



The Lioncare School Safeguarding and Child Protection Policy 2017-18

Policy Type and Title	Related Documents	Related Legislation and guidance	Author	Consultation	Curriculum Links	Date Created	Date for review
<p>Safeguarding Policy Including Policies and Procedures for;</p> <ul style="list-style-type: none"> - Child Protection - Responding to Allegations against Adults - Mandatary Reporting of Female Genital Mutilation - The PREVENT duty - Whistle-Blowing 	<p>Nested under this policy are the following policies:</p> <ul style="list-style-type: none"> - The Safer Recruitment Policy - The Online Safety Policy - The Guide to Safe-Working Practices <p>Also linked are our policies / procedures for:</p> <ul style="list-style-type: none"> - Risk Assessment - Health and Safety - Records Management - Physical Contact and Safe Touch (including Restrictive Physical Intervention) - Behaviour Management and Anti-Bullying <p>And also related are:</p> <ul style="list-style-type: none"> - The Lioncare Employee Handbook - The Lioncare School Prospectus - The Statements of Purpose for Hillfields, Westfields, and Springfields Therapeutic Children's Homes 	<p>The Independent School Regulations 2014</p> <p>Keeping Children Safe in Education (DfE 2016)</p> <p>Working Together to Safeguard Children (DfE 2017)</p> <p>The Children Act 1989</p> <p>The Children Act 2004</p> <p>Safeguarding Vulnerable Groups Act 2006</p> <p>The Serious Crime Act 2015</p> <p>The Sexual Offences Act 2003</p> <p>The Protection of Children Act 1999</p> <p>The Human Rights Act 1998</p> <p>The Education Act 2002</p> <p>What to do if you are worried a child is being abused (2015)</p> <p>Information Sharing Guide for Practitioners (2015)</p> <p>The PREVENT Duty (2015)</p> <p>The Pan-Sussex Child Protection and Safeguarding Procedures Manual https://sussexchildprotection.procedures.org.uk/#</p>	Sara Fletcher	<p>The Executive Director</p> <p>The Service Manager</p> <p>The adult team at The Lioncare School</p> <p>The School improvement Partner (Rosemary Keen)</p>	All	August 2013	<p>Reviewed by team and trainer April 14</p> <p>Reviewed by Sara Fletcher August 14</p> <p>October 15</p> <p>April 16</p> <p>December 16</p> <p>August 17</p> <p>February 18</p> <p>(unless updates to KcSIE released September 2017)</p>

This Policy Applies to:

- All those directly employed by The Lioncare School and who are in positions and roles that require them to interact with or work alongside or in proximity to the children in our care and receiving an education from us.
- All those indirectly employed by The Lioncare School by being commissioned and paid to undertake work alongside or in proximity to the children in our care and receiving an education from us (i.e. engaged in regulated activities, 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, housekeeper/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.

All 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 Part One of Keeping Children Safe in Education https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keepingchildrensafeineducation.pdf

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/>

- Members of the School Management Team (The Head Teacher, Senior Teachers, Senior Administrator and Senior Learning Support Assistant) 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, along with the Service Manager, Jane Rayner, co-chairs 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 sent to the Executive Director and the Board of Directors of The Lioncare Group.
- The Head Teacher of the Lioncare School is Sara Fletcher and she is the Designated Safeguarding Lead (DSL) for the Lioncare School and as such takes lead responsibility for Safeguarding and Child Protection. The Deputy Designated Safeguarding lead is Julia Holford. 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 the oversight arrangements are. 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.

Introduction and Safeguarding Statement

At the Lioncare School, we attempt to ensure that all possible precautions are taken to protect the children in our care from experiencing abusive situations. We fully recognise and support every child's right to grow up free from abuse, exploitation, deprivation and fear and strive daily to provide a caring, safe, stimulating and empowering environment to protect this right and ensure all children have the best possible outcomes.

However difficult it is for us as adults and professionals to accept, many of the children attending the Lioncare School have previously been exposed to systematic abuse, sexual exploitation, deprivation and fear from a very young age and consequently they have grown up believing this to be 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. 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 centre of all aspects of school life.

Aims

The policy is designed to ensure the following principles are upheld at all times:

- The first priority is to protect the welfare and safety of the child.
- There is an associated need to protect the welfare and safety of other individuals, including other children, who may be at risk of harm arising from an incident.
- Immediate action is taken in response to any matter relating to Child Protection and Safeguarding.
- In all matters related to Safeguarding and Child Protection there is an absolute need for a measured and objective approach to all communication and recording that is based on factual accuracy and clarity.
- All relevant agencies and external bodies must be informed without delay.
- To follow advice and guidance from the Police, the Local Authority Designated Officer (L.A.D.O) and The Multi-Agency Safeguarding Hub regarding investigation of incidents, noting that any internal investigation will only be carried out once local Safeguarding agencies, including the police have given consent.
- All actions will be in line with the procedures of Brighton and Hove Local Safeguarding Board and governed by legislation.

Note: **Safeguarding** is defined as;

- *protecting children from maltreatment*
- *preventing impairment of children's health or development*
- *ensuring children are growing up in circumstances consistent with the provision of safe and effective care*
- *taking action to enable all children to have the best outcomes (Working Together to Safeguard Children DfE 2017)*

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

Contents of This Policy

1. A Child Centred Community
2. Procedures For Responding To A Disclosure Or Allegation Of Abuse
3. Safer Recruitment and Deployment of staff including Regulated and Non-Regulated Work
4. Induction and Training
5. Supervision and Monitoring
6. Whistle Blowing
7. Related Policies
8. Records Management
9. Managing Specific Areas of Risk to Children and Young People (including FGM, PREVENT and Peer on Peer abuse)
10. Appendices:
 - i. Recognition Of Abuse And Neglect: The Concept Of Significant Harm

- ii. Chart for the reporting of Allegations of Abuse at the Lioncare School
- iii. How The Lioncare School meets its obligations under paragraph 4 of Chapter 2 of "Working Together"
- iv. Action Plan for the Development of Safeguarding and Child Protection work in 2017-18

1. A Child Centred Community

Central to the therapeutic education model practiced at the Lioncare School is the belief that an individual child can only have damage from their earliest years addressed in a setting that allows for relatedness to others. Our practice is based on Psychosocial Theory, influenced by Group Relations thinking, informed by the work of Klein, Winnicott, Bion, Bowlby, and Hinshelwood amongst others. In this way, the model used at The Lioncare School resembles the Therapeutic Community Approach¹. The idea at the heart of the model is one of equality between people and of the capacity in each of us to help and heal each other and to contribute to each other's development. It emphasises the quality of communication between adults and children (and between the adults), and on the connections between the help provided to individuals and the overall task with the whole group. Therefore, the key areas we are constantly attempting to nurture in the children at The Lioncare School (and the adults working with them) is the ability to be honest, open and reliable with each other, and willing to find ways to communicate difficulties and problems more effectively and to begin to take responsibility for their own actions, decisions and lives. It is our firm belief that our Therapeutic Curriculum based on the following five principles² is a protective mechanism for keeping our children and young people safe both in school and over their journey to interdependence.

Attachment: Children and young people attending The Lioncare School need to feel a healthy sense of belonging. They are encouraged to become full members of a group that values them and gives them something to value. This is a fundamental first step in the feeling of self-worth necessary for learning to begin and it also means that they will not accept being treated badly by others and will speak up for themselves, trusting others to hear them. They will begin to accept that a reliable adult can hear about unpleasant experiences without blaming or rejecting the child.

Containment: Safety is paramount for our children and young people. All children and young people have a need to experience an appropriate degree of consistency, predictability, and regularity in their daily lives, and it is this that promotes a child or young person's sense of being 'safe' and is a prerequisite for children and young people developing the ability to retain new facts and skills (i.e. 'learning'). Our children and young people have often had limited experience of this. When the child recognises what feeling safe is like they can begin to identify those things that were and are not safe and begin to want to protect themselves in healthy ways.

Communication: Children at The Lioncare School need to see that openness is important in moving forward and that the adults can work honestly and respectfully with everything they need to communicate. In school this means teaching socially appropriate communication is more successful when adults show they can understand and manage less positive communication.

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

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.

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, recognise and manage risks in different situations and then decide how to behave responsibly, judge what kind of physical contact is acceptable and unacceptable and recognise when pressure from others

¹ 1 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.

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

(including people they know) threatens their personal safety and wellbeing and develop effective ways of resisting pressure.

2. Procedures For Responding To A Disclosure Or Allegation Of Abuse

A disclosure or allegation may be made concerning an alleged event occurring very recently, and may also be made concerning an alleged historic event occurring in the past. Regardless of the time-scale when the alleged event is said to have happened, all disclosures and allegations are treated with equal concern and responded to in the same way.

What is abuse?

Keeping Children Safe in Education (DfE 2016) describes types of abuse and neglect:

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the Internet).

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

Neglect: the persistent failure to meet a child's basic physical and/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 abuse. Once a child is born, neglect may involve a parent or carer 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix i) of this policy outlines in more detail some indicators of these types of abuse.

Form in which a disclosure or allegations may be presented

- Allegation reported by an independent person or agency about abuse that may have occurred at the Lioncare School.
- Allegation reported by an adult caring for the children at The Lioncare School about people independent to the school (parents/other carers/friends/strangers).
- Allegation reported by a child against an adult or child that interacted with them before they came into the school (historical abuse).

- Allegation reported by an adult caring for the children at The Lioncare School, against a colleague.
- Allegation reported by a child against another child also learning at The Lioncare School.
- Allegation reported by a child against another child interacting with those learning at the Lioncare School.
- Allegation reported by a child against an adult caring for them and educating them at the Lioncare School, or a child.

The Lioncare Group has designated the following people to oversee the procedures for responding to a disclosure or allegation of abuse of a child attending The Lioncare School:

1. Sara Fletcher (Head Teacher of The Lioncare School and Designated Safeguarding Lead) is the person to whom allegations or concerns should be reported and can be contacted on sara.fletcher@lioncare.co.uk T: 01273 734164
2. Julia Holford (Senior Teacher and Deputy Designated Safeguarding Lead) is the person to whom reports should be made in the absence of the Head Teacher and can be contacted on julia.holford@lioncare.co.uk T: 01273 734164
3. In the absence or unavailability of either The Head Teacher or Senior Teacher reports should be made to the Executive Director of The Lioncare Group: Matt Vince matt@lioncare.co.uk T: 01273 720424 (M: 07810 645934)
4. Matt Vince (Executive Director and Responsible Individual) is ultimately responsible for overseeing all matters related to Safeguarding and child protection in regards to The Lioncare School and can be contacted on T: 01273 720424 or email: matt@lioncare.co.uk or M: 07810 645934

Any person who knows or believes that a child attending The Lioncare School, or who formerly attended The Lioncare School, has been or is being abused by another person (child or adult) must directly and without delay inform the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead of The Lioncare School UNLESS the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead or a more Senior manager within the Lioncare Group is the alleged abuser in which case the chart in Appendix ii must be followed.

The DSL's first priority will be to ensure that the welfare and safety of the child, and all children living at The Lioncare School, is protected, along with the welfare of any adults involved in the situation. This may include making changes to the working arrangements of the day.

Their next priority is to assess whether to inform the following external agents and officers, considering the thresholds established for such information sharing:

- A) The L.A.D.O. (Local Authority Designated Officer) of Brighton and Hove L.S.C.B.
- B) The Police (if a criminal act has been committed or believed to have been committed).
- C) The Brighton and Hove Safeguarding Team (Front Door for Families)
- D) Placing Authority Safeguarding Teams if child is resident outside of Brighton and Hove
- E) Ofsted and/or The Department for Education.
- F) The child's Social Worker and/or Placing Authority.
- G) The child's parent(s) and/or guardian(s) (if a child is on a placement under Section 20 of the Children's Act, unless this is deemed by the child's social worker inappropriate or not in the child's best interest).

The DSL may seek more information in the form of incident reports, witness statements and conversations with the child and any adults involved. It should be clear in the mind of the DSL that this information gathering exercise is NOT an investigation into the allegation or disclosure and that any steps taken should not compromise the immediate safety and wellbeing of the school community.

In addition to the above, The Lioncare Group has implemented the following extra procedure to be followed in every instance where an allegation or concern has been raised against an adult employed by The Lioncare Group:

The Head Teacher (or Senior Teacher in their absence) receiving the allegation or concern must then inform both the Service Manager and the Executive Director of The Lioncare Group without delay.

The Head Teacher then takes responsibility for checking the correct procedure is being followed and that the correct people have been notified.

The Executive Director, with assistance from the Head Teacher, ensures that the child is safeguarded and protected by deciding if the employee is to be redeployed, instructed to refrain from working, or suspended, or what other additional measures need to be in place to protect the child (e.g. the adult involved is not left in a position of authority in the home or school etc.).

There may be occasions when an incident may be passed to the DSL that does not meet a threshold for referral. For example the allegation may be historical and known to be so to the DSL but not the adult passing on the information. It maybe that a child has alleged harm where no threshold has been met such as a teacher or adult sanctioning behaviour through a recognised mechanism that the child feels is unfair. In any case where the DSL does not make a notification the following steps are still undertaken:

- 1) An incident report is written on the school's information management system BehaviourWatch.
- 2) That incident is sent to the Social Worker from the placing authority within 3 working days.
- 3) The full incident report is sent to the Registered Manager of the child's home OR their foster carer within three working days.
- 4) An overview of the incident is made on daily handover, alerting care staff/family members to the incident.
- 5) An entry is made on the agenda of the next Safeguarding Monitoring Group Meeting for scrutiny.

If any of these actions raise further evidence or concern the DSL should review the decision not to notify, if notification is then made an action report is started as below noting all decisions made.

If the allegation meets the threshold or the DSL feels there is a strong possibility that it will following investigation then the following steps are taken:

- 1) An email is sent to the placing authority informing them that a referral to the LSCB is about to be made.
- 2) If the child is residential to the Lioncare Group the Registered Manager (or their deputy) and the Service Manager are copied into this email.
- 3) If the allegation is against an adult in the employ of the Lioncare Group the referral is made via the LADO referral form. These are stored on the school's Google Drive, in the safeguarding folder and are prefilled with the details of young people. An overview of the incident with key factual details should be added to the form. This form must be sent at the soonest possible opportunity and never later than 24 hours after the original incident. The placing social worker, Registered Manager (or their deputy), Service Manager and Executive Director should all be copied in to this email.

In some cases a telephone call to LADO may be the most appropriate way to seek guidance however a decision to do this should never delay an online referral being made

- 4) If the allegation is against another child or the disclosure is unclear then an online referral to the Front Door for Families service should be made and a copy of the form saved as a PDF.

- 5) If the child is placed under a Section 20 Order, in Foster Care or another family setting the DSL needs to inform the parent that these steps have been taken-where safe and appropriate parental consent for the referral is best practice.
- 6) If the allegation relates to an incident involving a member of the children's workforce from outside Brighton and Hove then the LADO for that area must be informed.
- 7) If an allegation relates to an adult working for the Lioncare Group but did not occur within Brighton and Hove, the Brighton and Hove LADO must be informed but also the police in the area concerned.
- 8) An action report is started.
- 9) Consultation with The Service Manager and the Executive Director is undertaken to decide any actions that need to be taken around staff members for their own well being or to protect children.
- 10) If the incident involves death or serious harm following abuse or neglect then OFSTED should be informed (See Working Together 2016 pg 74-75).

Darrel Clews is the B&HCC L.A.D.O. and can be contacted as follows:

Darrel Clews Local Authority Designated Officer, Performance & Safeguarding Service, Families, Children & Learning Directorate, Moulsecoomb Hub North Building, Hodshrove Lane, Brighton, BN2 4SB.

Tel: 01273 295643 Mobile: 07795 335879

The Referral process for Front Door For Families can be found here:

<http://www.brighton-hove.gov.uk/content/children-and-education/front-door-families/information-professionals-who-work-families>

The following advice from the Front Door For Families webpage should also be noted:

If you think a child or young person is in immediate danger please call 999.

If you want to have a conversation about a child that you are worried about please call Front Door for Families 01273 290400.

If you need to speak to someone urgently outside of office hours (9am to 5pm Monday to Thursday and 9am to 4.30pm on Fridays) please call the Emergency Duty Service on 01273 335905.

There must be **no delay** in the reporting and passing on of information related to allegation or concern of mistreatment or abuse of a child or misconduct by an employee of The Lioncare Group.

Safeguarding does not recognise as relevant any matters such as 'friendships', 'acquaintances', 'loyalty' or personal beliefs as to whether or not someone could have or is capable of having abused a child or mistreated them. Likewise, The Lioncare Group does not recognise as relevant any matters such as 'friendships', 'acquaintances', 'loyalty', length of service, position within the organisation, or personal beliefs as to whether or not someone could have or is capable of having carried out an act of misconduct whilst engaged in a professional capacity caring for and looking after children placed with The Lioncare Group.

To be clear, everyone, regardless of position or status or length of employment, has a legal duty and obligation to report and pass on any concern relating to allegation of abuse.

Everyone regardless of position or status or length of employment should work with the awareness that abuse can happen, and could happen at The Lioncare School.

After the initial referral

The DSL maintains a detailed Action Log of all events and actions taken during the course of an investigation.

The Head Teacher ensures any actions and requests by other agencies deemed necessary are taken, including arrangements for medical examination, provision of reports, and support for the child, opportunities for the child to speak with an independent adult, and attendance at strategy meetings. The Designated Safeguarding Lead and all adults working at The Lioncare School and employed by The Lioncare Group are committed to working effectively in partnership with other agencies concerned with Safeguarding and Child Protection e.g. the Placing Authority, the Local Authority, Schools, Hospitals, General Practitioners, the L.A.D.O., the L.S.C.B., the Police etc.

If the allegation is made against an adult caring for the children at The Lioncare School, the Head Teacher will confer with the Service Managers and Executive Director and a decision will be authorised by The Executive Director as to whether or not to consider Redeployment of the adult, instructing the adult to Refrain from Working with a child or children, or to Suspend the adult from duties without prejudice pending the outcome of an investigation.

Refraining or suspension are considered neutral acts and not automatic or considered as a default option. They will be considered in any case where:

- There is cause to suspect a child is at risk of Significant Harm
- The allegation warrants investigation by the police
- The allegation is so serious that it might be grounds for dismissal

The decision to suspend an employee is a serious matter and is only made at the absolute discretion of the Executive Director and in accordance with the recognised guidance published by ACAS and following consultation and discussion with the L.A.D.O.

At this stage, where possible, no details are passed on to the adult regarding the nature of the allegation, as to do so could potentially corrupt any subsequent police investigation or criminal prosecution against the adult that may be initiated.

The Executive Director will seek guidance from the police and L.A.D.O. before contacting the adult involved. If and only when the Executive Director has received authorisation to proceed, and had this confirmed in writing, the adult will be contacted and informed verbally and in writing of the allegation being made against them, the procedure being followed for the investigation, their right to representation, and the appropriate routes for communication to be followed throughout the duration of the investigation. They are informed of the need for them not to visit the school or attempt to make contact with anyone connected with the school, apart from the named appropriate person within the organisation to contact, throughout the course of the investigation.

There are three main possible routes of investigation that may follow a disclosure or allegation and these may run separately or jointly depending on the specific circumstances:

1. Police/Criminal Investigation (if there is clear evidence that a crime has been committed)
2. A Section 47 Investigation (under section 47 of the Children Act 1989)
3. Internal Investigation carried out by The Lioncare Group

If the Police, L.A.D.O., and Placing Authority consider the matter should be dealt with by the Police and/or the Local Area Safeguarding Team, then the investigation will be handed over to them and The Lioncare School will support them with their investigation. This will involve attendance at an all agency external strategy meeting. The meeting will attempt to ascertain if an offence has been committed, decide whether a police investigation is required, and if so plan the relevant stages of the investigation.

If the Police Investigation/Section 47 Investigation/Internal Investigation find grounds to support the allegation, a full investigation will be initiated by the Police and Area

Safeguarding Team. Depending on the outcome of this investigation, the adult concerned may be liable to disciplinary action and/or summary dismissal by the company in addition to any criminal prosecution initiated by the local authority or police.

If the Police, L.A.D.O., and Placing Authority consider the matter does not warrant Police action or external investigation, and is best dealt with by The Lioncare Group, the Executive Director will formally commission for the undertaking an internal investigation. Another person will be named as responsible for ensuring the welfare and support of the adult against whom the allegation was made. The lead investigator maintains a record of all actions taken during the investigation, interviews all persons involved in the matter, and prepares a report on their findings.

If the outcome of a Police Investigation/Section 47 Investigation/Internal Investigation finds no grounds for upholding the allegation, the adult to whom the allegation related will be reinstated and offered appropriate counselling, advice and support.

As soon as possible after an allegation has been received, the person subject to the allegation or concern will be advised to contact their union or professional association. It will be made clear to the person, who will update them on the progress of the investigation. This is an ongoing process and should be continued throughout any police investigation, Section 47 Enquiry or disciplinary investigation.

Confidentiality

Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, those with parental responsibility, and accused person up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, and manage related disciplinary or competency procedures.

The Police should not provide identifying information to the press or media, unless and until a person is charged, except in exceptional circumstances, e.g. an appeal to trace a suspect. In such cases, the reasons should be documented and partner agencies consulted beforehand.

Restrictions on Identifying Teachers re: Allegations of Criminal Misconduct

With effect from 1 October 2012, 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 (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. Breaching the reporting restrictions is a criminal offence.

The Head Teacher/Executive Director should take advice from the L.A.D.O, Police and Children's Social Care services to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any information can be reasonably given to the wider community to reduce speculation; and
- How to manage press interest if and when it should arise.

Support For The Child

The Lioncare Group together with Children's Social Care and/or the Police, where they are involved, will always consider the impact on the child concerned and provide support as appropriate. Liaison between the agencies will take place in order to ensure that the child's needs are addressed. It will be made clear to the child and (where appropriate their family), who will keep them informed of the progress of the allegation or complaint.

Home and school will work together to ensure that any necessary attendance by the child at interviews or meetings is supported

Great care will be paid by The Head Teacher and Service Manager on how to best reconcile the open and participative nature of the school community and the need of all involved for confidentiality and support. Consideration will be given to how special Community Meetings and class activities can help the wider school community tolerate any prolonged periods of change and uncertainty.

Learning Lessons

Following the conclusion of investigation in to an allegation or concern, The Lioncare Group and its partner agencies will seek to review the circumstances of the case to determine whether there are any improvements to be made to the organisation's procedures or practice. Where appropriate, this will include agreement to an action plan for future practice based on lessons learnt. All notifications, including those that do not meet the threshold for such multiagency meetings are reviewed at Safeguarding Monitoring

Group which will advise the Executive Director and the Board of Directors of changes to procedures or practice identified. If an allegation has been made that is unfounded or malicious then the Head Teacher, in consultation with key school staff will consider revision to the individual child's safeguarding risk profile. If the allegation arose from an incident of restrictive physical intervention then the Head Teacher will consider asking the RPI trainer to review the intervention and advise on changes to Positive Behaviour Support Plans.

Principles When Receiving, Identifying, Responding To An Allegation Or Concern

If a child or young person chooses an individual adult to make a disclosure to , that adult needs to recognise that this is significant and do all they can to ensure that the child feels supported to give a full account of all the details necessary to keep them safe.

Adults must:

- Stay calm. Do not transmit shock, anger, embarrassment.
- Never promise secrecy to the child; assure them you will try to help but that this may involve telling others. If appropriate, tell them who this will be and why.
- Reassure and praise the child. Tell them you are pleased they are telling you, that you believe them, and it is not their fault. Children rarely lie about abuse but they may have tried to tell others and not been heard or believed.
- Encourage him/her to talk without asking leading questions. Leading questions usually have 'yes/no' answers.
- Instead, use TED (tell, explain, describe) questions wherever possible.
- Avoid the 'why' question.
- ONLY ask enough questions of the child to clarify whether there is a child protection concern. Once the child has clarified that they are being harmed or are at risk (or the staff member is reassured that the child is safe), no further questions are required.
- Check that you have understood correctly what they are trying to tell you
- Do not tell the child that what has happened to them is naughty or bad. Do not comment on the offender - it may be someone they love.
- Be aware the young person may retract what they have told you, but it is still essential to report what you have heard.
- Do not ask the child to repeat what they have told you, do not ask them to write it down.
- As soon as possible afterwards, make a detailed record of what the child told you, including questions you asked. Do not add your opinion or 'tidy up' what they said.

- Pass it to the DSL immediately — disclosures of abuse must always be referred to Children's Social Care.
- Any initial notes must also be passed to the DSL.
- Do not gossip about what you have heard.
- REMEMBER disclosure is not always verbal - children with communication barriers may sign or show instead.
- Park your own beliefs, suspicions, prejudice and/or opinions to one side: this is not about what you think might have happened, it is about what the child is saying actually happened.
- Don't make assumptions or offer alternative explanations.
- The child must be informed at the earliest appropriate opportunity of the need to share the information with certain stated adults e.g. the Manager, social worker and possibly the Police, in order to empower them in the decision of whether or not to continue the conversation. The procedure that will be followed and possible outcomes must be explained to the child in order to reduce their anxieties or fears, and in order that a relationship based on trust is maintained between the adult and child.

Your notes:

- Make a written record of the information (where possible in the child/adult's own words), including the time, date and place of incident(s), persons present and what was said.
- Sign and date the written record.
- Immediately report the matter to Head Teacher, Senior Teacher, Service Manager, or Executive Director (depending on the situation and according to the guidance given above in the section titled, "Procedures for responding to a disclosure or allegation of abuse").
- You may be asked to use your notes to fill out an incident form on BehaviourWatch. In which case you must never change the wording given by the children and be very clear when are quoting directly. If you are asked to complete a full report, this must be carried out without delay and before you leave duty. It may be that you are contacted outside normal working hours in order to ensure the full report is completed without delay.
- Your signed and dated notes must be handed to the DSL.
- You must not copy your notes.
- You must never take pictures of injuries but you may use the body map on Behaviour watch to describe them.

A note on children and young people with additional and special educational needs

All the children and young people at the Lioncare School have social and emotional needs arising from their early experiences of abuse and neglect and many also have additional cognitive impairments including moderate to severe expressive and receptive speech and language disorders. The following measures are in place to ensure no barriers to disclosure are in place for children with additional and special educational needs.

- We make it common practice to help pupils make their wishes and feelings known in respect of their care and treatment.
- We put appropriate personal, health & social education (including sex education) on our curriculum.
- We make sure that all pupils know how to raise concerns, and give them access to a range of adults with whom they can communicate and who know how individual pupils

are best heard.

- We have strong guidelines and training for staff on good practice in intimate care, handling difficult behaviour, consent to treatment, anti-bullying strategies; and sexuality and sexual behaviour among young people.
- We teach young people to communicate their feelings.
- Our curriculum helps children to develop coping skills, strategies and self-esteem.
- We embrace difference.
- We work with home for consistency of messages and of approach.
- We understand as well as give appropriate sanctions for difficult behaviour.
- We give information and confirmation that everyone has rights.
- We teach information about rights, relationships etc.
- We teach about appropriate power/control and agency.
- We provide age/developmental appropriate knowledge about their situation in partnership with individual therapists.
- We identify a member of staff to provide key support.
- We help to explain their situation to others and seek support and understanding from the wider community.
- We tackle difficult behaviour constructively in a way that matches the young person's needs
- Working with other agencies to ensure consistency of message and approach and to support the most effective use of resources.

With thanks and acknowledgement to Caroline Eyre and NASS for information providing in training as a basis for the above lists

3. Safer Recruitment and Deployment of Staff including Regulated and Non-Regulated Work

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.

In 2017 the Head Teacher/DSL, Senior Teacher/DDSL, Executive Director and Administrators have undertaken Safer Recruitment Training either online via the NSPCC or face-to-face with NASS (National Association of Special Schools).

In some cases an adult is recruited and may start in employment before the full DBS check has been returned. At the discretion of the Head Teacher, having assessed references and barred list checks the adult may start work on a supervised basis, subject to a written risk assessment.

Visitors and other adults in school:

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 in to the building.
- 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 recognised 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 would be 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 the above recruitment procedure. 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 long term absence, in order to maintain safe levels of supervision. In such cases an interview is carried out and the agency required to provide proof that all relevant checks are carried out. This is held on record in an appendix to the Single Central Record.

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. Examples may include:

- Therapeutic carers providing additional support at times of anxiety for individual and small groups of young people
- Adults from the organization joining and supporting celebrations and activities
- Senior role holders supporting the management capacity of the school in times of both planned and unplanned absence

As such these adults may indeed be seen to be in "regulated activity" however as they are not recruited as members of The Lioncare School Team and are not paid from the school budget their records are not kept on The Lioncare School Single Central Record but on the main staffing database for the Lioncare Group which holds records of references and checks. The core principals of the Lioncare Group's recruitment policy are in line with that of the Lioncare School.

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 able 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 LSA, Activity Coordinator and Part Time LSA as informed by the timetable of activities and the individual needs of each young person. The Head Teacher and both 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 and the Executive Director

4. Induction and 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), 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
- "In-house" training sessions and short external courses.
- Relevant literature held in the Lioncare House (head office) library and in school.
- 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>
 - E-Safety - Risks to Children online training programme by 'Me Learning': <http://www.melearning.co.uk/e-learning-courses/e-safety-risks-to-children-course>
 - Child Exploitation (sexual and otherwise) through the Barnardo's 'CSE Training Programme': <http://www.barnardos.org.uk/>
 - Child Sexual Exploitation - Level 1 & 2 online training programme by 'Me Learning':
<http://www.melearning.co.uk/e-learning-courses/child-sexual-exploitation-levels-1-and-2-course>
 - Radicalisation through the 'Awareness of Prevent' training programme delivered by ChildProtectionCompany.com:
<http://childprotectioncompany.com/CPC/awareness-of-prevent-course>
 - Domestic Abuse through the Domestic Abuse online Training Programme by 'Me Learning':
<http://www.melearning.co.uk/e-learning-courses/domestic-abuse-course>.
 - Optimus Education: Safeguarding in House Training: <http://mv.optimus-education.com/training-hub>
 - Improving Behaviour through Restorative Approaches

- Managing Neglect
- Managing Self-Harm
- Preventing and Tackling Cyberbullying
- Preventing Extremism and Radicalisation
- Preventing Prejudice-Based Bullying
- Safeguarding Whole-School Update
- Sexual Exploitation and Grooming

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.

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 for safeguarding leads:

Every **TWO** years leads shall have full training via BOTH:

- national provision available from NASS (National Association of Special Schools) to ensure knowledge of complex case work including inter-county working and SEN specific issues
- 3 stage training from the local LSCB 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 Conference
- NASS refresher training
- LSCB events

In addition the DSL 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 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 addition a 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 and restorative justice

The Safeguarding Survey

Once a year the Head Teacher (DSL) sends all staff members a survey to scrutinise their knowledge, understanding, attitude, assumptions and ideas about all aspects of safeguarding and child protection - the results of the survey feed into policy development and future training plans.

5. 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 Executive Director.

The Head Teacher and the Service Manager co-chair 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 six weeks. The minutes of the meeting are sent to the Executive Director/Board.

Alternate meetings are attending by the School's Safeguarding Consultant who scrutinises referrals for compliance with guidance and good practice. This consultant will also, from October 2017, scrutinise all occasions of recruitment for compliance with policy and legislation.

6. Whistle Blowing

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, Sara Fletcher.

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 whistle blowing advice line is available in adult workspaces throughout the school.

Personal Responsibility

It is the duty of all adults employed by The Lioncare Group to report 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.

7. Related Policies

A note on Professional Judgment

The Lioncare school notes that "Keeping Children Safe in Education -Statutory Guidance for Schools and Colleges April 2014" (Department of Education) places a greater emphasis on professional judgment in assessing the risks posed by issues such as school visitors, work placements, trips. This is welcome as it is recognised that a reliance on procedures can lead to dangerous gaps in awareness of risk. While all staff are expected to read, understand and follow procedures as part of their contractual obligations a culture of open conversation and challenge ensures that professional judgment and common sense play a clear role alongside adherence to the law.

The following Policies and Procedures of The Lioncare School and the Lioncare Group provide further detail of how the welfare of children and young people is promoted and how they are protected from harm:

Policies for The Lioncare Group

- Complaints Policy
- Data Protection Policy
- Disruptions Meeting Policy and Procedure
- Mandatory Reporting of Female Genital Mutilation Policy
- Missing Child Policy
- Physical Contact and Safe Touch
- Use of Restrictive Physical Intervention

Policies Specific to The Lioncare School

- Online Safety Policy
- Recruitment Policy
- Records Management Policy (in draft Autumn 17)
- Risk Assessment Policy
- Sensory Needs Policy
- Search and Confiscation Policy
- Special Educational Needs Policy
- Health and safety Policies
- Behaviour and Anti-Bullying Policy

This policy also has direct links to

- The Lioncare School Code of Conduct
- The Lioncare Group's Employee Handbook

8. Records Management

All information regarding any safeguarding or child protection incident is logged as an incident on the BehaviourWatch system. It is advised to all staff that records not within the system are minimised. 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 social worker and if necessary appended to online referral forms to the relevant MASH, LADO or other LSCB team. If a child is placed with us under Section 20 of The Children's Act 1989 then parental consent for the referral will be discussed and parents kept informed of all actions.

A summary entry is made on the safeguarding referrals log under the sheet for each child so a chronology of incidents, notifications and decisions is kept. An entry is also made on the agenda for the next Safeguarding Monitoring meeting so the actions are reviewed by other managers. Both these documents are kept on the Lioncare Google Drive with restricted access.

All records are stored in line with The Lioncare School Record Management Policy (publication Nov 17). 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.

9. Managing Specific Areas of Risk to Children and Young People (including FGM, PREVENT and Peer on Peer abuse)

Keeping Children Safe requires that all schools are aware of emergent and discrete risks. Although The Lioncare School is a small school working with a very specific group of young people and may not encounter all these issues frequently it takes its responsibilities seriously and will review regularly whether additional measures are required. The table below also stands a resource for the checking of guidance on specific areas of safeguarding:

Specific risk	level of concern	Controls/Actions (Underlined entries indicate hyperlinks to further guidance and support)
Hate including the prevention of radicalisation and extremism	L/M	http://educateagainsthate.com/
		<p>The Lioncare School's commitment to enabling environments ensures that the key themes of inclusion, respect, voice, tolerance and representation are prevalent in school. These, under the topic of equality and diversity are explicitly drawn out in each Curriculum Map.</p> <p>All adults have undertaken online Prevent training and recognise their responsibilities under this duty including making a referral to Channel.</p> <p>The Lioncare School recognises that some of the boys at the school fit the profile of those likely to be recruited into British Nationalist Hate groups and uses its community based approach to counter this.</p>
Mental health	H	Most young people within the Lioncare School have had life experiences that threaten their mental health. This is why they are in a therapeutic setting with multi-agency involvement. The Lioncare Organisation works closely with CAMHS from both Brighton and Hove and placing authorities to support young people.

Missing Children	M	Some of our children have persistent absconding as part of their profile of behaviour and plans will be in place to reduce this. The Lioncare Organisation has a specific Missing Child Policy which raises the attention of all adults on how to recognise and manage any such circumstances, and the necessary communications with local authorities and with the police.
Children missing from education	L	We work with both our hosting authority (Brighton and Hove) and our placing authorities are aware of all additions and deletions from our admissions registers. As our children are all looked after, and are monitored by Virtual Schools systems this is an area of low risk while they are with us.
Private Fostering	L	Young people in private fostering arrangements would not attend the school.
Teenage relationship abuse	L	Young people who live in the Lioncare Group are not permitted relationships with each other. As a young person matures and interacts with those outside the group managing this safely would be part of their care plan.
Sexting	L/M	Some young people at The Lioncare School have managed access to mobile phones, but the school is aware of the changing nature of the risks involved. Specific actions and controls are laid out in the Online Safety Policy.
Trafficking	L	Guidance suggests (https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance) that young people are most at risk in specific cultural and community settings. As young people at the Lioncare School are looked after away from their families this would not be a high risk. If this were highlighted as a risk, or a feature of the past, on referral individual risk assessments would be in place. As young people mature in the organisation managing this risk may be a central part of care planning for each person.
Bullying including cyber (online)	M	Young people at The Lioncare School have regulated access to the internet, but the school is aware of the changing nature of the risks involved. Specific actions and controls are laid out in the Online Safety Policy and the Behaviour and Anti-Bullying Policy.
Domestic Abuse	M	Young people resident within the Lioncare Group would not be exposed to domestic violence due to group living arrangements however the behaviour of violent young people can expose young people to the risk of traumatic memories being relived. This is managed by the adult team at school and in the Therapeutic homes through the structures of the group living/learning ethos and ultimately the organization's Disruptions Policy.
Drugs	L	Group living arrangements make harmful impacts of drug taking a low risk for younger people within the Lioncare Group. Older adolescents may experiment or be exposed to drug culture and need to be taught the risks both at home and school through the Personal Development Aspects of the Lioncare School Curriculum and through the Learning To Look After Me programme. Drug use at school or home would trigger a call to the police and a placement discussion with the young person's social worker.
Safeguarding children in whom illness is fabricated or induced	L	Young people resident within the Lioncare Group would be unlikely to be exposed to this risk due to group living arrangements and the supervision of individual staff members.
Faith Abuse	L	Guidance (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/ActionPlan-AbuselinkedtoFaithorBelief.pdf) suggests that young people are most at risk in specific cultural and community settings.

		As young people at the Lioncare School are looked after away from their families this would not be a high risk. If this were highlighted as a risk on referral individual risk assessments would be in place.
Forced Marriage	L	Guidance suggests that young people are most at risk in specific cultural and community settings .As young people at the Lioncare School are looked after away from their families this would not be a high risk. If this were highlighted as a risk on referral individual risk assessments would be in place
Gangs and Youth violence	L	Guidance (https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence) suggests that young people are most at risk in specific cultural and community settings .As young people at the Lioncare School are looked after away from their families this would not be a high risk. If this were highlighted as a risk on referral individual risk assessments would be in place. As young people grow and move into college placements they may meet individuals involved in local gang culture. Managing this risk would be a central part of care planning for each person.
Gender-based violence/violence against women and girls (VAWG)	L	Group living arrangements make this a low risk for young people within the Lioncare Group. However it is very usual for young people attending the school to have witnessed such violence and this may manifest in their own behaviour towards adults. This is managed within the planning for each young person. As a young person matured they would need support in understanding how to keep themselves and others safe and this would be part of their care plan. https://www.gov.uk/government/policies/violence-against-women-and-girls
Child Sexual Exploitation (CSE)	M	Child sexual exploitation is rooted in an imbalance of power with relationships. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/SafeguardingChildrenandYoungPeoplefromSexualExploitation.pdf Many young people at The Lioncare School have had this experience and are here to help ensure that it doesn't happen again. This is an area of great vulnerability for our young people and all systems, policies, procedures and working practices are designed to mitigate this. The Lioncare Group works with Barnardo's to offer training to staff in this area.
So-called Honour based violence	L	Guidance suggests that young people are most at risk in specific cultural and community settings .As young people at the Lioncare School are looked after away from their families this would not be a high risk. If this were highlighted as a risk on referral individual risk assessments would be in place, and these may include password protected protocols for information sharing.
Female Genital Mutilation	L	There is a full policy for the whole Lioncare Organisation on the Mandatory Reporting Duty. Through this and through specific training all adults are aware of their duty to report to the police personally any occasion where they discover FGM has been performed on a girl under 18. Their duty to follow local safeguarding procedures if they suspect FGM has been carried out or believe a girl under 18 is at risk of FGM. https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

Peer on Peer abuse	H/M	<p>Children are capable of abusing their peers in all settings, but the traumatic histories of the young people who attend the Lioncare School, including chaotic and unboundaried early life experiences can raise this risk. This abuse can be sexual, physical or social and may involve scapegoating, isolation or attempts to interrupt or denigrate positive experiences and relationships, as well as behaviours more traditionally identified as "bullying". Behaviour such as play fighting, pranking and "hazing" will often have abusive elements and are not tolerated at the Lioncare School. All adults should be clear in the message abuse is abuse and should never be passed off as 'banter' or 'part of growing up'. Some children at the school present with sexual harmful behaviours and specific plans will be in place for working with this including the use of external agencies for treatment and support. Other children will be supported in working alongside such children. While our therapeutic community approach positively encourages support from older children to their younger peers such interactions are risk assessed and always supervised, with staff alert to behaviour that may indicate an intention to groom or coerce a child into unsafe behaviour.</p> <p>At a whole school level controls for peer on peer abuse include high levels of adult supervision and intervention; all conversations between young people are expected to be held in earshot of adults. The Lioncare School's daily community meeting provides a regular forum for discussion of these incidents along with peer led interventions for the prevention and reparation of such incidents.</p> <p>At an individual level Safeguarding Risk Profiles assess risks and outline controls and teachers, support staff and key adults all provide opportunities for young people to reflect on their behaviour, make reparation as necessary and be rewarded for positive choices. However we acknowledge that these controls do not stop incidents occurring.</p> <p>All significant incidents are reported to the placing authority via the individual social worker. If an adult witnesses an incident of abusive behaviour between peers or a child makes an allegation of this nature then adults will follow the usual steps and senior staff will consider a referral to the local safeguarding board via Front Door For Families as necessary.</p>
--------------------	-----	---

10. Appendices:

- i. Recognition Of Abuse And Neglect: The Concept Of Significant Harm
- ii. Chart for the reporting of Allegations/Disclosure of Abuse at The Lioncare School
- iii. How The Lioncare School meets its obligations under paragraph 4 of Chapter 2 of "Working Together"
- iv. Action Plan for the Development of Safeguarding and Child Protection work in 2017-18

Appendix i) Recognition Of Abuse And Neglect: The Concept Of Significant Harm

The Children Act 1989 provides the legal framework for defining the situations in which a local authority has a duty to make enquiries about what, if any, action to take to safeguard or promote a child's welfare.

Section 47 of the Act requires that if a local authority has "reasonable cause to suspect that a child who lives or is found in their area is suffering or is likely to suffer Significant Harm, the authority shall make, or cause to be made, such enquiries as they consider necessary..."

In Section 31 Children Act 1989 as amended by the Adoption and Children Act 2002:

- 'Harm' means ill treatment, or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill treatment of another

- 'Development' means physical, intellectual, emotional, social or behavioural development
- 'Health' includes physical and mental health
- 'Ill treatment' includes Sexual Abuse and forms of ill treatment, which are not physical
- Where the question of whether harm suffered by the child is significant turns on the child's health and development, the child's health and development must be compared with that which could reasonably be expected of a similar child.

There are no absolute criteria on which to rely to determine what constitutes Significant Harm. It is often a compilation of significant events, both acute and longstanding, which impact on the child's physical and psychological development. The relevant external professionals (e.g. L.A.D.O., Social Worker, Police etc.) must consider all the circumstances when determining whether a referral about abuse and/or neglect to a child satisfies the criteria for a section 47 Enquiry.

Main Categories and Definitions Of Abuse And Neglect

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.

Working Together to Safeguard Children DfE 2017 includes definitions of the four broad categories of abuse which are used for the purposes of recognition:

These categories overlap, and an abused child does frequently suffer more than one type of abuse. The following provides definitions of these categories and information to help identify potential abuse and neglect and the required response.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. It may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. This unusual and potentially dangerous form of abuse is described as fabricated or induced illness in a child.

Emotional Abuse

Emotional abuse involves the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of Emotional Abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the Internet). Sexual Abuse is not solely perpetrated by adult males. Women can also commit acts of Sexual Abuse, as can their 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.

Neglect

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

- Provide adequate food and clothing, 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-takers
- 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.

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 - see the Making a Referral Procedure.

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 and different ethnic groups).

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.

Consideration must be given to the impact on the care of the child of any issues/problems affecting the parents e.g. substance misuse, mental health problems, learning disabilities, childhood experiences of severe neglect.

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 centre, 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:

- 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;
- 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.

Appendix ii) Chart for the reporting of Allegations/Disclosure of Abuse at the Lioncare School

Allegation /Disclosure of Historical Abuse	The Head Teacher (DSL)
Allegation of Abuse reported by a child to another child	In her absence
Allegation of abuse involving an adult independent to the Lioncare Group	Senior Teacher/s (DDSL)
Allegation of Abuse involving a visitor to the school	<i>(unless subject of allegation)</i>
Allegation of Abuse involving Senior Teachers, Class Teacher, Learning Support Assistants, School Activity Coordinator, School Administrators, School Cleaner, Therapeutic Carers, Senior Therapeutic Carers, Registered Managers	In their absences The Executive Director

Allegation against The Head Teacher	Report to: The Executive Director
Allegation against The Service Manager	Report to The Executive Director In his absence The Founding Director
Allegation against Executive Director	Report to The Founding Director / Proprietor
Allegation against The Founding Director/Proprietor	Report to The Executive Director

Appendix iii) How The Lioncare School meets its obligations under paragraph 4 of Chapter 2 of "Working Together"

Duty	Response
a clear line of accountability for the provision of services designed to safeguard and promote the welfare of children	This policy describes our response to this duty
a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;	This policy describes our response to this duty
a culture of listening to children and taking account of their wishes and feelings both in individual decisions and the development of services;	This policy describes our response to this duty
arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB)	This policy describes our response to this duty
a designated professional lead for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;	This policy describes our response to this duty
safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check	This policy describes our response to this duty
appropriate supervision and support for staff, including undertaking safeguarding training:	This policy describes our response to this duty.

<p>employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role; staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and all professionals should have regular reviews of their own practice to ensure they improve over time.</p>	
<p>clear policies in line with those from the LSB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has :</p> <ul style="list-style-type: none"> - behaved in a way that has harmed a child, or may have harmed a child; - possibly committed a criminal offence against or related to a child; - or behaved towards a child or children in a way that indicates they may pose a risk of harm to children. 	<p>This policy describes The Lioncare Schools response to this duty</p>

Appendix iv) Action Plan for the Development of Safeguarding and Child Protection work in 2017-18

Action	Responsibility	Deadline
DSL and DDSL to attend further LSCB training	SF/JH	Oct 17 SF Jan 18 JH
Colin Christopher to be trained to DDSL level	SF/ CC	Easter 2018
The Lioncare Safeguarding Monitoring Forum to be embedded in working practice and proving effective for the organisation as measured by consistent notification thresholds use, effective monitoring outcomes and timely adjustments to practice.	SF/JR	Dec 17