Lioncare Group's Safeguarding Monitoring Group. This is a 'group supervision' forum for the scrutiny of all incidents, notifications and allegations and the minutes of these meeting are shared with the Senior Leadership Team of The Lioncare Group; data generated from the group is shared with the Executive Team. The meeting is co-chaired by the Assistant Director for Care and Support, Jane Rayner and The Assistant Director for Education and Learning, Sara Fletcher
- The Lioncare School retains a Safeguarding Consultant who audits the safeguarding practice and culture of the school regularly, reporting to the executive team. The consultant for 2021-22 is Rebecca Mannall, who can be contacted on [becciemannall@gmail.com](mailto:becciemannall@gmail.com)

**The Designated Safeguarding Lead (DSL) for The Lioncare School is Dale Brown, Head Teacher and the Deputy Designated Safeguarding (DDSL) is Lucy Steer. Senior Pastoral lead Lead The Full DSL role is outlined in the appendices below.** The DSL/DDSL should be informed of all and any concerns arising from the school day. Daily planning systems ensure that all staff know who is available at all points during the day and on the very rare occasion neither the DSL nor DDSL are onsite what oversight arrangements are in place from suitably trained members of the Lioncare Group's Executive Team. If concerns arise when the school is closed the DSL should be informed via email. In circumstances of immediate danger all adults should follow the steps outlined below and call the police if necessary to prevent harm occurring.

Dale Brown [dale.brown@lioncare.co.uk](mailto:dale.brown@lioncare.co.uk) 01273 734164

Lucy Steer [lucy.steer@lioncare.co.uk](mailto:lucy.steer@lioncare.co.uk) 01273 734164

## **The Lioncare School Safeguarding Statement**

At the Lioncare School, we are tenacious in taking all possible precautions to protect the children in our care from experiencing abusive situations. We fully recognise and promote 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. This is the primary task of the school and the reason it was opened.

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 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, and by doing so be unable to keep themselves, and sometimes others, safe. Further we remain vigilant to the potential for a child to suffer physical, sexual or emotional abuse perpetrated by an adult with responsibility for educating or caring for the child, by other adults including parents and visitors, or by other children either attending school or interacting with the children in our care. This could occur whilst the child is within the school, away from the school on an activity, at home or when they are in the temporary care of other adults (e.g., on contact visits to family / relatives). The Lioncare School has developed clear policies and written procedures for the prevention and detection of abuse in all forms and, further, to place the active promotion of children's wellbeing at the core of all aspects of school life. In addition, the curriculum of the school centres the personal skills necessary for all children and young people to understand their right to be safe.

### **Aims**

The intention of this policy is to support all adults to carry out their work in such a way that;

- Protects the welfare and safety of the child, this is paramount
- Protects the welfare and safety of other individuals, including other children, who may be at risk of harm arising from an incident. –They take immediate action in response to any matter relating to Child Protection and Safeguarding.
- Have a measured and objective approach to all communication with children, adults and agencies.
- Produced professional records based on factual accuracy and clarity.
- Information share without delay.

- Follow advice and guidance from the Local Safeguarding Partnership, specifically from the Police, the Local Authority Designated Officer (L.A.D.O) and The Multi-Agency Safeguarding Hub (or equivalent) regarding investigation of incidents, noting that any internal investigation will only be carried out once local Safeguarding agencies, including the police have given consent.
- That, as a school and as a community, we are proactive in the prevention of harm through our curriculum and through our knowledge and awareness of the contexts in which our children learn and live.

**This policy should be read in conjunction with the safeguarding procedures flow chart which is available on the google drive and on display in the school administration office.**

## **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 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. It is our firm belief that our Therapeutic Curriculum based on the following five principles<sup>2</sup> 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

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<sup>1</sup> '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.

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

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 that 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 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. Children learn to 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. 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.

### **The Lioncare School Curriculum Model**

While the above section outlines the fundamental principles that shape practice at the school, all adults further recognise that academic progress is vital for sound outcomes and future opportunities: learning plays more than one role in safeguarding. Daily classroom learning is focused on whole school projects that are planned for both breadth of coverage and maximum skills development. There are also discrete lessons in functional skills and opportunities for discovery learning through play and activities. The curriculum is also supported through community meetings and key work.

The Lioncare School, in consultation with children, adults from the Therapeutic Children's Homes and Senior Managers of the Lioncare Group have formulated a skills-based curriculum that defines the core skills we feel will best advantage our children when they move on from us. **Curriculum 2020** has been designed to acknowledge the unique profiles of the children placed at the Lioncare School - characterised by disrupted early learning experiences, interrupted formal schooling, disengagement from formal settings, distrust of adult and professional input, continuous high levels of anxiety and emotional arousal due to trauma and the resultant cognitive, sensory and social impairment.

**C2020** is based on the following principles:

- All children, whatever their start in life and however they challenge, defy and subvert expectations, deserve the joy of learning and opportunities for success.
- The capacity to learn from experience and, from this, work towards goals, strive for achievement and acknowledge success, is a pivotal positive factor in a healthy and productive adult life.
- Learning also contributes to a rich and fulfilling life through our intrinsic development – self-belief, our joy in discovery and creativity, the enriched understanding of our world and, most of all, and the relationships that develop as part of the process.
- For our children the best route to such outcomes is to foster a skill set that engenders confidence, interest, enquiry, interdependence, reflection and resilience: knowledge will follow.
- The abilities and needs of each child are unique and must lead not follow the curriculum.
- Learning is learning and all adults who interact with our children contribute to their curriculum.

**C2020** demonstrably centres a relational approach to emotional well-being and sound mental health, the foundational steps for children being able to learn about safety, their right to be safe and their responsibility to keep others' safe and be active participants in a safe society.

Our full curriculum model is in our 2021-2022 Prospectus, available at <https://www.lioncare.co.uk/therapeutic-education/lioncare-school/>

## Procedures For Responding To A Concern, Disclosure Or Allegation Of Abuse

These procedures sit alongside The Lioncare Group Safeguarding Flow Chart V4 and Safeguarding Flow Chart V2. These flowcharts should be available in school and on our shared drive at all times: [https://drive.google.com/file/d/1OtP9R\\_9-IUp6M1Z\\_0xKzLbShDvcg3KXc/view?usp=sharing](https://drive.google.com/file/d/1OtP9R_9-IUp6M1Z_0xKzLbShDvcg3KXc/view?usp=sharing)

**What to do if you suspect a child is at risk of harm in situations that do not, or do not solely, involve a concern about, or allegation about an adult who works with children. This includes, but is not limited to family and social settings or peer on peer abuse.**

***If you believe a child to be in immediate risk, call the police***

As soon as you note anything of concern you should notify the DSL/DDSL in person or via email, (checking it has been received) or by telephone. If you cannot do so immediately (for example doing so would create additional risk by leaving children unsupervised) and there is no immediate risk of harm to the child you must use the next opportunity to inform the DSL and/or appropriately inform colleagues you need time to do so. The school day contains a specific time slot (3.15-3.30) for the registering of concerns and for each concern to be explored and acted upon by the team, however this is not the only time concerns can be raised and absence from this daily forum is not reason to withhold concerns.

In line with the procedures, the school will share its concerns with the relevant local authority either directly to the child's social worker (out of county placements) or to the Front Door for Families (). In non-urgent cases notifications to social workers will be via the sending of the incident form, in some cases a telephone call or direct email will be sent to the social worker (*or their manager, or the relevant duty team in the absence of the designated social worker*). If the concern is serious a courtesy email will be sent to Brighton and Hove's Front Door for Families, notifying them that a child placed in the area is subject to safeguarding work undertaken by their home authority. This is not a referral and should not be logged as such. If concerns do not meet the threshold for referral the DDSL will ensure a concerns form is logged and completed and these will be reviewed regularly to establish whether further action is appropriate. This review will always be led by the need of the child rather than a set procedure. In situations

where there is no urgent need for intervention it is the stated policy of the Lioncare Group to ensure communication is initiated within 24 hours of the DSL/DDSL receiving the information. It is otherwise standard practice that incident (including accident forms) forms are sent to those with Parental Responsibility twice a week, however a daily handover is also written and shared for those children within our residential provision (and for others by agreement) and this will include details of concerns, unless to share these risks further harm.

## Contacts

Brighton and Hove Front Door for Families: <https://www.brighton-hove.gov.uk/content/children-and-education/front-door-families>

West Sussex: <https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/children/west-sussex:safeguarding-children/board/>

East Sussex (Single Point of Advice Service) SPOA: <https://www.eastsussex.gov.uk/childrenandfamilies/worried-about-a-child>

All children have an entry within the Behaviour Watch system that lists those with parental authority and the local authority reporting arrangements for the placing authority. Each referral is taken to the organisation's Safeguarding Monitoring Group (SMG) monthly meeting for scrutiny. This scrutiny looks at both compliance with internal procedures and responses given by external agencies. If necessary, the SMG will escalate concerns that the members feel are not being responded to in a timely or appropriate way.

## Note

It is our policy that the DSL and/ or DDSL manage each concern raised around a child, evaluate thresholds and ensure clear and accurate reporting and information sharing; however **any adult** can make a referral and should do so, regardless of internal procedure, if they genuinely believe for any reason the DSL or DDSL are unable to discharge their duties, and they cannot contact either Jane Rayner (Assistant Director for Care and Support) or Matt Vince, Chief Executive Officer and Responsible individual for the Lioncare Group.

## The Children's Services - Brighton and Hove Safeguarding Children's Partnership (BHSCP) Threshold Document

The Children's Services (**BHSCP**) Threshold Document has been developed so that everyone working with children in Brighton and Hove has a common language for understanding the needs and risks surrounding children and their families. *For reports made to other local authorities the equivalent document should be consulted.* For example, if the school has concerns about a child and needs advice or support from the Front Door for Families, they may use the Threshold Document as a guide to understand the school's concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Threshold Document does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners. Equally the D/DSL will use the document to understand or if appropriate challenge, decisions made by the Front door or other agencies

**It is essential that all adults are familiar with this document which is available at** <https://www.bhscp.org.uk/documents/thresholds-document/>

## What to do if a child makes a disclosure

A disclosure means that a child informs you, in the communication style most suited to their needs and functioning that someone has hurt them, harmed them or has attempted to hurt or harm them. This can be in relation to something in their past life or it can be about their current life.

It can be that they give a straightforward and clear account but more often they may make a comment or partial statement and both situations require careful, supportive and calm responses from all adults.

- It is important not to shut the child down because of anxiety about what you might hear, letting them know you are available, attuned, professional and safe is paramount. If you need to create safety, for example by moving away from other children, take care to let the child know they are fully in your mind and you are not rejecting their communication.
- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify, and without suggesting what the answer might be.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child’s mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not promise confidentiality – you have a duty to share information
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Work with awareness of the environment and context around you
- Inform the Designated Safeguarding Lead without delay.
- Complete the incident form and pass it to the Designated Safeguarding Lead. It is best not to write notes in front of the child but if you have made handwritten notes to ensure key details are secured these must be placed in an envelope in the school safe with the name of the child, the date and your signature on the front.
- Take care of your own wellbeing-hearing, discussing and dealing with any safeguarding concern can be distressing; debrief and supervision opportunities are available for all adults.

### **What happens next?**

If Children’s Social Work Services has accepted a referral as needing a social-care-led response (Level 4 of the Threshold Document), a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary. The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or
- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989;  
or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

We will cooperate with Children’s Social Work Services and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home. This may also mean leaving a child in a place about which they have disclosed concerns but which may still be the safest

available option in the short term, this can be hard for adults. The Lioncare School will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns. A named person will case manage the situation and be the named lead for the duration of the process. We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Work Services. We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning. If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings. We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.

We will continue to support children during the process and once their plans are ended to ensure that they are kept safe; we will also do this if the referral is not taken forward by social care agencies. Most usually the organisation's Safeguarding Monitoring Group, supported by the school's safeguarding consultant will help oversee ongoing support for the child, and where necessary, monitoring concerns.

### **Managing concerns related to the actions of adults working with children, including allegations of harm against adults**

The Lioncare School will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021. For details of how we will do this please see our related Policy for Safer Recruitment. In addition, we will endeavour to deter anyone who intends harm to a child from working with us by promoting an open, reflective and vigilant culture at all times.

We have a procedure in place to handle allegations against members of staff and volunteers in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021. This includes those staff who maybe working in school via employment agencies.

The process described below is a summary of the procedure described in the statutory and local documents described earlier in this policy. The case manager for the investigation should refer to them for details.

**The procedure applies to all adults working in the school or providing a service on behalf of the school to our pupils either within or outside school premises, i.e., all permanent, temporary, agency and ancillary staff, advisors and consultants, volunteers, contractors and external service or activity providers (collectively referred to as staff or staff members in this procedure).**

The allegations management procedure will be used in all cases where it is alleged that a staff member, has:

- behaved in a way that has harmed a child, or may have harmed a child; or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they would pose a risk of harm if they work regularly or closely with children.
- Allegations may arise in a number of ways, for example a report from a child, a complaint from a parent, or a concern raised by another adult within the school

An allegation may concern someone's behaviour or actions within their job or a voluntary activity, or within their family or private life. The Lioncare School understands that risk might be transferable and actions outside of work may indicate an adult is not suitable for work with children Adults are made aware, via The Guide to Safer

Working Practice that out of work conduct can be in scope for a safeguarding Investigation.

**Any concerns will be considered in the context of the four types of abuse described in the appendix of this policy**

Concerns include inappropriate relationships between adults and children. For example: relationship between a child under 18 and an adult in a position of trust with them, even if the relationship may appear to be consensual; grooming, i.e. meeting a child under 16 with intent to commit a relevant offence (section 15 of the Sexual Offences Act 2003); or other behaviour that gives rise to concerns, such as possession of abusive images of children or inappropriate contact through texts or online, inappropriate messages, gifts or socialising with children, or any other action that may compromise the principals of safe practice outlined in our Guide to safer working Practices.

**Roles and Responsibilities:**

Anyone who has concerns about, or has received an allegation about, the behaviour of a staff member **MUST** report the concerns immediately to the Head Teacher. In the absence of the Head Teacher reports can be made to the Assistant Director for Education and Learning who is the DSL for The Lioncare School. If The Assistant Director is the subject of the allegation or concern in which case a report must be made to the Chief Executive Officer of The Lioncare Group at [matt@lioncare.co.uk](mailto:matt@lioncare.co.uk) or by telephone. In the highly unusual circumstances If both the Head Teacher, either Assistant Director and the Chief Executive Officer of The Lioncare Group are absent or named in the concern or allegation, the allegation needs to be reported to the Local Authority Designated Officer (LADO).

A named individual will be named as case manager for an investigation and this named adult will liaise with the LADO.

The **LADO** is involved in the overall management and oversight of individual cases. They will provide advice and guidance to the case manager, liaise with the police and other agencies and monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process. Throughout this policy the LADO will normally mean the LADO for Brighton and Hove who, in Spring 2022 is James McMillan, or his nominated alternative However, if an allegation is made regarding an adult employed in another Local Authority the notification should go to the LADO for that area, in complex and serious cases the Brighton and Hove LADO should receive a courtesy email informing him of the situations.

**Contacts:**

The LADO for Brighton & Hove City Council is:

**James McMillan**

Local Authority Designated Officer (LADO)

Families, Children & Learning

Safeguarding and Review – Moulsecoomb

Brighton & Hove City Council

Moulsecoomb Hub South

Hodshrove Lane

Brighton, BN2 4SE

**M: 07795336355**

**E: [ladoenquiries@brighton-hove.gov.uk](mailto:ladoenquiries@brighton-hove.gov.uk)**

The LADO for West Sussex County Council is:

**Miriam Williams & Donna Tomlinson**

E: [LADO@westsussex.gov.uk](mailto:LADO@westsussex.gov.uk)

T: 0330 222 6450

East Sussex: Single Point of Advice (SPoA) Mon-Thurs 8.30 am-5 pm and Fri 8.30 am-4.30 pm. T: 01323 464222

E: [0-19.SPOA@eastsussex.gov.uk](mailto:0-19.SPOA@eastsussex.gov.uk) or [0-19.SPOA@eastsussex.gcsx.gov.uk](mailto:0-19.SPOA@eastsussex.gcsx.gov.uk)

**Initial action by the person noticing concerns or receiving an allegation first:**

- Treat the matter seriously and keep an open mind.
- Do not make assumptions or offer alternative explanations.
- Do not investigate or ask leading questions, if seeking clarification.
- Do not promise confidentiality, but give assurance that the information will only be shared on a need-to-know basis.
- Act quickly and inform the DSL/DDSL or another appropriate member of the organisation's Executive Team
- Make a written record of the information. Where possible, record the exact words of the person making the allegation or the child's own words. This should be on an incident report form.
- Record the time, date and place and names of people present when the allegation was made or concerning behaviour was observed. • Record the time, date and place of alleged incidents, persons present and what was said, if these were mentioned by the person making the allegation. • Sign and date the written record.

**Guidance for Initial response by the case manager:**

- Do not investigate the matter immediately or interview the staff member or the child concerned.
- Take immediate steps to safeguard the welfare of all children, this may mean asking an adult to move to office or other work while initial reports are made
- Obtain written details of the concern or allegation, signed and dated by the person reporting it. Countersign and date the written details and record the decisions made and the reasons for those decisions. This will happen on the incident form
- Contact the LADO immediately to report the allegation and for a consultation. The allegation must be reported within one day at the most. It is usual to alert the LADO as soon as initial facts are established and provide details within one working day. Where there is a social worker involved in the life of the child they must be copied into all correspondence, as does the Registered Manager for all young people living within a Lioncare Children's Home
- Thought needs to be given to how families are included in correspondence, good reasons must be apparent to not include parents with parental responsibility.
- If the disclosure involved an incident within the school day consider getting factual accounts from all other adults working in or near the situation

- If the allegation requires immediate attention but is received out of hours, contact the Children’s Services Emergency Duty Team or the police and inform the LADO as soon as possible.
- Refer allegations against a staff member who is no longer working in the school to the police in the first instance and then inform the LADO.

**Initial consideration of the allegation by the case manager and the LADO:**

- The case manager and the LADO will consider the nature, content and context of the allegation and agree a course of action, including whether further information is needed.
- The case manager may need to obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations in the past and the staff member’s current contact with children.
- If the allegation is not demonstrably false and there is cause to suspect that a child is suffering or likely to suffer significant harm, the LADO will refer the case to Children’s Social Work Services and ask them to convene a strategy discussion
- The LADO will consult the police if a criminal offence may have been committed. If the threshold for significant harm is not reached but a police investigation may be needed, the LADO will immediately inform the police.
- If an investigation by Children’s Social Work Services or the police is not necessary, the case manager and the LADO will discuss the options open to the school depending on the nature of the allegation and the evidence available. This will range from taking no further action to dismissal or a decision not to use the staff member’s services in the future. On any occasion that investigation that may result in disciplinary action or dismissal is initiated this will be overseen by the Executive team of the Lioncare Group.
- If the initial evaluation leads to no further action against the staff member concerned, the decision and justification should be recorded by both the case manager and the LADO. Agreement should be reached on what information should be put in writing to the individual and what action should follow, including informing the person who made the allegation originally

After consultation with the LADO, the case manager should inform the accused person about the allegation as soon as possible.

However, if a strategy discussion is needed, or the police or Children’s Social Work Services need to be involved, the case manager should not inform the accused person until those agencies have been consulted and have agreed what information can be disclosed to the individual.

In principle, the case manager should inform the parents or carers of the children involved about the allegation. The LADO should be consulted first to ensure that this will not impede any investigation or disciplinary process. In some cases, the parents or carers may need to be informed right away, e.g., if a child is injured and needs medical attention.

The parents or carers and the child, if sufficiently mature, should be helped to understand the process and kept informed about the progress of the case and the outcome if no criminal prosecution will take place.

**Confidentiality:** Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Information should be restricted to only those who need to know in order to protect the children concerned, carry out the investigation and manage the disciplinary process. The Education Act 2011 introduced **reporting restrictions** preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school. Reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about the investigation or decision from the disciplinary process. Reporting restrictions also cease if the accused person goes public themselves, thereby

waiving their right to anonymity. Breaching reporting restrictions is a criminal offence. Therefore, the case manager should inform the parents or carers concerned about the implications of publishing details of the allegation on social networking sites. They should be advised to seek legal advice, if they wish to apply to court for removal of reporting restrictions. case manager should discuss with the LADO how best to manage speculation, leaks and gossip within the school and the community at large, and press interest, if it arises.

#### **Supporting people:**

The school together with Children's Social Work Services and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate. The Head Teacher will ensure that the child and family are kept informed of the progress of the investigation, this maybe by delegating the task to the case manager. The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support. The Lioncare Group will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements. The Lioncare Group will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

#### **Managing risk during the investigation:**

The perceived level of risk during the investigation needs to be considered and managed. In some situations, the level of risk may require the staff member not to be working with specific children or all children in the school until the investigation is completed. There are several options open to the employer, including:

- redeployment so as not to come into direct contact with one or more children; or
- refraining (agreeing that the person will not work with children during the investigation); or
- suspension.

Refraining and suspension should not be considered as neutral acts and should not be automatic. Suspension should be considered only in cases where there is cause to believe children in the school are at risk of harm or the allegation is so serious that it might be grounds for dismissal. Only the Chief Executive Officer or his named delegate can suspend an adult. Decisions about risk are best made in a multi-agency forum such as the strategy discussion. The LADO will canvass the views of the agencies participating and inform the case manager. However, only the employer has the power to refrain or suspend. Possible risks to the children involved and any children in the accused staff member's home, work or community life will be evaluated and managed by the appropriate agency.

#### **Timescales:**

Cases will be resolved as quickly as possible, consistent with a thorough and fair investigation.

It is expected that the majority of cases should be resolved within one month and all but the most exceptional cases should be resolved within 12 months.

However, the timing will depend on the nature, seriousness and complexity of the case and the right outcome is far more important than meeting timescales.

Cases where it is immediately apparent that the allegation is unsubstantiated or malicious should be resolved within one week.

The school should discuss the timing of actions with the LADO for all allegations that do not require police involvement but for which there are child protection concerns. If the nature of the allegation does not require formal disciplinary action, the school should start appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

#### **Resignations and compromise agreements:**

The allegation will be investigated according to procedure, even if the accused staff member resigns or ceases to provide their services. Every effort will be made to reach

a conclusion to the case should the staff member refuse to cooperate, having been given a full opportunity to answer the allegation and make representation.

Although it would not be possible to apply disciplinary sanctions if the period of notice expires before the conclusion of the investigation, the outcome of the disciplinary process will be recorded.

The school will not use 'compromise/settlement agreements', for example where the staff member agrees to resign provided that disciplinary action is not taken and that a future reference is agreed.

#### **Outcomes of investigations of allegations:**

- **Substantiated** – there is sufficient evidence to prove the allegation
- **Malicious**- there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False** – there is sufficient evidence to disprove the allegation
- **Unsubstantiated** – there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

#### **Disciplinary or suitability process and investigations:**

The case manager, working with advice from the LADO will discuss whether disciplinary action is appropriate in all cases where:

- it is clear at the outset, or decided by a strategy discussion, that a police investigation or section 47 enquiry is not necessary; or · the police or the Crown Prosecution Service informs that the criminal investigation and subsequent trial are complete, or that an investigation is to be closed without charge, or prosecution is discontinued.
- The discussion will consider any potential misconduct or gross misconduct by the staff member, and take into account:
- the information provided by the police and Children's Services;
- the result of any investigation or trial; and
- the different standards of proof in disciplinary and criminal proceedings.
- In the case of agency staff many of the same principals will apply. The school will be the lead body for any internet investigation but will inform a named person at the agency of the steps being taken and invite representation from the agency at formal meetings.

#### **Record keeping:**

The case manager will keep a clear and comprehensive summary of the case record and provide a copy to the accused staff member. A copy of the record should also be given to the LADO. The record will include details of how the allegation was investigated and resolved and the decisions reached. It will be completed in collaboration with the LADO. Details of allegations that are found to be malicious will be removed from personnel records. In the case of all other allegations, the summary will be placed in the staff member's personnel file and kept until the person reaches retirement age or for a period of 15 years from the date of the allegation, if that is longer. Please see the organisation record management Policies for further information.

**References:** If the allegation was proven to be malicious, false or unsubstantiated, it will not be included in any references for the staff member. A history of repeated concerns or allegations which have all been found to be malicious, false or unsubstantiated will also not be included in any references. **Informing the Disclosure and**

#### **Barring Service (DBS):**

The LADO will discuss with the case manager whether the school will refer the staff member to the DBS and, in the case of a teacher to THE DEPARTMENT FOR EDUCATION AND TEACHING REGULATORY AUTHORITY, if the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or ceases to provide their services.

It is a legal requirement for schools to refer to the DBS anyone:

- who has harmed, or is likely to harm, or poses a risk of harm to a child; or?
- if there is reason to believe that they have committed one of a number of listed offences (as set out in the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009), and have been removed from working in paid or unpaid regulated activity or would have been removed had they not left.

### **Concerns regarding the conduct of the Executive Team**

Any concerns regarding the conduct of The Assistant Director for Education and Learning (Sara Fletcher) or the Assistant Director for Care and Support (Jane Rayner) should be notified to Matt Vince (Chief Executive Officer and Chair of the School Monitoring and Advisory Panel) Any concerns regarding the Finance Director (Maria Smith) should also be notified to Matt Vince

If the Executive Director of The Lioncare Group, Matt Vince, is the subject of the allegation or concern, the allegation or concern must be reported directly and without delay to Sara Fletcher, DSL for The Lioncare School or, in her absence Jane Rayner, Assistant Director for Care and Support. In this specific situation Caroline Belchem, Deputy Head Teacher does not stand as DDSL. However, the very rare occasion of the absence of both of the Assistant Directors is not a reason to not raise a concern. The DSL/AD will contact the board and a temporary 'Emergency Organisational Committee' will be formed to advise and support the board with implementing the correct and proper child protection and Safeguarding procedures and practice. The Assistant Director who initiates this procedure needs to use their professional judgement about informing the other AD so operational issues can be managed appropriately. The Assistant Director also needs to confirm that the LADO has been informed or the situation by the board.

### **A contextual note**

The Lioncare School can work with children or young people for whom making allegations is a habitual, functional behaviour. There can be many reasons for this to have evolved to be so, and there is important work to be done with the child as to why this might be, how it is harmful, and how change can occur. While this work is ongoing the Lioncare School also needs to have steps in place to support individuals or teams that may be the target of such allegations. The school must always be vigilant that any pattern of repeated allegations is not permitted to mask awareness that at any point a child may make a disclosure of harm that is real and needs to be responded to following the procedures outlined above.

For these reasons the Lioncare School, when such a pattern is noted, opens dialogue with both LADO and the child's placing authority to balance out all its responsibilities, and seek agreement on the best way to work in this situation. Each child has their own context and outcome-led plan but examples may include a child who has been able to admit he makes allegations openly against adults he feels maybe "strict", a child where we are coming to understand how growing up with parents involved in extremist right politics has led him to make racially motivated comments that he doesn't fully understand or a child who is aware that comments with sexual content can disrupt or distress others. In these cases, a report is always made to the local authority but the work in the moment is led by the best interests of the child according to the agreed plan with partner agencies.

## Safer Recruitment and the Deployment of staff including Regulated and Non-Regulated Work

Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children, which are in line with those stipulated within *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021*.

Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with disclosure and barring regulations and clear statements in the job description and person specification about the staff member's safeguarding responsibilities. All staff members, including volunteers (in the context of this school volunteers are most likely to be students from the two local universities), who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021*

At least one member on every shortlisting and interview panel will have completed safer recruitment training.

The head teacher, HR manager and safeguarding consultant for ensuring that our **single central record of pre-employment checks** is accurate and up to date. The Lioncare School takes a rigorous approach to deterring, preventing and detecting people who may cause, or seek to cause harm to children from working with children and young people. Our full Safer Recruitment policy outlines the detailed steps that are taken throughout the recruitment process into the induction process for new employees.

### Visitors and other adults in school:

We will ensure that contractors and providers are aware of our school's child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns. We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021* If assurance is not obtained, permission to work with our children or use our school premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement. The Lioncare School welcomes a range of visitors to the school; to ensure this is done safely the following procedure is undertaken:

- The visitor is welcome by a School Administrator who looks at identification materials and signs them into the building.
- Visitors signing in are shown a card that alerts them to safeguarding, online safety and fire safety arrangements.
- The visitor is supervised at all times by the administrator or the person hosting the visit. The administrator signs them out and sees them off-site. · Visitors are not left alone with children unless they are recognized and identified as a known member of the team around the child such as a social worker, an advocate or guardian etc., or they are from OFSTED on an Inspection under relevant legislation.

It is the policy of The Lioncare School that where practical outside contractors do not work in the building during school hours. The Lioncare Group's own maintenance team makes safe any situations that require outside contractors until safe arrangements can be put in place. If outside contractors do have to be in the building during school hours, supervision arrangements are put in place and if necessary, a risk assessment put in place.

### Regulated and Non-Regulated Activity

Most adults who work with children and young people are in regulated activity. This means their work involves teaching, training, instructing or caring for children unsupervised and on a regular basis. All paid work in a school is regulated activity. All such work is subject to our Safer Recruitment Policy. On occasion The Lioncare School will invite other adults into the school to, for example, instruct in a particular skill or activity on a one off or short-term basis. The risk assessment of this will assess the levels of checks to be undertaken and any such activity will be supervised by an adult employed by the school in a regulated activity. The same applies when young people attend

off-site activities.

The Lioncare School employs a number of consultant colleagues in areas such as Speech and Language, Occupational Health and Educational Psychology. These colleagues are supervised around the children at all times and are considered as undertaking non-regulated activity due to the infrequency of sessions, however identity and disclosure and barring service checks are undertaken and held on an appendix to our single central record. The same arrangement is in place for students on placement from local higher or further education providers. As part of the partnership arrangements for such placements a risk assessment is written and shared with the placing institution, this includes arrangements for supervision, access to records and all safe working practices.

The Lioncare School does not actively seek volunteers to work in school and usually turns down requests from individuals to do so on broader safeguarding and welfare grounds, however any situation that was taken forward would be risk assessed and any volunteers subject to enhanced disclosure and barring checks and references would be taken up.

### **Agency Staff**

The Lioncare School does not use agency adults for short term cover. On occasions of unplanned absence existing resources are redeployed to ensure safe levels of supervision of children. On occasion and following discussion between the Head Teacher and other Senior Managers, The Lioncare School will use agency staff in support positions for periods of time no shorter than two weeks to cover longer term absence, in order to maintain safe levels of supervision or to carry out specific pieces of work. In such cases an interview is carried out and the agency required to provide proof that all relevant checks are carried out. The agency is also informed of our procedures for dealing with allegations of harm against adults (see above).

### **Lioncare Adults in School**

Adults across the wider Lioncare organisation may be deployed to work in such a way to maintain the best interests of the children and young people at school. Therapeutic Carers providing additional support at times of anxiety for individual and small groups of young people. These adults are recruited under the same, central Safer Recruitment policy and records held on secure files.

### **Safe Deployment of Adults**

The Lioncare School has daily routines to ensure that sufficient trained adults are available to ensure the school day is both safe and equipped to meet the academic needs of children and young people.

The core staffing model of the school is one teacher and one LSA to each class group with extra in class support available from the Senior Learning Support Assistant, Senior Pastoral lead and Part Time LSAs as informed by the timetable of activities and the individual needs of each young person. The Head Teacher, and School Administrators also have the capacity to join class groups or whole school transition activities as necessary. On days when this may be compromised the most senior staff member present will, after morning handover, run the Daily Risk Assessment model and if this indicates cause for concern then controls will be put in place. Controls usually involve modifying planned activities or seeking support from the wider organization to increase adult numbers on site. In rare circumstances (e.g., extreme weather inhibiting most team members arriving on site) a partial or total closure of the school may be announced following discussion between the Head Teacher, Assistant Director and the Chief Executive Officer.

## Induction and Training

All new members of staff will be given an induction which includes child protection training proportionate to their roles and responsibilities. This will include: how to recognise signs of abuse, how to respond to any concerns, familiarisation with the safeguarding and child protection policy, the school's Guide to Safer Working Practice /code of conduct and the role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

The induction will include reading *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021*. The Head Teacher will undergo child protection training, when appointed to post and then refreshed every two years, although as the Head Teacher is the DDSL the following applies:

The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead will undergo child protection training, when appointed to post and then refreshed every two years. We find the most effective training is to mix that available locally with that offered by national bodies such as NASS and the NSPCC as well as from our well-regarded consultant safeguarding trainer.

All school staff will undergo child protection refresher training annually and will be provided with regular information to ensure their skills and knowledge are current. The Designated Safeguarding Lead will provide regular briefings to the school on any changes to child protection legislation and procedures; relevant learning from local and national serious case reviews and local service provision. The school will maintain accurate records of satisfactory completion of all staff child protection and safeguarding training.

We have a strong commitment to providing the adult team at The Lioncare School with opportunities for developing their awareness and understanding of matters relating to Safeguarding and how this knowledge can be applied to improve the welfare of children and young people. We consider personal development and training opportunities for individual members of the team, combined with group discussion are essential elements in maintaining best practice. By providing individual and team training opportunities in key areas of safeguarding and child protection (including Online safety, Child Sexual Exploitation, Radicalisation and Domestic Abuse and other contextual areas), we aim to provide the children attending The Lioncare School with an environment in which they are protected and can grow up free from abuse and exploitation. We also strive to provide an environment that can facilitate breaking of the cycle of abuse, so often established within the family settings in which our children have been living, sufficiently to afford greater protection to the future generation of children.

Safeguarding development and training is offered in the following ways:

- Well supported induction of new members of the team, including agency and part-time workers with guided reading of core policies within the first week.
- Forums for discussing Safeguarding issues with independent consultants, experts and specialist trainers.
- Ongoing professional discussion during meetings and supervision and performance management procedures
- Online training in contextual safeguarding
- "In-house" training sessions and short external courses.
- Relevant literature held on the school's safeguarding folder.
- Recognised external professional courses and training in Safeguarding of children for all adults that includes but is not limited to: –Child Protection through the Barnardo's 'CSE Training Programme': <http://www.barnardos.org.uk/>

- Safeguarding Children Levels 1 & 2 online training programme by 'Me Learning':
- <http://www.melearning.co.uk/e-learning-courses/safeguarding-children-levels-1-and-2-course>
- Contextual Courses via <https://thetraininghub.co.uk/>
- Courses provided via Brighton and Hove and West Sussex County Councils
- Courses from our consultant Safeguarding Trainer, Carolyn Eyre <https://carolyneyre.com/>
- Individual adults and small groups will undertake training via the above programmes as detailed in individual performance review plans and the overall school training plan. Safeguarding is a standing item at each individual supervision and Performance Review.

### **Designated Safeguarding Lead and Deputy Designated Safeguarding Lead Training**

- In order to ensure training is commensurate with the responsibilities of leading safeguarding and child protection work the following training arrangements are in place, every TWO years leads shall have full training via BOTH:
- national provision available from NASS (National Association of Special Schools) or NSPCC to ensure knowledge of complex case work including inter-county working and SEN specific issues
- 3 stage training from the local BHSCP to ensure knowledge of local procedures and thresholds are up to date; Every ONE-year, leads shall have refresher training via the following three pathways:
- The National Safeguarding and Child Protection Conferences
- NASS refresher training
- BHSCP events
- In house training from an external safeguarding professional
- In addition the DSL and any DDSL should remain signed up to the following Newsletters:
- OFSTED news
- NSPCC Safeguarding InFocus
- DBS News
- News from NASS
- Safety Rocks

Either the DSL or the Deputy DSL should attend each scheduled meeting of the Brighton and Hove Schools Safeguarding Network

### **Inset Days**

Each year at least one of the inset days following the Easter Holiday is dedicated to whole team training and updating in Safeguarding. The primary purpose is to give the full team time and space to ensure their knowledge of this policy and associated regulations and guidelines is fit for purpose, and to contribute to the development of this

policy and associated procedures. In addition, in house sessions, external trainers and peer to peer inputs are used to enhance knowledge in priority areas. In 2020 the themes were referral pathways and local threshold documents. Further, at least 1 day each January is given over to best practice in Restrictive Physical Intervention and the associated risks of harm. The restrictive physical intervention trainer also supports thinking in school around behaviour management, including individual positive support plans, restraint reduction and restorative justice.

### **Assessments of Safeguarding Competency**

Once a year, as a minimum, the Head Teacher (DDSL) ensures that each adult undertakes an assessment of their competency through structured discussion of their own experiences and set practice points. The head teacher is responsible for overviewing all responses to assess the capacity and understanding of the team and plan for group and individual development.

A "Do you feel safe in school?" questionnaire is used with children and young people twice over each school year.

### **Supervision and Monitoring**

All adults in the Lioncare organization have 1:1 supervision and issues of welfare, safeguarding and child protection are routinely covered within these. Senior staff in the school are supervised by the Head Teacher and the Head Teacher is supervised by the Assistant Director for Education and Learning. The Head Teacher attends The Safeguarding Monitoring Group which acts as a "group supervision" forum for the management team of the organisation, including The Lioncare School. This is a work group with the specific task of peer monitoring and giving support around safeguarding and child protection procedures, including notifications to external agencies. The group will have focus on individual children and young people and those for whom there are no live issues will also be discussed so that issues that do not meet the thresholds for notification, patterns of risk and of protective work can be noted. The group meets every month. The outcomes of the meeting are shared with the Senior Leadership Team of the organisation and data from the meetings is presented to the Executive Team. Alternate meetings are attending by the School's Safeguarding Consultant who scrutinises referrals for compliance with guidance and good practice. This consultant will also scrutinise occasions of recruitment for compliance with policy and legislation and support the production of the annual safeguarding audit, which is shared with the local safeguarding network for education. The consultant shares their reports with the Executive team.

## **Whistle Blowing**

We recognise that children cannot be expected to raise concerns in an environment where adults feel unable to do so. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice, this is published on our website. We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

Consistent with the emphasis The Lioncare School places on the safety and welfare of the children and young people attending the school, the integrity of the business, and the need to act with uncompromising ethics, we believe all adults working at The Lioncare School, or concerned with its management and organisation, or associated with the work of The Lioncare School, should be able to raise issues of concern if they feel that wrongdoing or bad practice is occurring. If an adult has a concern that the principles upon which this statement is based have been compromised for whatever reason, they should bring their concerns to the attention of their line manager in the first instance, or otherwise with the Head Teacher.

All adults employed by The Lioncare Group are made aware of their right and duty to "whistle-blow" and supported to feel confident to voice concerns about the attitude or actions of colleagues. If an adult believes that a reported allegation or concern is not being dealt with appropriately by The Lioncare Group, they should report the matter to the Local Authority Designated Officer / Designated Officer (contact details as above). Alternatively, the telephone number of the NSPCC whistleblowing advice line is available in adult workspaces throughout the school.

This number is 0800 028 0285

Other agencies that are prescribed by the government as able to receive whistleblowing concerns about children are OFSTED (0300 1233155) and the Office of the Children's Commissioner 020 7404 6609

### **Personal responsibility**

It is the duty of all adults employed by The Lioncare Group to report to the relevant agency any of the following incidents whether these actions have been committed, are currently being committed, are likely to be committed or are suspected of being committed:

- Criminal activity
- Failure to comply with legal obligation, including the PREVENT duty and the Mandatory reporting of Female Genital Mutilation. · Miscarriage of justice
- Endangering health and safety of individuals
- Damage to environment
- Malpractice by colleagues
- Deliberate concealment of information concerning one of the preceding sets of circumstances

No prejudice or discrimination will be taken against a person who, in good faith, reports such incidents. Any person reporting such incidents will be made aware of whether this will remain confidential or whether there will be a need to disclose who has reported the incident to a third party.

### **Information Sharing and Record Keeping**

It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all. The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Work Services. We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children. The Data Protection Act 1998 and the General Data Protection Regulation are not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals. The Lioncare School will try to get agreement from parents / carers (or the child, if they have sufficient understanding) to share information, if possible. However, **we do not need agreements if we have serious concerns about a child's safety and well-being**. Agreement is not necessary in cases where Children's Social Work Services are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Work Services; staff members must make sure to record what information has been shared.

**Agreement is necessary** for:

- Children’s Social Work Services investigations or assessments of concerns under section 17 of the Children Act 1989. Children’s Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker at the Front Door For Families.
- Early Help Assessments. Assessments are undertaken with the agreement of the child and their parents or carers. Any adult who is in doubt about whether to share information should consult the Designated Safeguarding Lead.

### **The Lioncare School will maintain good records by**

Ensuring Records should be factual, accurate, relevant, up to date and auditable. Where opinions are included, this must be made clear. Where people are referred to, they should be identified clearly by role. Records should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

Keeping detailed, accurate, secure written records of child protection and welfare concerns and referrals

Maintaining a chronology of significant incidents for each child with safeguarding concerns, via our Behaviour watch management Information system

Ensure such records are kept confidentially and securely and separate from the child’s educational record

Where a child is transferring to be Electively Home Educated or the destination school is not known, the child protection or welfare concern records will be transferred to the Local Authority. The final school will retain Child Protection files for at least DoB+25 year

### **Confidentiality**

We recognise that all matters relating to child protection are confidential. The Head teacher / Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child. All adults must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or well-being. All staff members have a professional responsibility to share information with other agencies in order to safeguard children. All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children’s welfare.

### **Procedure**

All information regarding any safeguarding or child protection incident is logged as an incident on the BehaviourWatch system. BehaviourWatch is a secure password protected system that tracks all edits. If other records are made, they must be handed to the DSL for safe storage and not duplicated in any form. Incident forms are shared with the child's parents/ carers and /or social worker and if necessary appended to online referral forms to the relevant MASH, LADO or other BHSCP team. If a child is placed

with us under Section 20 of The Children's Act 1989 then parental agreement for the referral will be discussed and parents kept informed of all actions. Behaviour watch is set up by the Lioncare School to keep a chronology of events and a record of outcomes.

An entry is also made on the agenda for the next Safeguarding Monitoring meeting so the actions are reviewed by other managers. This data is in a secure area of the Google drive.

All records are stored in line with The Lioncare Groups Record Management Policy. The Children's Act 1989, The Human Right Acts 1998 and the Data Protection Act 1998 provide the legal context for considering issues of consent and confidentiality.

## Missing From Education

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation, and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Here, missing means being off role or absent for significant periods, not absent without permission which is covered in our policy for Promoting Positive Behaviour and Relationships. If a child on role has a worrying attendance pattern the school will invite the parent/Carer for a meeting to complete an ATTEND form and collaborate on an action plan to address the factors behind non-attendance. If this is unsuccessful the Lioncare School will liaise with the placing authority to plan for the support needed to improve attendance. This may mean the agreement of an alternative timetable, or specific home/school liaison work. The Lioncare School works with children who are subject to many transitions across their compulsory educations. Some of these transitions are guided by social care needs or driven by emergency safeguarding situations. However, The Lioncare School will endeavour to ensure that no child on role is “missing from education” or at risk of becoming so between providers by using the following checklist for good practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/ChildrenMissingEducation- statutoryguidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/ChildrenMissingEducation- statutoryguidance.pdf) We will notify Brighton and Hove SEN department when we are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations 1 (Annex A). (This duty does not apply when a pupil's name is removed from the admission register at standard transition points). When removing a pupil's name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A) We will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point. When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil. When a child leaves our placement, we will make reasonable attempts to find the name of the next placement from the hosting local authority. If this is unsuccessful, we MAY consider requesting support from Brighton and Hove or reporting the situation to OFSTED.

## Site Security

All adults have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light. The school gate is locked during the school day and external doors kept shut. We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site or to call the police.

## Professional Challenge and Disagreements

Working with children and families, and in particular child protection work, is stressful and complex. This work can involve strong feelings and considerable complexity and

it is possible that a group of professionals working in the best interests of a child may find areas of disagreement.

To ensure that the best decisions are made for children, we need to be able to challenge one another's practice. We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, the head teacher, the safeguarding consultant [becciemannall@gmail.com](mailto:becciemannall@gmail.com) or with the Local Authority Education Safeguarding Officer [Alex.Graham@brighton-hove.gov.uk](mailto:Alex.Graham@brighton-hove.gov.uk).

One of the roles of the organization's Safeguarding Monitoring Group is to scrutinise the response of the various partner agencies and where necessary escalate concerns, or support the DSL to do so. The S.M.G will invite other agencies to their meetings to discuss how partnerships can work positively. Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management. If there are any professional disagreements with practitioners from other agencies, the Designated Safeguarding Lead and/or the head teacher will raise concerns with the relevant agency's safeguarding lead in line with Guidance in the *Pan-Sussex Safeguarding and Child Protection Procedures*:

<http://sussexchildprotection.procedures.org.uk/>

<https://www.bhscp.org.uk/wp-content/uploads/sites/3/2019/12/BH-Safeguarding-Children-Partnership-Arrangements-Final-1.pdf><sup>3</sup>

If the school disagrees with the child protection conference chair's decision, the Designated Safeguarding Lead and or the head teacher will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

## Contextual Safeguarding Managing Specific Areas of Risk to Children and Young People

(including FGM, PREVENT, Serious Violence and Peer on Peer abuse/harassment /sexual violence including "sexting")

Specific Areas of Risk	Current Level of Risk Assessment for 2021-22	Controls	Further information <sup>1</sup>
Children with mental health and support needs	High	Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions Relationships Staff skills base Training	<a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>

<sup>3</sup> If any of the links are broken in your version of the policy, please refer to KCSiE2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007260/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf) or talk to the DSL/DDSL, and see <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

		<p>Policies</p> <p>Interagency Work</p> <p>Safeguarding Risk Profiles/Positive Behaviour Support Plans</p>	
Children and the court system	Medium	<p>Therapeutic Environment and Curriculum</p> <p>Specific therapeutic assessments and interventions</p> <p>Relationships</p> <p>Staff skills base</p> <p>Training</p> <p>Policies</p> <p>Interagency Work</p>	<p><a href="https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</a></p> <p><a href="https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</a></p>
Children with family members in prison	Low	<p>Therapeutic Environment and Curriculum</p> <p>Specific therapeutic assessments and interventions</p> <p>Relationships</p> <p>Staff skills base</p> <p>Training</p> <p>Policies</p> <p>Interagency Work</p>	<p><a href="https://www.nicco.org.uk/">https://www.nicco.org.uk/</a></p>
Child abduction and community safety Incidents	Low	<p>Levels of supervisions</p> <p>Daily risk assessments Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions</p> <p>Relationships</p> <p>Staff skills base</p> <p>Training</p> <p>Policies</p> <p>Interagency Work including local partnerships and information sharing Safeguarding Risk Profiles/Positive Behaviour Support Plans</p>	<p><a href="http://www.actionagainstabduction.org/">http://www.actionagainstabduction.org/</a> <a href="https://clevernevergoes.org/">https://clevernevergoes.org/</a></p>

Fabricated or Induced Illness	Low	Interagency work and Nature of cohort	<a href="https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/">https://www.nhs.uk/mental-health/conditions/fabricated-or-induced-illness/overview/</a>
Child Criminal Exploitation (CCE) County lines	Low-due to high level of supervision and safe initial assessments (see admissions policy)	Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions Relationships Staff skills base Training Policies Interagency Work-specifically with B&H VVE team under LSCB Safeguarding Risk Profiles/Positive Behaviour Support Plans	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_Sept2018.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_Sept2018.pdf</a>  <a href="https://www.oscb.org.uk/wpcontent/uploads/2019/04/VVE-Briefing-Full.pdf">https://www.oscb.org.uk/wpcontent/uploads/2019/04/VVE-Briefing-Full.pdf</a>
Sexual Exploitation (CSE)	Medium-due to high level of supervision and safe initial assessments (see admissions policy)	Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions Relationships Staff skills base Training Policies Interagency Work-specifically with B&H VVE team under LSCB Safeguarding Risk Profiles/Positive Behaviour Support Plans	<a href="https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners">https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners</a>
Children missing from education	Low	Policies and procedures Interagency work	See policy  <a href="https://www.brighton-hove.gov.uk/policy-children-missing-education">https://www.brighton-hove.gov.uk/policy-children-missing-education</a>

Domestic abuse	Medium	Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions Relationships Staff skills base Training Policies Interagency Work-specifically with B&H VVE team under LSCB Safeguarding Risk Profiles/Positive Behaviour Support Plans	<a href="https://www.operationencompass.org/">https://www.operationencompass.org/</a> <a href="https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/</a> <a href="http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/">http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/</a> <a href="https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse">https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse</a> <a href="https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations/domestic-abuse-specialist-sources-of-support">https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-</a>
			<a href="https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets">needs-or-situations/domestic-abuse specialist-sources-of-support</a>
Homelessness	Low	Interagency work Residential provision	<a href="https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets">https://www.gov.uk/government/publications/homelessness-reduction-bill-policy factsheets</a>

<p>So-called 'honour based' abuse (including Female Genital Mutilation and Forced Marriage)</p>	<p>Low</p>	<p>Nature of school cohort Levels of supervision Relationships Policy and Procedures</p>	<p><a href="https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information">https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information</a></p> <p><a href="https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation">https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation</a></p> <p>See Policy Below</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMGStatutoryGuidance_publication_180614_Final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMGStatutoryGuidance_publication_180614_Final.pdf</a></p>
<p>Modern Slavery and the National Referral mechanism</p>	<p>Low</p>	<p>Nature of school cohort Levels of supervision Relationships Policy and Procedures</p>	<p><a href="https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims">https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims</a></p>
<p>Preventing radicalization, the Prevent Duty and Channel</p>	<p>Medium</p>	<p>Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions Relationships Staff skills base Training Policies Interagency Work-specifically with B&amp;H Prevent team Community relationships Profiles/Positive Behaviour Support Plans</p>	<p><a href="https://www.gov.uk/government/publications/prevent-duty-guidance">https://www.gov.uk/government/publications/prevent-duty-guidance</a></p> <p><a href="https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty">https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</a></p> <p><a href="http://www.safeinthecity.info/getting-help/preventing-terrorism-and-extremism">http://www.safeinthecity.info/getting-help/preventing-terrorism-and-extremism</a></p> <p><a href="mailto:Will.Robey@brighton-hove.gov.uk">Will.Robey@brighton-hove.gov.uk</a></p>

Substance Misuse	Low	Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions Relationships Staff skills base Training Policies Interagency Work-RUOK and Sussex Police Safeguarding Risk Profiles/Positive Behaviour Support Plans Levels of supervision	<a href="http://www.familyinfobrighton.org.uk/kb5/brighton/fsd/service.page?id=_yj57wKz6ic">http://www.familyinfobrighton.org.uk/kb5/brighton/fsd/service.page?id=_yj57wKz6ic</a>
Peer on peer/ child on child abuse including Sexual violence and sexual harassment between children in schools See appendix iv	Low	Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions Relationships Staff skills base Training Policies Interagency Work-specifically Kidscape and the Restorative Justice Network Safeguarding Risk Profiles/Positive Behaviour Support Plans Levels of supervision	Preventing and Tackling Bullying, DfE advice Relationship abuse: disrespect nobody - Home Office website Gangs and youth violence: for schools and colleges Relationship abuse: disrespect nobody - Home Office website Ending violence against women and girls 2016-2020 strategy Violence against women and girls: national statement of expectations for victims Sexual violence and sexual harassment between children in schools and colleges

Upskirting	Low	Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions Relationships Staff skills base Training Policies-specifically Online Safety and limited device/internet access Interagency Work-specifically Kidscape and the Restorative Justice Network	Upskirting know your rights – UK Government
		Safeguarding Risk Profiles/Positive Behaviour Support Plans Levels of supervision	
Sexting	Medium (for receipt of sexting)  Low (for sending sexting)	Therapeutic Environment and Curriculum Specific therapeutic assessments and interventions Relationships Staff skills base Training Policies-specifically Online Safety and limited device/internet access Interagency Work-specifically Kidscape and the Restorative Justice Network Safeguarding Risk Profiles/Positive Behaviour Support Plans Levels of supervision	Sexting: responding to incidents and safeguarding children

## Appendices

- i. Main Categories and Definitions Of Abuse And Neglect (ref The Brighton and Hove Model Policy)
- ii. Role of the DSL
- iii. The Lioncare Group Policy for the Mandatory Reporting of FGM (Female Genital Mutilation)
- iv. Statement on Harmful Sexual Behaviours

### i. Main Categories and Definitions Of Abuse And Neglect (ref The Brighton and Hove Model Policy)

Abuse and neglect are forms of maltreatment of a child. Somebody may cause or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family, or in an institutional or community setting; by those known to them or, more rarely by a stranger. They may be abused by an adult or adults or another child or children.

#### Definitions

**Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.

**Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

**Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

**Early Help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years. **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

**Safeguarding children** is the action we take to promote the welfare of children and protect them from harm.

**Safeguarding and promoting the welfare of children** is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (July 2018)* as:

- ♦ protecting children from maltreatment;
- ♦ preventing impairment of children's health and development;
- ♦ ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- ♦ taking action to enable all children to have the best outcomes.

**Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

For more definitions, see *Pan-Sussex Safeguarding and Child Protection Procedures* <http://sussexchildprotection.procedures.org.uk/>

### Categories of Abuse

**Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- Making the child feel they only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyber bullying)
- exploitation or corruption
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, long-term difficulties with social functioning, relationships and educational progress. Neglect can also result, in extreme cases, in death. **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or Carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse is not solely perpetrated by adults. Children can also commit acts of physical abuse

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet

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

The Sexual Offences Act 2003 introduced a range of new sexual offences designed to address all inappropriate activity with children. Child Sexual Abuse includes:

- Rape: vaginal, anal or oral penetration committed by a male on a female or male without consent (this is the only sexual offence that can be committed exclusively by a man, as the penetration must be by a penis).
- Sexual assault by penetration: penetration of the vagina or anus with a part of the body or anything else (this is a new offence that replaces indecent assault and recognises the seriousness of penetration)
- Sexual assault: touching a person sexually without consent (this also replaces the offence of indecent assault and covers non-penetrative touching of a victim and would include fondling, masturbation, digital penetration and oral genital contact).
- Sexual activity with a child: a person 18 or over intentionally sexually touching a child under 16 (this offence replaces the offences of indecent assault and unlawful sexual intercourse - a separate offence deals with the situation where both persons involved are under 18 and reduces the penalty); these offences include situations where there is consent between the parties; where this consent exists, and the parties are of a similar age, it is not anticipated that any criminal proceedings will take place.
- Causing or inciting a child to engage in sexual activity: a person aged 18 or over making a child under 16 commit a sexual act on another person (including making a child touch the offender). Other forms of sexual activity e.g. taking indecent photographs of children or exposing children to abusive images of children. In law, children under 16 years of age cannot consent to any sexual activity occurring, although in practice children and young people may be involved in sexual contact to which, as individuals, they may have agreed. Children under 13 years cannot in law under any circumstances consent to sexual activity and specific offences, including rape, exist for child victims under this age.

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of possible Significant Harm;
- Must prompt the professional to seek further information;
- Justify the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague);
- May require consultation with and/or referral to Children's Social Care

In an abusive relationship the child may:

- Appear frightened of the parent(s);
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development including across cultures)

The parent or carer may:

- Persistently avoid child health services and treatment of the child's illnesses;
- Have unrealistic expectations of the child;
- Frequently complain about/to the child and fail to provide attention or praise (a high criticism/low warmth environment);
- Be absent
- Be misusing substances;
- Persistently refuse to allow access on home visits;
- Be involved in domestic violence;
- Be socially isolated.

All adults employed by The Lioncare Group should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, are

reintroduced to the child e.g. through new contact arrangements or have potential opportunity to have substantial access to the child e.g. if a child begins to have unsupervised contact with another family member or overnight stays with a family member or friend of the family. In such situations there must be robust and effective multi-agency risk management in place, in relation to known offenders and those who pose a risk to the child.

It should be recognised that those who pose a risk to children often will not be honest with others. Adults employed by The Lioncare Group should be mindful of this. Of particular note are carers who present a risk due to either fabricating or inducing illnesses within the children they are responsible for.

### **Recognising Physical Abuse**

This section provides information about the sites and characteristics of physical injuries that may be observed in abused children. It is intended primarily to assist those caring for the children placed with The Lioncare Group in the recognition of bruises, burns and bites which require medical assessment and/or that should be referred to external professionals (e.g. the police, L.A.D.O., and/or Social Worker). The following are often regarded as indicators of concern: –An explanation which is inconsistent with an injury

- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- Parents / carers who are uninterested or undisturbed by an accident or injury
- Parents who are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury) or may represent fabricated or induced illness
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as highly suspicious of a non-accidental injury unless there is an adequate explanation provided and experienced medical opinion sought:

- Any bruising or other soft tissue injury to a pre-crawling/pre-walking infant or non-mobile disabled child
  - Bruising in or around the mouth, particularly in small babies which may indicate force feeding
  - 2 simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
  - Repeated or multiple bruising on the head, or on sites unlikely to be injured accidentally;
  - The outline of an object used e.g. belt marks, hand prints or a hair brush (a pinch causes small double bruises, a punch or kick causes an irregular bruise with a paler center, gripping causes ovals from fingertips or lines between fingers);
  - Linear pink marks, hemorrhages or pale scars may be caused by ligature, especially at wrists, ankles, neck, male genitalia;
  - Bruising or tears around, or behind, the earlobe(s) indicating injury by pulling or twisting; - Bruising around the face;
  - Broken teeth and mouth injuries (a torn frenulum - the flap of tissue in the midline under the upper lip - is highly suspicious);
  - Grasp marks on small children;
- Bruising on the arms, buttocks and thighs may be an indicator of Sexual Abuse. Bruises are difficult to age accurately because they change colour at differing rates. The NSPCC provide a useful guide: <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/core-info-bruises-children.pdf>

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an

adult or older child.

A medical opinion from a forensic dentist or orthodontist should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes are characteristically punched out lesions 0.6 - 0.7 cm in diameter, and healing usually leaves a scar; –
- Friction burns resulting from being dragged;
- Linear burns from hot metal rods or electrical fire elements;
- Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of her/his own accord will struggle to get out and cause – splash marks);
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are multiple fractures or old fractures (in the absence of major trauma, birth injury or underlying bone disease);
- Medical attention is sought after a period of delay when a fracture has caused symptoms e.g. swelling, pain or loss of movement; –
- There is an unexplained fracture in the first year of life.

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

#### **Shaken Baby Syndrome**

Shaking a baby often results in no visible injury. Nevertheless, significant internal injuries may be caused, e.g. intra-cranial bleeding, brain injury, small fractures to the ends of the long bones, other fractures (such as ribs and neck) and retinal haemorrhages. Signs and symptoms can be non-specific, which may result in a delay in seeking advice.

The infant can present with:

- Lethargy
- Poor feeding - Vomiting
- Stops in breathing - Pallor
- Variable consciousness
- Irritability
- Convulsions

In suspected cases it is essential that an ophthalmological examination and skeletal survey are carried out.

### **Self-Harming and Siblings**

Caution must be used when interpreting an explanation by parents/carers that an injury or series of injuries was self-inflicted or caused by a sibling. This is especially

- important in young or disabled children not able to offer a reliable explanation themselves. Due consideration must be given to the possibility that the injury may:
- a. Be non-accidental, particularly if the explanation appears discrepant for the nature of the injury;
  - b. Possibly have occurred in circumstances where neglect is a consideration. In these circumstances a referral to the L.A.D.O. should be made in accordance with procedures.

### **Recognising Emotional Abuse**

Emotional Abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Indicators of Emotional Abuse are also often associated with other forms of abuse. Recognition of Emotional Abuse is usually based on observations over time and the following offer some associated indicators: Parent/Carer and Child Relationship Factors:

- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or failure to attach;
- Persistent negative comments about the child or 'scape-goating' within the family;
- Inappropriate or inconsistent expectations of the child e.g. over-protection or limited exploration.

Child Presentation Concerns:

- Delay in achieving developmental, cognitive and/or other educational milestones;
- Failure to thrive / faltering growth;
- Behavioural problems e.g. aggression, attention seeking;
- Frozen watchfulness, particularly in preschool children;
- Low self-esteem, lack of confidence, fearful, distressed, anxious;
- Poor relationships with peers, including withdrawn or isolated behaviour.

Parent/Carer Related Issues

- Dysfunctional family relationships including domestic violence; - Parental problems that may lead to lack of awareness of child's needs e.g. mental illness, substance misuse, learning difficulties;
- Parent or carer emotionally or psychologically distant from the child;
- Contextual factors may include:
  - Child left unsupervised/unattended;
  - Child left with multiple carers;
  - Child regularly late attending, or, not being collected from school;
  - Child repeatedly reported lost / missing;
  - Parent/carer regularly unaware of child's whereabouts;
  - Child regularly not available for meetings with childcare workers.

### **Recognising Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural. Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Where there are any concerns about the neglect of a child in a household, consideration must be given to the possibility that other children in the household may also be at risk of neglect or abuse.

Behavioural Indicators:

Physical symptoms e.g. injuries to genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted infection, presence of semen on vagina, anus, external genitalia or clothing.

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Child Related Indicators

- An unkempt, inadequately clothed, dirty or smelly child;
- A child who is perceived to be frequently hungry;
- A child who is observed to be listless, apathetic and unresponsive with no apparent medical cause; displaying anxious attachment; aggression or – indiscriminate - friendliness;
- Failure of a child to grow or develop within normal expected patterns with an accompanying weight loss or speech/language delay; – Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies;
- Unmanaged/untreated health/medical conditions including poor dental health;
- Frequent accidents or injuries;
- A child frequently absent from or late at school;
- Poor self-esteem;
- A child who thrives away from the home environment.

Indicators in the Care Provided;

- Failure by parents or carers to meet basic essential needs e.g. adequate food, clothes, warmth, hygiene, sleep;
- Failure by parents or carers to meet the child's health and medical needs e.g. poor dental health, failure to attend or keep appointments with health visitor, GP or hospital,
- lack of GP registration, failure to seek or comply with appropriate medical treatment;
- A dangerous or hazardous home environment including failure to use home safety equipment, risk from animals;
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) – and lack of adequate heating;
- A lack of opportunities for child to play and learn;
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods;
- Neglect of pets.

Where there are any concerns about the neglect of a child in a household, consideration must be given to the possibility that other children in the household may also be at risk of neglect or abuse.

### **Obesity**

Obesity in children is an increasingly common problem in the general population and differentiating when there is a Safeguarding issue can be difficult and complex.

Neglect can result in poor supervision of food intake, or an inappropriate diet being offered to the child with resultant excessive weight gain. A sedentary lifestyle with limited opportunity for physical activity, when combined with an inappropriate diet, can result in excessive weight gain. It is important to take into account: A. The impact of the obesity on the child, particularly evidence that the child is developing medical complications (e.g. undue breathlessness), restrictions in day-to-day activities or social/emotional difficulties as a result of their obesity;

B. The context / is there other evidence of emotional harm or neglect.

Excessive calorie intake is the cause of most childhood obesity. In a very small proportion of obese children there is an underlying medical cause. The parent/carer is responsible for monitoring their child's diet and seeking appropriate advice/support if the child or adolescent is overweight or obese. The management of obesity in children therefore requires parental engagement to enable and support their child to adopt healthy eating patterns, participate in age-appropriate levels of physical activity and attend medical and dietetic appointments as necessary. Parental failure to engage with an appropriate management plan in a child who is severely obese and/or is developing serious complications of obesity should be considered a safeguarding Issue.

## ii. The Role of The Designated Safeguarding Lead (Keeping Children Safe in Education 2021 Annex C)

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children. Deputy designated safeguarding leads It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability: During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer (LADO) on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals:

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care; ○
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme; ○ where a

person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;

- where a crime may have been committed to the Police as required.

(see NPCC -*When to call the police* should help understand when to consider calling the police and what to expect when working with the police).

Working with others:

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; · as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 145 referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health; · promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college.

This includes:

- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes. Information sharing and managing the child protection file: The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:
  - a clear and comprehensive summary of the concern; We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.
  - details of how the concern was followed up and resolved;
  - a note of any action taken, decisions reached and the outcome. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance. Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5

days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff; · ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
  - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills:

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers; · understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep

children safe whilst they are online at school or college;

- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff:

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes;
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children;

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to: · encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them;

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information;

The critical importance of recording, holding, using and sharing information effectively is set out in this documents, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and, · be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

### **iii. The Lioncare Group Policy for the Mandatory Reporting of FGM (Female Genital Mutilation)**

#### **Policy Statement**

At The Lioncare School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at The Lioncare School. We recognise our responsibility to safeguard all who access

school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Our determination to ensure that all necessary steps are taken to protect children, young people and adults from harm includes safeguarding girls from Female Genital Mutilation (FGM). This policy should be read in conjunction with the school's Safeguarding and Child Protection policies.

**The Lioncare School Policy - Mandatory Reporting of Female Genital Mutilation Implementing FGM Duty To implement FGM Duty,** The Lioncare School will ensure all adults have access to information and training where relevant to ensure all have an understanding and can build capability to deal with the risks identified. This includes:

- An understanding of what FGM means;
- An understanding of FGM types, including short- and long-term health effects;
- An understanding of FGM risk factors;
- An understanding of FGM legislation;
- How to challenge FGM ideology;
- How to obtain support from the senior leadership team, the police, local authorities and multi-agency partnerships;
- How to share information to ensure a person at risk of FGM obtains appropriate support;
- How and when to make a direct FGM referral to the police;
- How to record and maintain records to comply with school's responsibilities.

### **What is Female Genital Mutilation (FGM)?**

FGM is a form of child abuse that can lead to extreme and lifelong physical and psychological suffering to women and girls. The term FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. In general, girls undergo female genital cutting (FGC) around the age of three years old, though the age may vary depending on the type of ritual and customs of the local village or region. The World Health Organisation (WHO) estimates that 100 – 140 million girls and women have experienced FGM. It is estimated that in 2014, 170,000 women in England and Wales were living with the consequences of FGM1 with 1,036 newly recorded cases in England from April to June 2015. The origins of FGM are unclear but there is historical evidence of the practice in ancient Egypt, Tsarist Russia and by pre-Islamic Arabs and African tribes. It is predominantly practiced in the African continent, Yemen and Iraq however, following migration, is also practiced amongst immigrant communities in Europe, North & South America, Canada, Australia and New Zealand. FGM is not an Islamic practice. It is a cross cultural and cross-religious ritual. Communities supporting FGM justify the practice for a variety of reasons. These may be:

- Sexual control of men over women
- Preservation of virginity
- Custom and tradition
- Family honour
- Hygiene or cleanliness
- Mistaken belief that FGM is a religious requirement

### **Methods of FGM**

There are four types of FGM categorized as:

**Type I:** Sunna Circumcision- removal of the prepuce with the excision of part or all of the clitoris.

In this procedure the clitoris is pulled out and amputated. Bleeding is stopped by packing the wound or by stitching the clitoral artery. **Type II:** Excision- a clitoridectomy which involves the partial or entire removal of the clitoris, as well as the scraping off of the labia majora and labia minora. Types I and II are thought to generally account for 80-85% of all female genital mutilation.

**Type III:** Infibulation - also known as 'Pharaonic Circumcision', this is the most extreme form of FGM which involves removal of the clitoris and the adjacent labia (majora and minora). The scraped sides of the vulva across the vagina are then secured with thorns or sewn. The girl's legs are then tied together whilst fusion takes place, usually between 2- 6 weeks. The scar creates skin that covers the urethra and most of the vagina to act as a physical barrier to intercourse. (A small opening is kept to allow passage of urine and menstrual blood). An infibulated woman must be dilated (a process that may take months) or recut (defilation) to allow intercourse. Defilation is traditionally undertaken by the husband or a female relative using a knife or piece of glass. The incision may be closed again (infibulation) after intercourse to secure fidelity to the husband. During childbirth defibrillation is repeated to prevent an obstructed labour or perineal tears. Traditionally, re-infibulation is performed after the woman gives birth.

**Type IV:** Use of Angurya and Gishiri cuts - The term "angurya cuts" describes the scraping of the tissue around the vaginal opening. "Gishiri cuts" are posterior (or backward) cuts from the vagina into the perineum. These procedures often result in vesicovaginal fistulae and damage to the anal sphincter.

#### **FGM- Possible Indicators of Risk**

There are factors that may indicate a child may be at risk of FGM. As with all other aspects of safeguarding they may form part of a collective picture of concern. For example if: the family originates from a community known to practice FGM and / or information is shared of intention to travel to their country of origin; a parent requests permission for a child to travel overseas for an extended period during the academic year; a parent seeks to withdraw their child from learning about FGM in school; a child expresses anxiety about a special ceremony or traditional custom; another family member is known to have previously undergone FGM.

#### **FGM- Immediate Health Consequences**

The immediate health consequences of FGM can include: fatality as a result of shock, haemorrhage or septicaemia; infection due to unsanitary conditions; transmission of the HIV virus which can cause AIDS; extreme levels of pain, fear, anxiety and discomfort. FGM- Long Term Health Consequences FGM has many long-term physiological, sexual, and psychological effects some of which include: kidney and or recurrent urinary retention / infection; genital malformation, cysts, keloid scar formation; delayed menarche (first menstrual cycle), chronic pelvic complications, sexual frigidity, pain during sex, lack of pleasurable sensation; obstetric complications mental health difficulties, Post-Traumatic Stress Disorder Because of the nature and extent of both the initial and repeated cutting and suturing, the physical, sexual and psychological effects of Type III infibulation are greater and longer lasting than for other types of female genital mutilation.

#### **FGM – Legislation**

International legal frameworks such as the UN Convention on the Rights of the Child and UN Convention on the Elimination of all Forms of Discrimination contain general safeguarding measures, which may be applied to FGM. The Prohibition of Female Circumcision Act (1985) made it a criminal offense in the UK to: incise, infibulate or mutilate of the whole or any part of the labia majora, labia minora or clitoris of a person or to aid, abet, counsel or procure another person to carry out this procedure unless deemed a necessary surgical procedure carried out by a registered medical practitioner or midwife. The 1985 Act was replaced by the Female Genital Mutilation Act 2003. Applying to England, Wales and Northern Ireland, the 2003 act extends offenses to also include: assisting a girl to carry out FGM on herself; extra-territorial offences to deter people from taking girls abroad for mutilation. The Serious Crime Act 2015 amends the 2003 Act so that the extra-territorial jurisdiction extends to prohibited acts done outside the UK by a UK national or a person who is resident in the UK. Consistent with that change, it also amends section 3 of the 2003 Act (the offence of assisting a non-UK person to mutilate overseas a girl's genitalia) so that it extends to acts of FGM done to a UK national or a person who is resident in the UK. These changes mean that the 2003 Act can capture offences of FGM committed abroad by or against those who are at the time habitually resident in the UK irrespective of whether they are subject to immigration restrictions. The term 'habitually resident' covers a person's ordinary residence as opposed to a short, temporary stay in a country. The courts determine whether an involved person is habitually resident in the UK, and therefore covered by the 2003 Act. The Serious Crime Act (2015) also makes equivalent amendments to the Prohibition of Female Genital Mutilation (Scotland) Act 2005. The 2015 Act has also created a new offence that of failing to protect a girl from FGM. This means that, if an offence of FGM is

committed against a girl under the age of 16, each person who is responsible for the girl at the time of FGM occurred will be liable. The term 'responsible' refers to those with parental responsibility who have frequent contact with the girl or where a person aged 18 or over have assumed responsibility for caring for the girl "in the manner of a parent". The maximum penalty for the new offence is seven years' imprisonment or a fine or both. Female Genital Mutilation Protection Orders (FGMPO) The 2015 Act also introduces the provision of FGM protection orders, a civil law measure to protect a girl against the commission of a genital mutilation offence or protect a girl against whom such an offence has been committed. Application for the court to make a FGMPO can be made: by the girl who is to be protected; by a Relevant Third Party (RTP) appointed by the Lord Chancellor- currently only Local Authorities are classified as RTPs; any other person with the permission of the court e.g. the police, a voluntary sector support service, a healthcare professional, a teacher, a friend or family member. The court will consider all the circumstances including the need to secure, the health, safety, and well-being of the girl. The FGMPO contains prohibitions, restrictions or other requirements to protect a victim or potential victim of FGM. This could include be an order to: surrender a person's passport or any other travel document; protect a victim or potential victim from FGM from being taken abroad; not enter into any arrangements, in the UK or abroad, for FGM to be performed on the person to be protected. Breach of an FGMPO is a criminal offence with a maximum penalty of five years' imprisonment, or as a civil breach punishable by up to two years' imprisonment. FGM- Public Protection Orders There are other public protection orders that may also be used to protect girls under 18 yrs. deemed at risk: Police Protection Order- this gives the Police power to remove a girl thought to be at risk of significant harm and place her under 'police protection' for up to 72 hours; Emergency Protection Order- after 72 hours the Police or Social Care Services can apply for this further protection if a girl is still thought to be at risk; Inherent Jurisdiction- inherent jurisdiction of the court can be requested by Social Care Services where a care order is not deemed appropriate and issues concerning a girl cannot be resolved under the Children Act. Applications can also be made by any interested party to make a girl a ward of court.

### **Mandatory Reporting Duty**

From October 2015 education, social care and health professionals in England and Wales have a mandatory duty to report to the police if they know a girl aged under 18 years of age has undergone FGM. The duty requires the individual professional who becomes aware of the case to make a report. Unlike other safeguarding or child welfare concerns the reporting responsibility cannot be transferred e.g. to a designated named person for safeguarding. The only exception to this is when the professional is aware another individual from their profession has already made a report. In this case there is no requirement to make a second report to the police however concerns will be recorded in line with our safeguarding protocols. This mandatory reporting duty applies to: Health and Social Care professionals regulated by a body which is overseen by the Professional Standards Authority for Health and Social Care (with the exception of the Pharmaceutical Society of Northern Ireland) namely:

- Health and Care Professions Council (whose role includes the regulation of social workers in England)
- Nursing and Midwifery Council
- General Chiropractic Council
- General Dental Council
- General Medical Council
- General Optical Council
- General Osteopathic Council
- General Pharmaceutical Council
- **Teachers**- this includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions, and, in Wales, education practitioners regulated by the Education Workforce Council; Social Care Workers in Wales. Mandatory direct reporting to the police is required if the professional has:–  
visually confirmed FGM has taken place and there is no reason to believe the act was carried out in relation to physical or mental health purposes or connected to labour or birth; or b. directly experienced a verbal disclosure that FGM has been carried out.

–It’s important to note that professionals are not required to report directly to the Police in relation to at risk or suspected cases or where the woman is over 18. In these cases we will follow our usual safeguarding procedures and reporting protocols. However, as with all aspects of Child Protection, where there is a risk to life or likelihood of serious immediate harm, we will report the case immediately to police.

### **Visually Identified Cases**

The reporting duty for visually identified cases only applies to cases discovered in the usual course of a professional’s work. If genital examinations are not undertaken in the course of delivering a role, then the duty does not change this. Most professionals will visually identify FGM as a secondary result of undertaking another action. There are no circumstances in which our staff should examine a girl. It is possible however that a teacher (applying the definition stated earlier) may see something which appears to show that FGM may have taken place e.g. changing a nappy, assisting toileting, SEN intimate care needs. In such circumstances, the teacher must make a report under the duty, but should not conduct any further examination of the child.

### **FGM- Verbal Disclosure**

As with all safeguarding disclosures, it is not the duty of staff to interrogate or investigate whether FGM has been carried out. Staff should be aware that the girl may use alternative words or references rather than the specific term Female Genital Mutilation or FGM e.g. cut, cutting. To help enable the girl to share information staff should: Find a quiet place to talk; If asked not to tell anyone explain your safeguarding duty; Maintain a calm appearance and open posture; Allow time – let the girl talk freely without leading the conversation; Listen carefully and accurately; Wherever possible use the girl’s description to clarify any disclosure e.g. ‘you said “special ceremony”- what did you mean? Reassure telling was the right thing to do. The professional’s responsibility to report to the Police only applies when the victim makes a direct verbal disclosure. If another person makes an indirect disclosure about a girl the mandatory duty to report to the police does not apply. Such disclosures will be handled in line with our usual processes for safeguarding concerns.

### **FGM- Making a Report to the Police**

Reports under the mandatory duty will be made as soon as possible after a case is discovered, best practice being by the close of the next working day. The legislation requires the professional to report to the police force area within which the girl resides. Reports will usually be made orally by calling the single non-emergency number 101, although written reports are also permitted. The professional will be required to share the following information:

- An explanation of why they are making a report under FGM duty
- Their details;
  - Name
  - place of work
  - role
  - contact details
  - availability
  - details of the Head Teacher;
  - The girl’s details;
    - Name
    - Age
    - date of birth
    - address.

The Police will issue a reference number which will be recorded in our safeguarding record. The record will include details of the discussion and any decisions made.

#### **FGM- Action Following a Report to the Police**

In line with safeguarding best practice the girl's parents or guardians will be informed that a report has been made to the Police unless this action is deemed to put the girl or anyone else at risk. This will be discussed with school's safeguarding lead. All further action taken will be in line with our general safeguarding responsibilities, which may involve participating in a multi-agency response.

#### **FGM- Failure to Comply with the Duty**

Failure to comply with mandatory FGM reporting to the Police is dealt with by the performance measures in place for each profession and through staff disciplinary procedures. Should the school dismiss a teacher, or if a teacher resigns before dismissal occurs, The Lioncare Group may refer the matter to THE DEPARTMENT FOR EDUCATION AND TEACHING REGULATORY AUTHORITY as regulators of the teaching profession. The result of such referral may result in fitness to practice proceedings and affect teaching registration.

**FGM- Roles and Responsibilities** In line with The Lioncare School's safeguarding arrangements, all FGM Duty concerns will be immediately reported to the Chief Executive Officer of The Lioncare Group by the Head Teacher. Together with the Head Teacher they will monitor ongoing liaison with the police and other multi-agency partners. The Role of the Head Teacher: It is the Head Teacher's role to implement the school's FGM Policy with the support of the Senior Leadership Team and Governing Body; It is the Head Teacher's role to ensure there is a collective responsibility for safeguarding and that all staff and volunteers are aware of the FGM policy and related policies, protocols and procedures; The Head Teacher will ensure staff members with named responsibility for child protection have a clear understanding of school's FGM policy and receive training in order to support staff and volunteers; The Head Teacher will promote FGM Duty when overseeing the development of the curriculum and all other aspects of school life; The Head Teacher will inform the Executive Director of all FGM Duty concerns/ referrals.

The role of all staff: teaching and non-teaching All staff will be made aware of and have access to school's FGM Policy, protocols and procedures; All staff will attend annual safeguarding and FGM training which will include guidance on implementing FGM reporting duties; All staff will strive to safeguard pupils in all aspects of the FGM agenda; As with all aspects of safeguarding, teachers will support teaching assistants, support staff and volunteers working in their classrooms or on educational visits; All staff have a responsibility to monitor and, where necessary, guide the practice of volunteers, visitors or contractors working in school. Any concerns will be reported to the Head Teacher.

### **iv. Statement on Harmful Sexual Behaviours**

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

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 behaviour 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 behaviour 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 behaviours 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.