Treehouse School Child Protection and Safeguarding Policy

Policy Owner	Director of Education	Review Date:	Dec 2024
Policy No.	002b	Version No.	5.0

1.   Purpose

TreeHouse School exists to help autistic children and young people to learn, thrive and achieve. This can only be attained if they are safeguarded and protected from abuse and neglect and prevented from becoming at risk of abuse.

TreeHouse School has zero tolerance of all forms of child abuse and the purpose of this policy is to provide a framework for all staff including agency staff, contractors, volunteers, Governors, and Trustees, hereafter referred to as 'staff for child protection and safeguarding'. It should be used in conjunction with the Child Protection and Safeguarding Procedures, which are referred to in this document. These prevent and reduce the risk of abuse to all children who attend TreeHouse School.

TreeHouse School aims to ensure that:
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting child protection and safeguarding.
- All statutory and governmental guidance requirements and recommendations are met.

2.   Background and need

This policy and its associated procedures are mandatory for all staff, as they must be aware of their individual and collective roles and responsibilities in safeguarding and protecting children from abuse and neglect.

At TreeHouse School we recognise our responsibilities as set out in the Pan London Child Protection Procedures and Guidance (5th edition) which can be found on the London Child Protection Procedures website.

3.   Outcomes

As a result of this policy and associated procedure being followed, children will be better protected from the impact of abuse and neglect. Staff will take the necessary steps to safeguard and protect children at risk, contacting statutory agencies and/or if appropriate, discussing concerns with statutory agencies and when appropriate, their parents/carers or advocates. Actions for staff to follow are set out in the procedures document.

4.   Key Principles

- This policy and corresponding procedures aim to achieve a culture in TreeHouse School in which a proactive approach is taken to safeguarding and promoting and protecting the rights of autistic children.

- All children attending TreeHouse School have the right to live a life free from abuse, harm, and neglect regardless of age, disability, sex identification, racial heritage, religious belief, sexual orientation or identity.

- All allegations, concerns or suspicions of abuse or neglect are taken seriously and responded to within the steps laid out in the corresponding procedure.

- To work in partnership with the children and young people of TreeHouse School and their families/carers.

- To work in partnership with the local Safeguarding Children Teams and comply with the Pan London multi-agency Safeguarding Children Procedures.

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- All staff have a responsibility to ensure they are informed, trained, and understand their duty to operate within this policy and procedure.

- All staff have a shared responsibility to take appropriate steps to protect children at risk.

- Trustees, Governors, the Executive Leadership Team, and the Senior Leadership Team have responsibility for ensuring effective governance and safe services and will achieve this through:

  - Effective, comprehensive Policies and Procedures.
  - Implementation of Safer Recruitment principles and requirements.
  - Effective monitoring of safeguarding.
  - The provision of effective and comprehensive training.

5.   The Policy Statement

This policy and associated procedure apply to all staff of TreeHouse School.

- TreeHouse School has **zero tolerance** to all forms of abuse, neglect, and discrimination of children and is committed to applying the guidance provided by Keeping Children Safe in Education 2023 at all times.
- TreeHouse School is committed to the prevention of, and protection from, abuse and neglect of all children who come into contact with the organisation through its staff, or representatives, in whatever capacity that contact occurs.
- TreeHouse School is committed to taking all necessary steps to stop abuse and discrimination happening, whether perpetrated by staff, family members, members of the public or other pupils.
- TreeHouse School is committed to its duty of care to all children it has contact with. If there are concerns about staff perpetrating abuse or discrimination, it will facilitate any action required to address this without delay. This will include actions required to address abusive or discriminatory behaviours and attitudes. When staff have been dismissed because of concerns about abuse or neglect, they will be referred to the Disclosure & Barring Service (DBS) and relevant professional bodies.
- TreeHouse School is committed to ensuring that children at risk of abuse, neglect or discrimination are given information, advice, and support in a form that they can understand and also have their views included in all forums where decisions are made about their lives.
- TreeHouse School is committed to working in partnership with parents and carers. In respect of children who use the services of the charity, that partnership will be with their consent, when this is required and appropriate, but where necessary to prevent abuse consent may not be sought.
- TreeHouse School will publish online the Safeguarding Children Policy and Procedure. In addition, it will inform, in an appropriate format, all users of their services, and their parents or carers, that TreeHouse School has a duty to contact the home and host local authority Children's Social Care Department if there are concerns that a child may be being abused or neglected.
- TreeHouse School is committed to providing a curriculum that enables all pupils to learn to keep themselves safe and how to raise concerns if they do not feel safe in all aspects of their lives.
- TreeHouse School is committed to ensuring that senior members of the organisation will be without delay, fully briefed and consulted with by staff on any concerns about abuse or neglect: the process for this is detailed in the procedure.
- The Assistant Headteacher of Treehouse School is the Designated Safeguarding Lead (DSL), with the Head of School being the Deputy DSL. The DSL takes lead responsibility in the school for child protection and wider safeguarding arrangements.

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- The Director of Education is the Organisational Lead (OL) for Ambitious about Autism and the Ambitious about Autism Schools Trust, with responsibility for safeguarding. In the absence of the Director of Education the role will be delegated to another trained member of the Executive Leadership Team.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. See Appendix 3 for a full chart of DSLs and Deputy DSLs.
- Outside of term time a DSL rota is maintained.
- When the DSL is absent, the Head of School will act as cover for the whole school.
- If the DSL and the Head of School are not available, the Director of Education will act as cover.

TreeHouse School is committed to working within the Pan London Multi Agency Safeguarding Children policy and procedures and the procedures of any other local authorities where any child at risk may reside.

TreeHouse School is committed to working with all the home Local Authorities its pupils reside in, which includes the host London Borough of Haringey's Local Authority Designated Officer (LADO) and the police if there are any concerns about, or perceived risks, in respect of staff.

TreeHouse School is committed to ensuring all staff, including those with designated responsibilities, have received appropriate levels of up-to-date safeguarding training.

6. Risk Assessment

Should this policy and associated procedure be ignored or disregarded, the possible outcomes are:

- **For children at risk of abuse or neglect –** being placed at further risk of harm and neglect.
- **For staff –** who may be subject to inquiry, investigation internally or externally for failing to take appropriate steps, internally may then be subject to a disciplinary process.
- **For the DSLs, Organisational Lead, the Chief Executive and Board of Trustees and the Governing Bodies –** possible inquiry/investigation and report from the Charities Commission and regulators or recommendation from local authorities to regulators.
- **For TreeHouse School –** possible risk of public scrutiny and ultimately risk of prosecution and/or additional inspections from regulators and ultimately deregistration. All of the above can lead to negative media attention and damage to the reputation of the school.

7. Legislation and statutory guidance

This policy and associated procedures are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2023, Working Together to Safeguard Children, What to do if you are Worried a Child is Being Abused: Advice for Practitioners, and the Governance Handbook.

We comply with this guidance and the procedures set out by our local multi-agency partnerships. This policy is also based on the following legislation:
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.
- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015, which places a duty on Non-Maintained Special Schools (NMSS) to safeguard and promote the welfare of pupils at the school.
- The Children Acts 1989 and 2004, which provide a framework for the care and protection of children.

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- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers and other professionals to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- The Marriage and Civil Partnership (Minimum Age) Act 2022
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by or at risk of FGM.
- Sexual Offences Act 2003, Serious Crime Act 2015, and Voyeurism Act 2019 which among other things, provide the framework for responding to allegations of sexual violence and harassment between pupils in schools and colleges.
- The Rehabilitation of Offenders Act 1974 (exceptions order 1975), which outlines when people with criminal convictions should disclose these to prospective employers.
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 and the Protection of Freedoms Act 2012, which define what 'regulated activity' is in relation to children and vulnerable adults
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- The Disqualification under the Childcare Act (DUCA) Regulation 2018, which sets out who is disqualified from working in early years or later years childcare.

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage, our funding agreement and articles of association and with Charity Commission guidance in Safeguarding duties for charity trustees and Safeguarding strategy and how to report serious safeguarding incidents Guidance on reporting serious incidents.

London Boroughs adhere to the Pan London Child Protection Procedures and Guidance (5th edition) which can be found on the London Child Protection Procedures website.

8. Definitions

Safeguarding and promoting the welfare of children means:
- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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 or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18. The term 'Children' in this policy could also be referenced as Young People. For Young People in our services over the age of 18 please refer to our Adult Safeguarding Policy. OFSTED defines safeguarding as:

"Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect, and failure to act. It relates to broader aspects of care and education, including:

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- *children's and learners' health and safety and well-being, including their mental health*
- *meeting the needs of children who have special educational needs and/or disabilities*
- *the use of reasonable force*
- *meeting the needs of children and learners with medical conditions*
- *providing first aid*
- *educational visits*
- *intimate care and emotional well-being*
- *online safety and associated issues*
- *appropriate arrangements to ensure children's and learners' security, taking into account the local context"*

9. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. Autistic children may be more vulnerable to abuse than their neurotypical peers due to their autism. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:
- Have special educational needs or disabilities.
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, sex identification or sexuality.
- Have English as an additional language.
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are or have been in care, foster homes or adopted.
- Are or have been Looked After Children.

Appendix 2 gives detailed information regarding specific safeguarding issues including FGM, sexual exploitation, forced marriage, or radicalisation.

10. Links with other policies and procedures

This policy links to the following policies and procedures:
- Child Protection and Safeguarding Procedure
- Restrictive Physical Intervention
- Code of Conduct
- Recruitment and Selection
- Compliments and Complaints
- Health and Safety
- Attendance
- E-safety
- PSHE and RSE
- Healthcare and First Aid
- Curriculum
- Teaching, Learning and Assessment
- Data Protection
- Privacy Notice

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- Whistleblowing
- Preventing Extremism and Radicalisation
- Mental Health and Wellbeing of Autistic Children and Young People
- Absconding.

11. Governance and Monitoring arrangements

This policy and the linked procedure will be reviewed **annually** by the Director of Education. At every review, it will be approved by the full Education Committee and will be provided to the Governing Body for information.

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Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse 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.

Psychological/emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse 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.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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.
- Seeing or hearing the ill-treatment of another.
- Serious child on child abuse (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Financial abuse
Financial abuse is a crime. It is the use of a person's property, assets, income, funds or any resources without their informed consent or authorisation. It includes:

- Theft.
- Fraud.
- Exploitation.
- Undue pressure in connection with wills, property, inheritance, or financial transactions.
- The misuse or misappropriation of property, possessions, or benefits.
- The misuse of an enduring power of attorney or a lasting power of attorney, or appointeeship.

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 nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.
- 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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 or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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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 caregivers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Self- neglect
Is defined as behaviour that results in neglecting to care for one's personal hygiene, health or surroundings and may include such behaviour as hoarding.

Domestic abuse can be psychological, physical, sexual, financial, or emotional. It can impact on children through seeing, hearing, or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Discriminatory abuse
Discriminatory abuse exists when values, beliefs, or culture result in a misuse of power that denies opportunity to some groups or individuals. It can be a feature of any form of abuse of a child at risk, but can also be motivated because of age, sex identification, sexuality, disability, religion, class, culture, language, 'race' or ethnic origin. It can result from situations that exploit a person's vulnerability by treating the person in a way that excludes them from opportunities they should have as equal citizens, for example, education, health, justice and access to services and protection.

Organisational abuse
Organisational abuse is the mistreatment or abuse or neglect of a child at risk by a regime or individuals within settings and services that children at risk live in or use, that violate the person's dignity, resulting in lack of respect for their human rights. Institutional abuse occurs when the routines, systems and regimes of an institution result in poor or inadequate standards of care and poor practice which affects the whole setting and denies, restricts, or curtails the dignity, privacy, choice, independence, or fulfilment of children at risk. Institutional abuse can occur in any setting providing health, education, and social care. A number of inquiries into care in residential settings have highlighted that institutional abuse is most likely to occur when staff:
- Receive little support from management.
- Are inadequately trained.
- Are poorly supervised and poorly supported in their work.
- Receive inadequate guidance.

The risk of abuse is also greater in institutions:
- With poor management.
- With too few staff.
- Which use rigid routines and inflexible practices.
- Which do not use person-centred care plans.
- Where there is a closed culture.

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Appendix 2: Specific safeguarding issues

Children missing from education
A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation, or radicalisation.
There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:
- Are at risk of harm or neglect.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease to attend a school.
- Come from new migrant families.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the home and host Local Authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the home and host Local Authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the home and host Local Authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Child sexual exploitation
Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power, or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL and report their concern on the digital system. The DSL will follow the local safeguarding procedures, including a referral to the home and host Local Authority's children's social care team and the police, if the local thresholds / criteria for action have been met. Indicators of sexual exploitation can include a child:
- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections or becoming pregnant.

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- Displaying inappropriate sexualised behaviour.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and/or alcohol.
- Going missing for periods of time, or regularly coming home late.
- Regularly missing school or education, or not taking part in education.

So-called honour-based abuse, including Female Genital Mutilation (FGM)
The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by or at risk of FGM or other forms of so-called honour-based abuse.

The Child Safeguarding Procedure document outlines the steps to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM. Indicators that FGM has already occurred include:
- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- Having difficulty walking, sitting, or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing Physical Education (PE).
- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:
- The girl's family having a history of practising FGM (this is the biggest risk factor to consider).
- FGM being known to be practised in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other forms of so-called honour-based abuse.
- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman".
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period.
- Arrangements being made for a 'party' involving only female members of the family or community.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it
- (Although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

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Other forms of so-called honour-based abuse include breast ironing, whereby a girl's breasts care regularly beaten with hot stones, paddles or similar in an attempt to prevent the breasts from developing. It also includes the tight binding of a girl's chest to prevent breast growth.

Forced marriage
Forcing a person into marriage is a form of so-called honour-based abuse and is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e., we may only have one chance to speak to the potential victim and only one chance to save them.
If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:
- Speak to the pupil about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the home and host Local Authority's designated officer.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk.
- Refer the pupil to a pastoral tutor, learning mentor, or counsellor, as appropriate.

Preventing radicalisation
Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

TreeHouse School has a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:
- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech

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- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in the Child Safeguarding Procedure document, including discussing their concerns with the DSL. Staff should always take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including:
- Curriculum statement.
- Behaviour policy.
- E-safety policy.
- Preventing Extremism and Radicalisation policy.
- PSHE and RSE policy.

Low level Concerns
The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work.
- Does not meet the harm threshold or is otherwise not serious enough to consider a referral to the home and host LADO.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone, contrary to school policy.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door.

Low level concerns must always be discussed with the DSL and a decision must be made as to the appropriate course of action to be taken. This might include discussion with the Local Authority if there is any doubt about the status of the concern.

Child on child abuse (previously known as bullying or peer abuse)
All concerns regarding child-on-child abuse will be fully investigated with active support and protection plans being agreed for all children involved.

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Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to wear a visitor's badge.

All visitors to our settings, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using School facilities is not seeking to disseminate extremist views or radicalise pupils or staff. For more details see TreeHouse School's Visitors Policy.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Ring all the main contacts to inform them transport has not collected their son/daughter.
- Ring the transport manager in the home and host Local Authority to enquire about transport for the student.
- Ask for the child to be collected by the parent/carer. During this time with a member of staff who knows the child will wait with them.
- If the parent cannot collect the child, Ambitious about Autism/Ambitious about Autism Schools Trust will organise for the child to be escorted home in a taxi or a company vehicle.
- If the non-collection of a child is considered a safeguarding concern, then this would be reported as a concern to the DSL, who will make the appropriate referrals.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing from school, we will invoke the school's absconding policy and procedure.

Mental Illness

Mental illness, like physical illness, can range from having a few mild symptoms and feeling a bit 'under the weather' to being seriously ill. Mental illness is usually classified as mild, moderate, or severe and is characterised by a combination of abnormal emotions, thoughts, behaviours, and relationships with others.
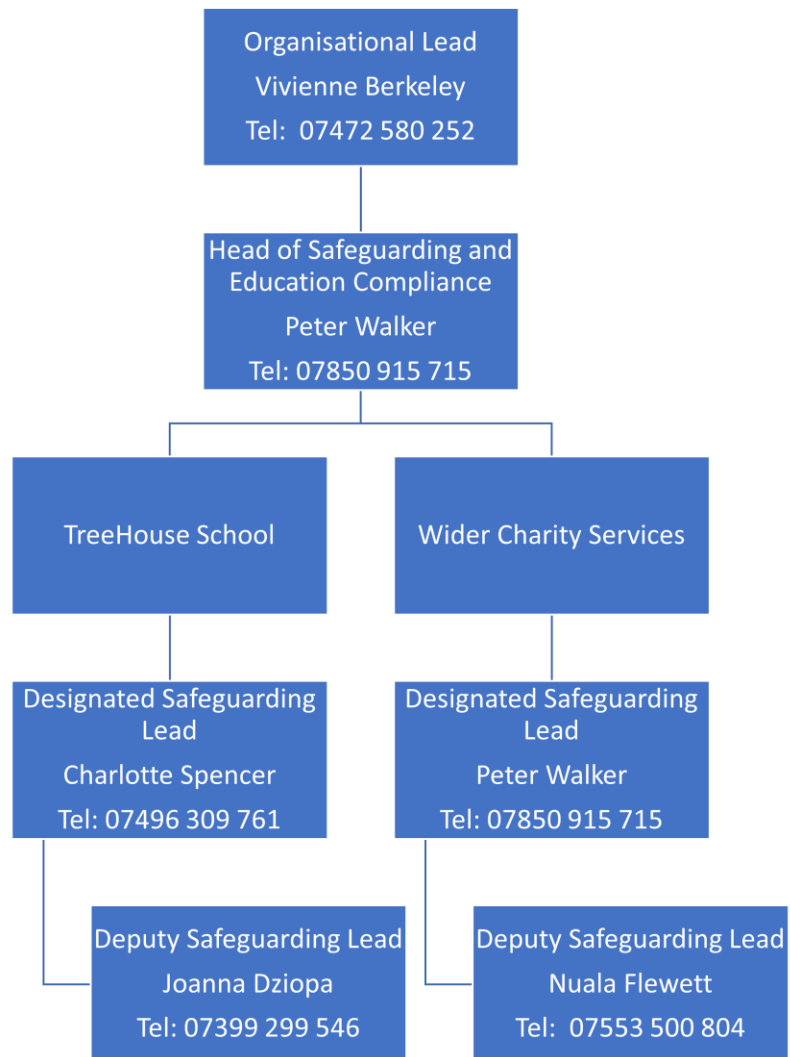
These problems can be worsened for those with greater support needs, particularly if they are unable to communicate about their feelings or communicate their distress.

Most mental illnesses can be successfully treated by self-management, talking therapies and/or medication. Any member of staff who is concerned about the mental health or wellbeing of a learner/pupil should speak to the mental health lead in the first instance. If there is a fear that the learner/pupil is in danger of immediate harm, then the normal adult protection procedures should be followed with an immediate referral to the designated safeguarding lead (DSL) or Head of School/College.

For further information on Ambitious about Autism/Ambitious about Autism Schools Trust approach to mental health and wellbeing refer to the Mental Health and Wellbeing of Autistic Children and Young People.

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Appendix 3: Designated Safeguarding Leads

Organisational Lead
Vivienne Berkeley
Tel: 07472 580 252

Head of Safeguarding and Education Compliance
Peter Walker
Tel: 07850 915 715

TreeHouse School

Wider Charity Services

Designated Safeguarding Lead
Charlotte Spencer
Tel: 07496 309 761

Designated Safeguarding Lead
Peter Walker
Tel: 07850 915 715

Deputy Safeguarding Lead
Joanna Dziopa
Tel: 07399 299 546

Deputy Safeguarding Lead
Nuala Flewett
Tel: 07553 500 804

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