Mawnan CE VA Primary School

Low Level Concern Policy

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	October 2025	J Pridmore	September 2027

Details of Policy Updates

Date	Details
September 2026	Updated for KCSIE 2026; reporting, records, retention, references and AI-related concerns.

Contents

1. Introduction
2. Summary
3. Keeping Children Safe in Education September 2026
The numbered extract below was taken from KCSIE 2025 and is retained as background only; its paragraph numbers must not be used as current 2026 references. For the authoritative wording and current thresholds, consult KCSIE 2026 Part Four, Sections One and Two: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2.

4. Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct
5. Storing and use of Low-Level Concerns and follow-up information
The Headteacher will ensure each report is documented, including the identity of the person raising it (if known), details of the concern, context, evidence considered, the decision and rationale, action taken, outcome and review date. Records will be kept securely with restricted access, separate from routine pupil safeguarding records, using the school's approved confidential system.

6. Process to follow when a Low-Level Concern is raised
7. Low Level Concern Form

1. Introduction

At Mawnan School, we aim to create an open and transparent culture where all concerns about all adults involved with our school are dealt with promptly and appropriately. We aim to identify any concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in our school are clear about professional boundaries and act within these boundaries, and in accordance with our school ethos.

Creating a culture in which all concerns about adults (including those that do not meet the threshold of an allegation) are shared responsibly and with the right person, and recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage a more open and transparent culture; enable individual schools to identify concerning behaviour early;

minimise the risk of abuse; and ensure that adults working within our trust are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of Mawnan School.

This policy should be read alongside our Safeguarding and Child Protection, Whistleblowing, Grievance and Staff Code of Conduct Policies.
Safeguarding concerns about adults must be reported promptly, even where the behaviour seems minor or the person raising it is uncertain. This policy applies to all adults working in or on behalf of Mawnan, including supply staff, trainee teachers, volunteers, contractors and peripatetic staff. All staff must read KCSIE 2026 Part One in full.

2. Summary

It may be possible that a member of staff acts in a way that does not cause risk to children but is however inappropriate. Mawnan School is committed to cultivating a culture of staff being able to, in a safe and professional manner, challenge behaviours that cause offense or cause an atmosphere of feeling uncomfortable.

Any member of staff who has a concern about the action/s of another member of staff, volunteer or contractor, or who on reflection, recognises that their own actions could have been viewed as concerning should inform the Head Teacher.
Reporting route: report a low-level concern about any adult to the Headteacher as soon as reasonably possible. If the concern is about the Headteacher, report it to the Chair of Governors. If an allegation may meet the harm threshold, follow the Child Protection and Safeguarding Policy immediately; the case manager must seek advice from the local authority designated officer (LADO) before investigating. If a child is in immediate danger, call 999.

Mawnan School recognises that a low-level concern about a member of staff may be raised by an external agency, community or family member. In this instance it will be the Headteacher's responsibility to have an open and honest discussion with the member of staff.

3. Keeping Children Safe in Education September 2026

The following summarises the principles of Keeping Children Safe in Education September 2026 and identifies what may be considered behaviour relating to low level concern:

As part of their whole school or college approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- enable schools and colleges to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low-level concern (LLC)?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at Part Four, Section One of KCSIE 2026 (as set out in Part Four, Section One of KCSIE 2026). 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 or college may have acted in a way that:

- *is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and*
- *does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the 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, or*
- *humiliating children.*

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

At Mawnan School we have created and maintain a safe environment for our pupils to remain safe from harmful adults. Our Code of Conduct is robust and incorporates all of the above guidance. However, this guidance is to ensure staff/volunteers/partners are responsible for their actions at all times. Examples that may need to be reported:
AI-related examples include an adult using generative AI to create or alter an image, audio recording or video of a child without authorisation; creating a sexualised or humiliating deepfake; entering identifiable pupil or safeguarding information into an unapproved AI service; or using AI-generated communications to cross professional boundaries. Report concerns through the same route as any other adult-conduct concern. Preserve relevant evidence safely without circulating harmful material or conducting your own investigation.

- Staff that befriend families online who they have met through their role within Mawnan School
- Staff that come to mind in Safer Recruitment/Safeguarding training ('flying low of radar')
- Staff who shout or speak disrespectfully to or about children

- Staff that adopt risky 'alter egos' online
- Staff that are online' influencers' and use their role within Mawnan to meet their own needs (for example, to promote their own business or enterprise)
- Staff who 'like' or 'share' inappropriate/extreme material or opinions on social media (for example, making, liking or sharing derogatory comments about individuals or groups with protected characteristics)
- Staff that are unable to safeguard their own children
- Staff who display coercive/controlling behaviour outside or inside the workplace
- Staff that do not role model the ethos of modern Safeguarding in Education

Staff should be assured that Mawnan School understands that dynamics/relationships within families, neighbours and friendship groups can break down and our Headteacher will be mindful of assessing delicate personal details. Concerns of this nature will be handled with respect alongside your human right to have a 'personal life' and protect from Malicious allegations. However, any actions that impact on the wellbeing of children and/or vulnerable adults cannot be ignored.

4. Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

Allegation:

Any adult linked to our school who has:

*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

*behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children

*behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Low Level Concern:

Any adult linked to our school who has behaved in a way that:

*is inconsistent with the staff code of conduct and ethos of Mawnan School including inappropriate conduct outside of work

*does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Appropriate:

*Behaviour which is entirely consistent with our school's Code of Conduct, and the Law.

5. Storing and use of Low-Level Concerns and follow-up information

Low Level Concerns (LLC) information will in the first instance be informal. However, if once a staff member has challenged low level behaviour and it continues, the Headteacher will address the behaviour/conduct. A record of these discussions will be stored securely within the school's safeguarding system (My Concern - Confide), with access only by the Headteacher /DSL.

This will be stored in accordance with the school's GDPR and data protection policies.

The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Headteacher/DSL. There may be instances where behaviour and conduct is witnessed by multiple staff members. All staff are responsible for addressing and reporting low level behaviour concerns as individuals and not as a group.

Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures. Should staff leave Mawnan School, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept.

Consideration will be given to:

(a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or
(b) if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly

Process to Follow when a low-level concern is raised

On receipt, the Headteacher will gather proportionate evidence from the reporter, adult concerned and relevant witnesses where appropriate; assess whether the harm threshold is met; record the categorisation, rationale and action; and consult the LADO if unsure. Where the concern involves the Headteacher, the Chair of Governors will lead the response. Supply agencies or employers of contractors will be informed where appropriate so patterns can be identified. Repeated low-level concerns may collectively meet the harm threshold and must be reassessed.

The Headteacher will discuss reported concerns with the member of staff. It may not be necessary to name the complainant unless the concern is escalated to formal proceedings. (see relevant policy – Safeguarding; Grievance; Complaint; Staff Code of Conduct; Disciplinary procedure; Whistleblowing)

The Headteacher will discuss:

- what changes needs to be made
- agree a support plan if required
- any further action
- consequences of repeated behaviour/actions

- time scale (normally immediate)

The Headteacher will be mindful of disguised compliance, where the staff member says what is required but minimises said behaviours/actions and little changes.

The member of staff will be directed not to discuss with colleagues and attempt to investigate where the reported concern came from.

Please remember this policy is focused at keeping children, community, and staff safe.

Examples From Cases – Two Serious Case Reviews

Nigel Leat was a classroom teacher who taught at a first school in Somerset for fifteen years. A disclosure by a child to her mother in 2010 led to the discovery of his abuse. It is now known that 20 pupils were witnesses to or possible victims of sexual abuse by Nigel Leat. At a court hearing in May 2011 Nigel Leat pleaded guilty to 36 sexual offences, including 22 counts of sexually assaulting a child under 13 and eight counts of sexual assault by penetration of a child under 13.

William Vahey was a history teacher who taught at ten international schools in nine different countries between 1972 and 2014. Vahey committed suicide in March 2014 following the discovery by a maid of indecent images of children on his computer. It is now known that he drugged and abused at least 54 students at an independent international day school in London where he taught for four years.

In both cases a number of staff, parents and pupils discussed concerns with each other or a member of the senior management team. A number of these concerns, taken in isolation, were not treated by the school as meeting the threshold for reporting to the LADO at the time. For example, Vahey *"undermined other staff and was disrespectful to junior staff,"* and *"gave out chocolates and sweets in class [and] cookies linked to games during evening activities."* Leat *"had*

favourite pupils within his class [who were] invariably girls, and were variously described by staff members as pupils who were less academically able, emotionally needy or vulnerable"; "had been taking photographs of children using his mobile phone," and *"getting changed for PE in his class [which was] used as a thoroughfare by staff and pupils."*

Many concerns were not reported to anyone. In the case of Leat, only 11 of the 30 recorded incidents were reported to the school. All staff interviewed for the Serious Case Review said that it was common knowledge amongst school staff that Leat allowed pupils to be over familiar with him, and *"spoke to and joked with his pupils in a manner which was inappropriate to his role."* As the Serious Case Review explains, staff were sufficiently concerned about Leat's behaviour to attempt to ensure that pupils identified as likely favourites of his were allocated to other classes on the basis that remaining in Leat's class might be emotionally harmful to them. However, these staff did not report their concerns to the school child protection officer or Head Teacher at the time.

Neither school had a formal mechanism for reporting, recording or handling these low-level concerns. As a result, when they were reported, the concerns were shared with different people and each concern was dealt with in isolation. No one person was aware of all of the concerns, and no-one was therefore able to 'join the dots' and identify a pattern of concerning behaviour. Concerns, therefore, were either dismissed or, where they were investigated, they were viewed as isolated incidents and the staff member's explanation was accepted.

These and numerous other cases illustrate the importance of sharing, recording and handling low level concerns, so that concerning patterns of behaviour can be identified as soon as possible and appropriate action be taken swiftly in response.

Guidelines for Headteachers/DSLs

Retention and references: retain low-level concern records at least until the adult leaves employment, then review retention against the school's records-management schedule, safeguarding needs and data-protection requirements. Do not automatically delete records on departure. References should include only substantiated safeguarding concerns/allegations meeting the harm threshold; low-level concerns may be included only where they relate to matters normally included in a reference, such as misconduct or poor performance. Review records regularly for patterns and wider cultural or training issues.

Implementation - the way in which the policy is communicated to staff is key. Carefully designed training that is engaging and includes scenario based discussions should encourage buy-in from staff and volunteers and help to achieve the policy's objectives. In contrast, poor communication of the policy can create suspicion, confusion and toxicity which could be highly damaging to the organisational culture, decreasing rather than increasing reporting.

Allegations v concerns - the relationship between low level concerns and allegations should be made clear. For example, the headteacher/DSL receiving the low-level concern must always consider whether it meets the threshold for reporting to the designated officer of the local authority as an allegation. If they are in any doubt they should contact the designated officer for advice. Equally, a series of low-level concerns may cumulatively meet the threshold and need to be treated as such.

Reporting lines – ideally all concerns should be reported to one person so that patterns can be identified.

Handling concerns – handling concerns appropriately and proportionately will strengthen confidence of staff and volunteers. In contrast, handling concerns disproportionately or inappropriately will decrease rather than increase reporting. The way in which concerns are handled, and the identity of the person handling them, will necessarily depend on the context and nature of the concern being raised.

Retention and Recording concerns - the treatment of personal data for the purpose of personnel files and references is important. KCSIE requires schools to retain a copy of all substantiated, unsubstantiated or false allegations on a staff member's personnel file but to refer only to substantiated allegations in references. Low-level concerns which do not individually or collectively meet the threshold for referral to the LADO will be retained in a confidential, school

safeguarding file but not on personnel files or used on references. The recording of information should be done following the exercise of sound professional judgement as to what information is necessary for safeguarding purposes. That information, once recorded, itself must be carefully treated, in terms of who has access to it, and who needs to know, oversee and review its contents (remembering that individuals have the right to access these records about them under data protection law).

Oversight and review - the regular review of low-level concerns by the Headteacher and DSL is required to ensure that the concerns are being handled appropriately and proportionately, that no concerns meet the threshold of an allegation, and that any subtle patterns of behaviour are spotted.
Getting these points right should create a solid foundation to a transparent culture in which all concerns are shared openly and acted on appropriately. By contrast it can be hard to retrieve a situation if these areas are not considered carefully at the outset.

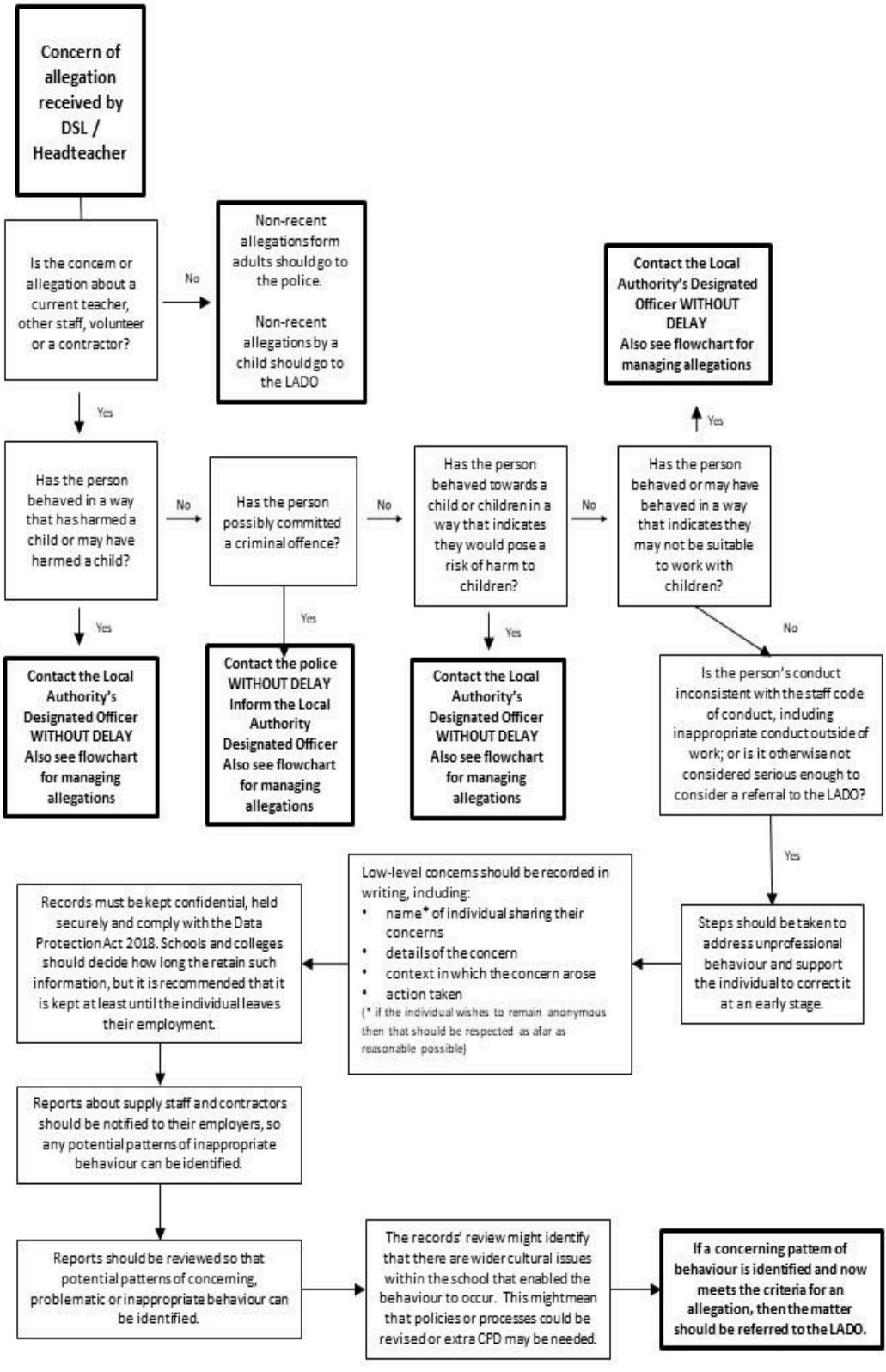
And will be updated in line with changes to KCSiE/annually

1. Appendix A - Low-level Concern Reporting Form

Thank you for reporting your concerns to the safeguarding team; we are grateful to you for taking the safety and welfare of our pupils seriously. Please fill in the below form, including as much detail as you can, and return it directly to the headteacher or DSL. Please refrain from discussing this concern with anyone other than the headteacher or DSL until the matter has been dealt with. We ask that you keep all details, including the name staff member to whom the concern pertains, confidential.

Your details	
Name (optional)	
Role	
Date and time of completing this form	
Details of individual whom the concern is about	
Name	
Role	
Relationship to the individual reporting the concern, e.g. manager, colleague	
Details of concern	
Please include as much detail as possible. Think about the following: What behaviour and/or incident are you reporting? What exactly happened? Why does the behaviour and/or incident worry you? Why do you believe the behaviour and/or incident is not consistent with our Staff Code of Conduct?	
Details of any children or young people involved	
Name(s)	

Do you believe there is a risk of harm to the above children or young people, either now or in the future, as a result of the individual's behaviour? Explain your answer.		
Next steps		
What would you like to see happen in response to your concern?		
Are you willing to meet with the headteacher and DSL to discuss your concern? Please circle as appropriate.	**Yes**	**No**
Please state any other information that you believe is relevant to the processing of this concern.		
Signature		
For use by safeguarding team upon receipt of concern		
Date and time concern received		
Signature of DSL or deputy DSL		
Actions to be taken (e.g. no action, investigation, reclassification as allegation meeting the harms threshold.)		


Concern of allegation received by DSL / Headteacher
Is the concern or allegation about a current teacher, other staff, volunteer or a contractor?
No
Non-recent allegations form adults should go to the police.
Non-recent allegations by a child should go to the LADO
Yes
Has the person behaved in a way that has harmed a child or may have harmed a child?
No
Has the person possibly committed a criminal offence?
No
Has the person behaved towards a child or children in a way that indicates they would pose a risk of harm to children?
No
Has the person behaved or may have behaved in a way that indicates they may not be suitable to work with children?
Yes
Contact the Local Authority's Designated Officer WITHOUT DELAY
Also see flowchart for managing allegations
Yes
Contact the Local Authority's Designated Officer WITHOUT DELAY
Also see flowchart for managing allegations
Yes
Contact the police WITHOUT DELAY
Inform the Local Authority Designated Officer
Also see flowchart for managing allegations
Yes
Contact the Local Authority's Designated Officer WITHOUT DELAY
Also see flowchart for managing allegations
No
Is the person's conduct inconsistent with the staff code of conduct, including inappropriate conduct outside of work; or is it otherwise not considered serious enough to consider a referral to the LADO?
Yes
Steps should be taken to address unprofessional behaviour and support the individual to correct it at an early stage.
Low-level concerns should be recorded in writing, including:
• name* of individual sharing their concerns
• details of the concern
• context in which the concern arose
• action taken
(* if the individual wishes to remain anonymous then that should be respected as afar as reasonable possible)
Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long the retain such information, but it is recommended that it is kept at least until the individual leaves their employment.
Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.
Reports should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra CPD may be needed.
If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.