



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Low-level Concern Policy

Version	4
Date created/updated	June 2024
Ratified by	Local Governing Body
Date ratified	2 nd July 2024
Date issued	4 th July 2024
Policy review date	July 2026
Post holder responsible	Assistant Principal: DSL/Inclusion
LGB Chairperson	Geoff Taylor-Smith

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have



developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Low Level Concern Policy has been approved and adopted by Hagley Catholic High School Governing Body on 2nd July 2024 and will be reviewed in July 2026.

Signed by LGB representative for Hagley Catholic High School:

G Taylor Smith

Signed by Principal:

J Hodgson

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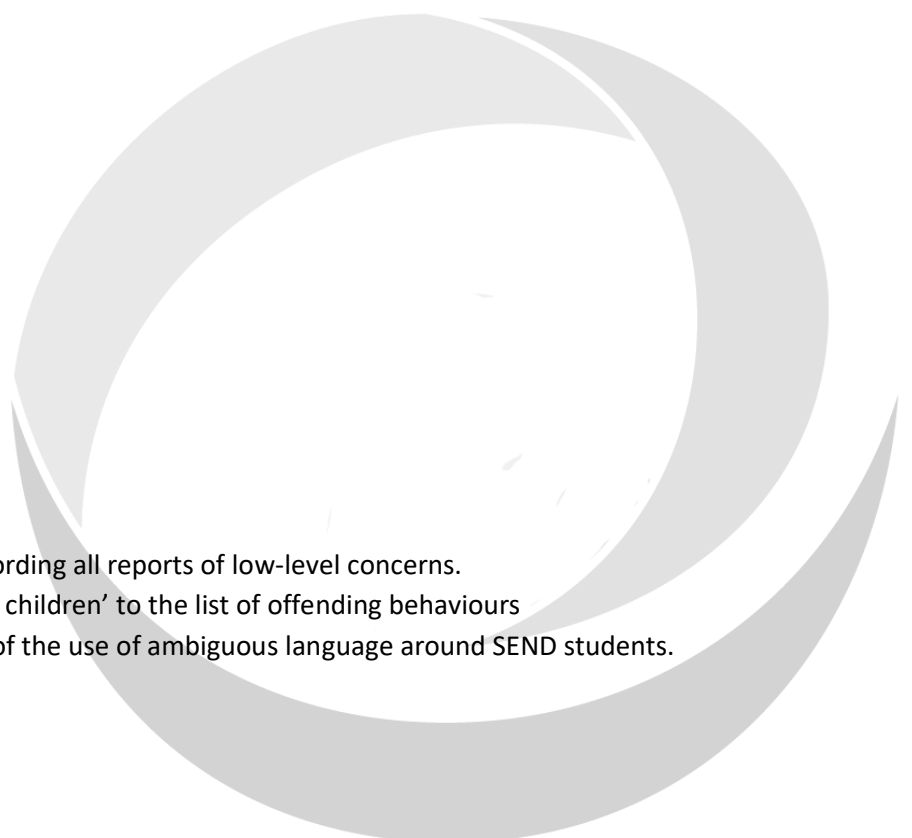
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Summary of changes

- Pg 4 - Reference made to recording all reports of low-level concerns.
- Pg 4 - Addition of 'humiliating children' to the list of offending behaviours
- Pg 5 - Addition of awareness of the use of ambiguous language around SEND students.



- Pg 5 - Addition of section on supporting staff

Purpose:

Staff and volunteers at Hagley Catholic High School are acting in a position of trust and authority and have a duty of care towards the children and young people at the school. All adults are seen as role models and are expected to act appropriately.

Our responsibilities include:

- Prioritising the welfare of children and young people.
- Providing and maintaining a safe environment.
- Ensuring equipment is used safely for its intended purpose.
- Having up to date knowledge of safeguarding practices and procedures including who to report concerns to.
- Staying within the law at all times.
- Following all policies, procedures and principles of the Emmaus Multi Academy Trust.
- Modelling positive behaviour.
- Challenging all unacceptable behaviour and reporting breaches of the behaviour policy (staff and pupils) to SLTC.
- Understanding that our young people are individuals with individual needs.
- Encourage our young people to speak out about behaviour that makes them uncomfortable.

We will systematically record any reports of low-level behaviours so we can regularly review and reflect upon lessons learned.

What is a low-level concern?

Low level concerns are part of a spectrum of behaviour and can be characterised as being inconsistent with the staff code of conduct, including inappropriate conduct outside of work; inadvertent or thoughtless behaviour and behaviour which is intended to enable abuse.

A low-level concern will not meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Examples of such behaviour could include:

- Being over friendly with children
- Inappropriate conduct online
- Having favourites
- Adults taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis, in a secluded area or behind a closed door (without good reason i.e. safeguarding concerns/confidentiality)
- Using in appropriate sexualised, intimidating or offensive language
- Humiliating children

Mitigating low level concerns

In order to protect all adults working with children, the following advice should be considered (where practicable)

- Exercise caution when staff are discussing sensitive issues with young people
- Ensure all contact with young people is relevant to the work being undertaken.
- Ensure that wherever possible, there is more than one adult present during activities or ensure that other adults know where you and the child are.
- Only provide personal care where this has been agreed and staff are trained to undertake this.
- Do not allow concerns or allegations to go unreported.
- Do not take unnecessary risks.
- Do not make inappropriate promises to young people.
- Do not engage in behaviour that is in any way abusive, including having any form of sexual conduct with young people in our care (this would be escalated and would not be classed as low level)
- Do not allow our young people to have access to your personal details, including social media.
- Do not act in a way that could be perceived as threatening or intrusive.
- Do not patronise or belittle our young people.
- Always listen to and respect young people at all times.
- Do not engage with students via any social media platforms.
- Be acutely aware of interactions with SEND students who may struggle to interpret ambiguous language.

Upholding this code of behaviour

All adults working in the school setting should follow this code of behaviour and never rely on personal reputation or the reputation of our organisation for protection. If, following an investigation by the relevant line managers and SLT, inappropriate conduct has been evidenced, then our disciplinary procedure will be triggered. Depending upon the seriousness of the situation the alleged perpetrators may be asked the leave site. On occasion, there may be a duty to inform and report offending behaviour to the local authority.

All staff have a duty to report breaches to the nominated person: Assistant Principal for Inclusion or the Principal within a time frame of 5 working days.

Self-reporting

If a member of staff feels they have breached the Code of Conduct, they can self-refer with details of the incident to their SLT department link. Information about the incident should include: the date and time, those impacted, potential observers, details of the incident and if the member of staff has already taken any remedial action. Appropriate action will then be taken by SLT. This will be logged by SLT.

Supporting Staff

We will support staff to be confident in differentiating expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others. We will do this through our comprehensive CPD programme, modelling/reinforcing the desired adult behaviour and providing line management support in times where this has been questioned by the individual themselves, or others.

