



Safeguarding & Child Protection Policy

This policy applies to World Green Hub community and all entities affiliated with World Green Hub Ltd., including Aile School

2024-2025

Date of next formal review, Sept 2025

Approved by

Mr. Ahmed Kazzaz, Founder and Director of World Green Hub Ltd.

Dr. Farah Dheyab, Person of Significant Control and Aile School's Founder

Mr. Mohammed Al-Hashimi, Aile School Chairperson of The Governing Body

If you feel a child is in immediate danger, please contact 999 (in the UK) or the emergency services in the country of residence. Then inform the Welfare Team at support@worldgreenhub.com, or call +447477205461

World Green Hub Ltd.
Adaptive Learning

World Green Hub Philosophy

Unleashing Potential in a Sustainable World...

World Green Hub Ltd. is a learning provider organization deeply integrated with green hubs worldwide, World Green Hub educational philosophy is driven by a commitment to develop responsible, informed, and active Earth stewards, who will lead with empathy, innovate with purpose, and navigate the complexities of life with an unwavering ethical compass. In doing so, World Green Hub serves as a beacon of progressive education for a sustainable and inclusive world.

Vision: A future where education transcends boundaries and transforms lives, driven by the innovative hybrid approach that challenges conventional paradigms, fostering a global community of empowered and socially and environmentally conscious individuals.

Mission: World Green Hub has the mission to forge an educational environment that not only responds to the unique needs of the present and future generations but also empowers students to flourish in a world marked by continual change and innovation.

Belief: World Green Hub centers around the creator and sustainer of the universe. This fundamental belief sets World Green Hub goals and guides its actions, fostering responsibility towards the environment and humanity. It inspires World Green Hub to uphold values of compassion, empathy, and integrity in all aspects of education and community life.

Aim: World Green Hub aims to deliver an extraordinary and enriching educational experience by leveraging technology and artificial intelligence to emulate the education of the future. World Green Hub's vision centers on adaptive learning, empowering students to excel, innovate, and contribute to a more sustainable world.

At World Green Hub, we believe children and young people should never experience abuse of any kind, World Green Hub is committed to fostering a learning environment that is safe, inclusive, and free from all forms of harm.

This policy outlines our dedication to preventing harm and addressing child abuse in all forms, and to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to World Green Hub community and anyone working on behalf of World Green Hub Ltd., we acknowledge the responsibility that rests on the shoulders of all adults within our community and institution, including those on short-term contracts and volunteers.

At World Green Hub the welfare of children is paramount in all the work we do and in all the decisions we take, all children, regardless of age, sex, disability, nationality or race, religion or belief, all have an equal right to protection from all types of harm or abuse. At World Green Hub, we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.

1. Introduction

This policy is crafted in alignment with the foundational frameworks provided by the Children Acts of 1989 and 2004 and aligns with pertinent national guidelines in the UK, including the most recent updates to Keeping Children Safe in Education (June 2023). Our policy also thoughtfully considers Human Rights and Equality legislation, reflecting the core values upheld by World Green Hub.

At World Green Hub, we take our duties with the utmost seriousness as outlined in section 175 of the Education Act 2002—a standard for schools—to safeguard and promote the well-being of our students. We are committed to collaborating with external bodies when needed to ensure we are fully equipped to identify, evaluate, and assist those at risk of harm. Embracing a mindset of vigilance, "it could happen here," is central to our culture of safeguarding that permeates every facet of our student educational journey.

We acknowledge the responsibility that rests on the shoulders of all adults within our institution and community, including those on short-term contracts and volunteers, to act decisively in the protection of our students, always prioritizing their welfare. Our preventative measures are proactive, and our response to any arising concerns is immediate and prioritized.

The belief shared by our entire staff is that our learning environment should be nurturing, affirming, secure, and conducive to stimulating the social, physical, and ethical growth of every student. This policy should be interpreted in conjunction with other World Green Hub protocols addressing interconnected safeguarding matters.

Key Safeguarding Contacts:

a. Welfare Team	support@worldgreenhub.com
b. Head of School	school@worldgreenhub.com
c. Senior Leadership Team	administration@worldgreenhub.com
d. Hubs Monitoring	hubs@worldgreenhub.com
e. World green Hub Ltd.	info@worldgreenhub.com

The contacts above hold responsibility for the extensive monitoring and management of safety and well-being protocols within World Green Hub community. Also they are responsible for online safety on the platform in conjunction with the [IT Teams](#) and [Senior Management Team](#).

2. Objectives and Principles

At World Green Hub, every member of our community plays a vital role in ensuring the safety and security of our virtual school environment including all affiliated entities in our network of green hubs. When we refer to "staff," we include all individuals with access to our student-facing platforms, including support staff, self-employed staff/contractors, volunteers working with children, and board members.

We understand the significance of creating an ethos and environment within our school/hub that fosters a sense of safety, security, and respect for children. We encourage open dialogue, assure them that they will be heard, and strive to boost their confidence and self-worth. We recognize that children who have experienced abuse or witnessed violence may struggle with low self-esteem and find it challenging to develop a strong sense of self. World Green Hub aims to provide stability and predictability in their lives.

To support the welfare and safety of all students, we are committed to the following:

- Prioritizing the welfare of students and promoting their development in ways that nurture security, confidence, and independence.
- Incorporating social and emotional aspects of learning into the curriculum.
- Including child protection education in the curriculum, enabling students to recognize and address unsafe situations and identify whom they can confide in.
- Offering appropriate support and guidance, ensuring students have access to a range of trusted adults when they face difficulties.
- Cultivating a positive, supportive, and secure environment where students feel valued and empowered as individuals.
- Collaborating with parents, guardians, or mentors to ensure a collective understanding of our responsibility in safeguarding all students and the importance of involving external agencies when necessary.
- Equipping all staff with the ability to identify signs and symptoms of abuse, and ensuring they are familiar with the school's procedures and communication channels.
- Monitoring students who have welfare or protection concerns, maintaining secure and confidential records, and sharing information appropriately with relevant professionals.
- Establishing effective and supportive partnerships with mentors and external agencies, such as the police and Social Care, when required.
- Adhering to the "Teaching online safety in school" guidance (June 2019) provided by the Department for Education (DfE), which aligns with our policies and practices for teaching students about online safety.

- Requiring young people over the age of 18 to undergo a clean Disclosure and Barring Service (DBS) check before participating in lessons.
- Safeguarding our learning management platform with password protection to ensure only verified students can join. Students exhibiting poor behavior may be temporarily removed from classrooms, and re-entry requires teacher permission. - Conducting live lessons with recordings to facilitate academic review and support quality assurance. Recordings are available to enrolled students for two academic years and are accessible to stakeholders with their login credentials. This allows us to address concerns related to behavior or safeguarding during lessons and serve as evidence, if needed.
- Encouraging the use of student webcams in lessons and meetings to foster a positive rapport and enable teachers to regularly engage with and observe their students. In case a teacher observes anything of concern, they have the means to communicate with the student individually, even during group lessons, using direct chat. Furthermore, teachers can schedule individual meetings to follow up with the student.

In the event of any bullying or safeguarding incidents occurring during a class, effective communication channels are established. Recordings of such incidents will be shared with the Designated Welfare Lead and may not be made available to students for academic purposes. If possible, segments related to the incident will be removed before any posting of the recording. The original recording and/or transcript will be retained as part of the evidence dossier.

We are committed to fostering a safe and secure virtual school environment where every student can thrive academically, socially, and emotionally.

All our classrooms and meeting rooms are set up with the Designated welfare Lead and deputy welfare Lead able to attend as 'live assistants'. This means that they can enter the room at any point to observe a segment of the lesson or support session. Senior leaders regularly visit live lessons to assure quality of provision.

3. Creating a Safe Virtual Environment: Our Commitment to Safeguarding

At World green Hub, we maintain a steadfast approach to online safety, prioritizing the protection and education of our students regarding responsible technology use. We have implemented robust mechanisms that allow us to identify, intervene, and escalate any safeguarding incidents that may arise. To ensure the well-being of our staff and students, we provide education in four key areas of risk:

- **Content:** Mitigating exposure to illegal, inappropriate, or harmful material.
- **Contact:** Safeguarding against harmful online interactions with other users.
- **Conduct:** Promoting personal online behavior that minimizes the likelihood of harm.
- **Design:** Identifying potential harm caused by the system itself.

As an education learning provider, we recognize the paramount importance of safeguarding and child protection. Therefore, we adhere to the following practices:

- Designated Welfare Lead (DWL): Each school/hub appoints a senior leader responsible for overseeing all aspects of safeguarding and child protection.
- Safeguarding Training: Regularly updating staff with appropriate safeguarding training to ensure their understanding and adherence to safeguarding procedures.
- Swift Remediation: Promptly identifying and addressing any weaknesses in our child protection protocols.
- Agency Liaison: Nominating a member of the Senior Leadership Team to handle communications with relevant agencies in cases of child abuse allegations involving members of the Senior Leadership Team.
- Annual Review: Conducting annual reviews of safeguarding policies and procedures, with the safeguarding policy being made readily available on our school website.
- Teaching Safeguarding: Integrating safeguarding education into a comprehensive curriculum, covering relevant topics through topic designed classes and extra-curricular activities such as assemblies and house meetings.
- Enhanced DBS Checks: Ensuring that all staff members undergo enhanced Disclosure and Barring Service (DBS) checks or equivalent background checks.
- Safer Recruitment Training: Providing training to staff involved in recruitment to ensure adherence to safer recruitment practices, to be renewed every two years.
- Onboarding Process: Equipping all staff with the necessary safeguarding awareness information during the onboarding process, including the safeguarding policy, linked policies, and key contact persons.
- Ongoing Training: Offering regular updates and training on e-safety and reporting concerns to all staff members.
- Child Protection Awareness: Ensuring all staff members possess a comprehensive understanding of the signs and indicators of abuse through ongoing child protection awareness information.
- Consideration for Disclosure: Recognizing that children, particularly those with SEND (Special Educational Needs and Disabilities), may not be ready or able to disclose instances of abuse, and fostering a safe environment where such disclosures can occur if and when the child feels comfortable.
- Parent and Guardian Awareness: Informing parents, guardians, and mentors about staff members' responsibilities in adhering to child protection procedures.
- Referral and Notification: Promptly referring child protection concerns or allegations against adults working in the school/hub to the appropriate authorities, and notifying the Disclosure and Barring Service (DBS) or equivalent bodies if a staff member is found unsuitable to work with children.
- Regular Review: Consistently reviewing and updating our procedures to ensure they remain effective and in line with best practices.
- Visible Designated Welfare Lead: Clearly displaying the name and role of the DWL within the school and highlighting the school's commitment to referring and monitoring cases of suspected abuse.
- Inclusion in Onboarding: Providing new staff members with a copy of our safeguarding policy and granting access to associated policies, with the DWL's name prominently displayed, as part of their onboarding process.
- Policy Accessibility: Making our safeguarding policy readily available on our school website, ensuring parents, carers, and mentors are aware of the policy and can access it as needed.

By following these practices, we strive to create a safe and secure environment where the welfare of our staff and students is of utmost importance.

4. Responsibilities

The Designated Welfare Leads (DWLs) have a crucial role in overseeing safeguarding and child protection at World Green Hub community, encompassing the following responsibilities:

- Promptly referring any concerns regarding potential abuse or harm of a child or young person to the local safeguarding team and serving as a point of contact for staff to discuss such concerns. Referrals should align with the protocols established by the local authority.
- Maintaining written records of any concerns about a child, even if an immediate referral is deemed unnecessary.
- Ensuring that all records are stored securely and confidentially, separate from student records, until the young person reaches their 25th birthday. When required, these records should be shared with the young person's subsequent school or college.
- Collaborating with relevant agencies and professionals, as appropriate.
- Attending case conferences or other multi-agency planning meetings either personally or ensuring the attendance of a staff member, and contributing to assessments.
- Organizing information sessions on child protection and delivering comprehensive training to all school staff annually. Refresher training should be completed on directed days each year.
- The welfare and safety of children are the shared responsibility of all staff members within the World Green Hub community. Any concerns regarding a student's well-being must be reported to the DWL.

To maintain confidentiality, safeguarding information about individual children should only be shared with those who have a legitimate need to know. It is important to recognize that what may appear to be a minor issue to one staff member could have significant implications within the broader risk context.

5. Equality of Safeguarding Provision

In order to ensure equal protection for all students, irrespective of their circumstances or any barriers they may face, World Green Hub is dedicated to providing comprehensive safeguarding measures. We specifically prioritize students who:

- Have disabilities or specific additional needs.
- Have special educational requirements.
- Act as young carers in their home environment.
- Display signs of being involved in antisocial or criminal activities, including association with organized crime groups or engagement in gang-related behavior.
- Regularly miss school or have a history of going missing from care or home.
- Exhibit substance abuse issues or misuse drugs and alcohol.

- Come from families facing challenging circumstances such as substance abuse, adult mental health problems, or domestic abuse.
- Show early indicators of abuse and neglect.
- Are at risk of modern slavery, trafficking, female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalization.
- Have experienced foster care or have previously been looked after.
- Are vulnerable to discrimination, maltreatment, and bias based on race, ethnicity, religion, disability, or sexuality.

By giving special attention to these students, we aim to uphold the principle of equality in safeguarding provision within our World Green Hub community.

6. Child Welfare and Protection Protocols

At World Green Hub, we strictly adhere to the safeguarding procedures outlined in the 'Keeping Children Safe in Education' guidelines (2023), as applicable to an online setting. The complete procedures document, along with additional guidance related to specific safeguarding issues, can be accessed on the [Department for Education](#) website.

The Designated Welfare Leads (DWLs) and the Senior Leadership Team bear the responsibility for receiving and compiling information concerning individual children. They conduct immediate and ongoing assessments of potential risks to determine necessary actions, in consultation with parents, carers, and mentors in most cases. This may involve making referrals to external agencies and services. Should the need arise, the DWLs may seek advice from local authority safeguarding advisors or social workers.

During these consultations, factors such as the urgency and gravity of concerns for a child or young person, as well as the extent of parental, carer, and mentor awareness, will be discussed. Some concerns may require monitoring over a specific period before deciding whether to refer the case to local authority social services or other external agencies.

In all but the most extraordinary circumstances, parents, carers, and mentors will be promptly informed about any concerns regarding a child or young person. If a referral to social services becomes necessary, parents, carers, and mentors will be notified, and consent will be sought unless there is a valid reason to do otherwise. It is important to acknowledge that the school's role in situations involving child protection concerns is not to conduct investigations but to identify and refer.

Occasionally, staff members may provide information about a child to the DWLs but may harbor concerns regarding subsequent actions taken. Staff should feel comfortable seeking clarification from the DWLs to ascertain progress and ensure the child's safety and welfare are being appropriately addressed. If, after following this process, a staff member remains apprehensive about the adequacy of action being taken, it becomes their responsibility to seek further consultation from a different member of the Senior Leadership Team. This provides an opportunity to discuss concerns and receive guidance on the appropriate course of action.

Parents, guardians, and mentors can access the [Safeguarding Policy](#) and related policies through the World Green Hub website to obtain a copy.

7. Identification and Classification of Harmful Situations

It is crucial for all staff members within the World Green Hub Community to possess knowledge about the definitions and indicators of abuse. There are four primary categories of abuse:

1. Physical abuse
2. Sexual abuse
3. Emotional abuse
4. Neglect

The most updated definitions can be found in Appendix 1 of the provided document. Staff members need to be cognizant that child abuse can occur across all social groups, regardless of factors such as religion, culture, social class, or financial status. Children with disabilities are statistically more vulnerable to abuse and require special attention. It is equally important to recognize that individuals who perpetrate child abuse can belong to any age, gender, ethnic group, or background. It is crucial not to allow personal assumptions or biases to interfere with the recognition and necessary action-taking processes.

While identifying cases of abuse, staff members should consider the cultural, legal, and regulatory context specific to the student's jurisdiction. It is vital to assess whether the behavior in question is regarded as unacceptable by the student, their family, and their community, as this perception influences whether the behavior is deemed abusive. In instances where staff members are unfamiliar with behavioral expectations in a particular jurisdiction, they are encouraged to report the behavior in accordance with the expectations of behavior within the UK. At World Green Hub, we actively support and uphold children's rights in alignment with the principles outlined in the UN Convention for the Rights of the Child.

8. Induction and Training For Aile School

World Green Hub will offer the appropriate level of safeguarding training for all Aile School-based staff. This will include internal school responsibilities, child protection processes, how to recognize and respond to signs and symptoms of concern and abuse, and safe working practices. Training is organized by the DWLs in line with government guidance that currently requires this to be updated annually, to continue to provide staff with the relevant skills and knowledge to safeguard children effectively. School teachers and leaders participate in a series of safeguarding training modules and events to ensure they are equipped with the necessary knowledge and skills to recognize safeguarding concerns.

The DWLs will ensure that all new staff are appropriately inducted as regards the school's internal safeguarding procedures and communication lines. This policy and all associated World Green Hub policies will be provided to new members of the school team.

9. Induction and Training For Affiliated Entities

Affiliated entities hold the responsibility to equip all school/hub based staff with the appropriate level of safeguarding training. This will include internal school/hub responsibilities, child protection processes, how to recognize and respond to signs and symptoms of concern and abuse, and safe working practices. Training advised to be organized in line with local government guidance of the country where the affiliated entity is based, that requires to be updated annually, to continue to provide staff with the

relevant skills and knowledge to safeguard children effectively. School/Hub teachers, coaches, coordinators, and leaders should participate in a series of safeguarding training modules and events to ensure they are equipped with the necessary knowledge and skills to recognize safeguarding concerns.

World Green Hub will ensure that affiliated entities have authorized safeguarding and child protection policy with other related policies before joining the community of World Green Hub. This policy and all associated World Green Hub policies will be available to new members on [World Green Hub Website](#).

10. Record Keeping

Staff must record any wellbeing or welfare concern that they have about a child on the dedicated safeguarding database. This should be completed without delay, and any information submitted will be sent to and accessed by the DWLs. Records must be completed as soon as possible after the incident/event. The date, time, details and staff member submitting the concern must be detailed when submitting the concern.

a. Why is recording important?

Staff have a duty to promote the wellbeing and safety of every child who attends our school. This is a whole-school task. Since staff have differing roles in our school, we observe students in a range of classes and activities throughout the school day. Students may show or tell us that something is wrong in a variety of ways. We all have an important role to play in helping to identify welfare concerns for students, and possible indicators of abuse or neglect at an early stage. For some students a 'one-off' serious incident or concern will come to your attention and you will have no doubt that you must immediately record and report this. Most often, however, it is the accumulation of a number of small incidents, events or observations that provide the evidence that a child is being harmed or in danger. It is vital, therefore, that any concern a member of our community has for a student's welfare, however small, is recorded and passed to DWLs, via.

b. What is a welfare concern?

As a general rule, anything that you consider unusual or out of the ordinary for the student constitutes a concern. Mostly, these will arise in one or more of the following areas:

- the student's behaviour changes or a particular behaviour is observed
- the student has a physical injury
- the student tells you something has happened to them (a disclosure)
- the student's physical presentation
- you receive information from or about a parent or carer

c. Why must staff members pass on their concerns in writing?

It is important that any person who has the concern gives a first-hand account of this so that there is a clear and accurate record of what has been seen, heard etc. A record written by the member of staff will ensure that there is no misinterpretation of the concern, or that it can be overlooked or forgotten. By keeping a standardized system of reporting concerns, the DWLs can handle these at the earliest opportunity.

d. How and what do staff members record?

Staff members have the ability to submit concerns to our dedicated safeguarding platform. Staff will be asked to add the name of the student, the date, the time and the nature of the concern, providing as much detail as possible. The level of detail is highly important, particularly where a child discloses information to a member of staff. Where a child discloses information, a referral should be submitted as soon as possible so the details are clear in the reporting staff member's mind.

e. What happens to the record once it has been submitted?

One of the main purposes of recording is to make sure that the DWLs are able to respond properly to concerns about students. They will take what action is necessary in response to concerns raised. Actions they will take will of course depend on how serious and urgent the concern is. These can range from a decision to monitor the student while attending lessons, to referring the issue to social services, so that they can undertake an assessment of the child's safety. The completed concern will be in a confidential and secure way, so that limited members of the school/hub staff have access to this information.

f. Who will see the concerns raised? Will parents, guardians and mentors see a student's record?

Information regarding a student's welfare will be shared on a strict 'need to know' basis.

Neither parent nor student has an automatic right of access to child protection records, and in most cases the actual record will not be shared with parents, guardians and mentors. However, all staff should ensure that they write in a way that, if they were asked to release school/hub records (perhaps by a court), the record is a fair and factual account of an incident or event. One of the most common responses by the DWLs, to concerns raised by staff for students, will be to share these with parents, guardians and mentors, with the purpose of working with them to understand and address the issue of concern. The details of staff referrals therefore may be presented verbally to parents, guardians and mentors. Sometimes the concern will be one of many. If the DWLs are worried that talking to parents, guardians and mentors might create a risk to any staff member's safety they will not do this, but will seek advice.

11. 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 and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the local authority 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/hub 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.

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

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Records will be reviewed regularly so that potential patterns of inappropriate, problematic or concerning behaviour can be identified and handled appropriately.

12. School/Hub Counselling- Confidentiality Policy

The School/Hub that consider providing a counselling service where our students feel safe to express themselves, has to offer a high level of confidentiality. This policy is designed to clarify the nature of that confidentiality and make clear the circumstances in which information brought to counselling may need to be shared with other parties.

Reference should be made to the Service Agreement signed prior to commencing counselling sessions through World Green Hub platform.

a. Aims

- To set out the rights of our students to attend confidential counselling
- To make clear what the limits of confidentiality are
- To refer to legislation and case law (but may be different in devolved areas) that informs the policy
- To set out how information will be passed on under safeguarding procedures

b. Relevant Legislation

This policy is drawn up with regard to the following:

- Human Rights Act 1998 (Article 8) which affords young people the right to privacy
- The UN Convention on the Rights of the Child 1989
- The Children Act 1989
- The Education Act 2002

c. Child or Young Person's Right to Confidentiality

At World Green Hub, the counselling service offered is paid and requires subscription to the service, almost always at the request of the parent/guardians/mentor. However, under the 'Gillick Principle', parental consent for counselling is not required for a young person under the age of 16 who is considered Gillick competent. (The Gillick principle was established in 1985 when Lord Scarman ruled that ...parental right yields to the child's right to make his own decisions when he reaches a sufficient understanding and intelligence to be capable of making up his own mind on the matter requiring decision.) In addition, "promoting and maintaining the young person's entitlement to confidentiality could be seen to be consistent with the statutory duty 'to safeguard and promote the welfare of the child' under s.175 Education Act 2002." The policy document 'Every Child Matters' emphasises, 'the needs, interests and welfare of children' as well as the need to develop pastoral care for all children.

d. Limits to Confidentiality

To 'safeguard and promote the welfare of the child' also extends to protecting young people from harm. The school/hub counsellor will follow procedures laid out in this policy, and associated school policies, and will refer a concern about a child to the DSLs - where there are strong grounds for thinking that a student might be at risk of significant harm to themselves, to others or at risk from others. The same will apply where they have concerns for the welfare of a third party.

It is recognized that at times this will be a difficult judgement which will require the counsellor to balance the promotion of the student's welfare and avoidance of harm against the student's autonomy and trust in the integrity of the counselling relationship.

School/Hub counsellor will seek guidance from the DSLs, whilst maintaining confidentiality, until a decision can be made about what is in the best interest of the student. This is particularly important in instances where the student does not consent to any breach in confidentiality. They will also pass on information, as required by law, in the event of a disclosure about acts of terrorism or serious crime or if required to do so by a court order.

e. Responsibilities of the Counsellor

The counsellor will keep all details of counselling sessions confidential. No other information will be shared without the consent of the young person, unless it is necessary under safeguarding procedures. They will explain to the students attending counselling that not all information shared can automatically be kept confidential, but that any information that it is necessary to pass on will be kept to an absolute minimum. Wherever possible they will gain the consent of the student before sharing any information. In the first instance the counsellor will discuss ethical issues around whether or not to break confidentiality in supervision.

f. Record Keeping and Recording

All notes from counselling sessions will be kept securely by the school/hub counsellor in accordance with the General Data Protection Regulations (GDPR). If a student is signed up by a parent/guardians /mentor of a student and the student refuses to attend or engage with the counselling session/s, the parent/guardians/mentor will be informed by the DSLs. If a student aged 16 or above self-refers for counselling, the school/hub has no obligation to inform the parents, guardians and mentors if, the student falls under the 'Gillick Principle' , because 'parental consent for counselling is not required

for a young person under the age of 16 who is considered Gillick competent'. (Due to the nature of school/hub and the process of enrolments, it is likely that this will be a highly infrequent occurrence.)

13. Allegations Against Staff Members and Contractors

More detailed information can be found in the [Managing Allegations Against Staff Members](#) policy. World Green Hub recognize that it is possible for staff and contractors to behave in a way that might cause harm to the students and takes seriously any allegation received. Such allegations should be referred immediately to the [DWLs](#) to agree further action to be taken in respect of the student and staff member.

All school/hub staff should take care not to place themselves in a vulnerable position with a child. All virtual lessons and face-to-face interactions with students must be recorded and the recording will be stored via cloud storage on the video conferencing platform.

We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the [Senior Leadership Team](#) Lead and [DWL](#) (or the [CEO](#) where an allegation is against the Head of School).

If the allegation made to a member of staff concerns the Head of school, the person receiving the allegation will immediately inform the [CEO](#) and [DWL](#) who will consult as identified above, without notifying the Head of School first.

Suspension of the member of staff, excluding the Head of School, against whom an allegation has been made, needs careful consideration, and the Head of School will seek the advice of the DWL and CEO, and any necessary external agencies/bodies in making this decision.

In the event of an allegation against the Head of School, the decision to suspend will be made by the CEO with advice as above.

14. Children Absent and Missing in Education

World Green Hub is committed to taking appropriate action in relation to a child who may be missing from education. The KCSIE 2023 guidance from the UK Government has recently updated its definitions relating to this topic to discern between children who are absent from education and children who are missing from education.

Children absent from education is defined as those who are of a compulsory school age, are registered with a school setting, but do not attend for prolonged periods and/or repeat occasions. Children missing from education is defined as those who are of a compulsory school age, but are either not registered at a school or else not receiving suitable education in place of a school setting.

At World Green Hub, we take the following steps for children who would be considered to be missing in education:

- Follow our safeguarding policy in relation to recognizing, responding to and supporting students who may be suffering harm.
- Contact the child's parents or guardian to establish the child's education status and investigate any concerns we have related to possible CME
- Discuss any concerns with the local authority or appropriate service, reporting these as appropriate in timely manner.

15. Anti-Bullying Policy

Our policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, and discrimination bullying. We keep a record of known bullying incidents.

16. Discrimination & Racist Incidents

World Green Hub acknowledge that repeated discrimination or racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of discrimination and racist incidents.

17. Prevention

We recognize that the school/hub plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The World Green Hub community will therefore:

- Work to establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through questionnaires, participation in anti-bullying week, asking children to report whether they have had positive/negative school/hub experiences.
- Ensure that all children know there is an adult in the school or hub whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including subject designed classes, assemblies and house meetings, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work and e-safety. Also focused working Year 6 to prepare for transition to the secondary stage and learn how this differs from primary stage.
- Ensure all staff are aware of World Green Hub guidance for the use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

18. Early Help

Any child may need early help, but there are children who more specific circumstances who are more likely to experience issues of safeguarding, and staff should be particularly vigilant to a potential need for early help. We work hard to ensure we have as much information about our students as possible to ensure we can monitor students who may be more vulnerable.

- is disabled, has certain health conditions or specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of antisocial or criminal behaviour, including gang involvement;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison or is affected by parental offending;
- is in a family circumstance that presents challenges for the child, e.g. drug and alcohol misuse, adult mental health issues or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse, such as Female Genital Mutilation (FGM) or Forced Marriage;
- is privately fostered;
- is persistently absent from education.

19. Working with Other Agencies

World Green Hub recognize and is committed to working with other professionals and agencies, where necessary, both to ensure students' needs are met and to protect them from harm. Where identified, we will work with students and families who may benefit from the intervention and support of external professionals.

World Green Hub including Schools and hubs are not the investigating agency when there are child protection concerns, therefore we will pass all relevant cases to the statutory agencies. We will contribute to the investigation and assessment processes, as required, and recognize a crucial part of this may be in supporting the student while these take place.

World green Hub recognize the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Meetings around the Child/Family, where requested. The DWLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.

20. Confidentiality and Information Sharing

We recognize that all matters relating to child protection are confidential. The DWLs will disclose any information about a student to other members of staff on a 'need to know' basis. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard our students. All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or wellbeing.

21. Curriculum and Staying Safe

We recognize that schools/hubs play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behavior; what is 'safe'; to recognize when they and others close to them are not safe; and how to seek advice and support when they are concerned. World Green Hub will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Systems have been established to support the empowerment of children to talk to a range of staff. Students at World Green Hub will be listened to and heard and their concerns will be taken seriously and acted upon, as appropriate. Specific systems outside of expected day to day classroom interaction and support include:

- Anti-Bullying Policy
- Childline Counsellor Chat: <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- CEOP (Child Exploitation and Online Protection Centre): www.ceop.police.uk
- Childline: www.childline.org.uk
- Childnet: www.childnet.com
- Click Clever Click Safe Campaign: <http://clickcleverclicksafe.direct.gov.uk>
- Digizen: www.digizen.org.uk
- Internet Watch Foundation: www.iwf.org.uk
- Kidsmart: www.kidsmart.org.uk
- Regular interaction and feedback with groups of students
- Think U Know website: <https://www.thinkuknow.co.uk/>
- Virtual Global Taskforce: <http://virtualglobaltaskforce.com/>

22. E-Safety

It is recognized that the use of new technologies presents challenges and risks to children both inside and outside of platform. World Green Hub will work to ensure that e-safety is embedded in the curriculum and that students manage the associated risks effectively and will support parents, guardians and mentors and the school/hub community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Updated information for parents, guardians, mentors and students about keeping safe online is available on the platform's billboards and policy page. Detailed information can be found in the school's e-Safety policy which can be found on the World Green Hub's website.

23. Supervision and Support for Our Community

Any member of staff, student or other member of our community, affected by issues arising from concerns for children's welfare or safety can seek support from the DWLs. A school/hub might also have a designated Counsellor and SEN Wellbeing Lead who can offer support. Contact can be made by submitting a concern to DWL. The DWLs can put to parents, guardians, mentors and staff in touch with outside agencies for professional support if they so wish.

24. Complaints

The school has a Complaints Procedure available to parents, carers and mentors, students and staff who wish to report concerns. This document can be found on the [policy page](#) on website. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in accordance with the school's procedures. Detailed information regarding allegations against staff can be found in the school's Managing Allegations Against Staff Members policy.

25. Safer Recruitment

World Green Hub is committed to ensuring that all steps are taken to recruit staff, contractors and volunteers who are safe to work with our students and have their welfare and protection as the highest priority. The Head of School and Hub Owner are both responsible for ensuring that they follow safer recruitment processes outlined within the school's [Safer Recruitment](#) procedures in UK or where their institution or business is based, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its center, regardless of staff or voluntary role.

26. Security

All staff have a responsibility for maintaining awareness of security surrounding the online platforms used by the World Green Hub community, and for reporting concerns that may come to light. We operate within a whole community ethos and welcome comments from students, parents, carers and mentors and others about areas that may need improvement as well as what we are doing well.

Both Aile school staff and students are provided with their own login details and email address under the worldgreenhub domain. Students will require unique login details to access the Aile school's learning management system. Aile staff require unique login details to access the school platform. Passwords to these accounts should not be shared with anyone else and the member of staff or student should be the sole user of their account(s).

Other affiliated entities seeking inclusion in the network of green hubs, alongside parents subscribing on behalf of their children, must adhere to hub-related policies and agree to the terms of

use. This ensures their authorization to utilize the network and maintain a safe environment while accessing its resources.

World Green Hub will not accept the behavior of any individual (parents, mentors or other) that threatens our community security or leads others (child or adult) to feel unsafe or intimidated. This is inclusive of all interactions that can exist on or through our platforms, via other schools or hubs, or on an external forum such as social media. Such behavior will be treated as a serious concern and may result in a decision to refuse access for that individual to the World Green Hub platform. The presence of 'unauthorized' users/guests and any suspicious activity may be reported to the police, particularly where a criminal offence has taken place. Abusive, intimidating or threatening behavior from an individual (parents, mentors or other) may result in the termination of the contract between the World green Hub Ltd. and the family. This will be carried out at the discretion of the Senior Management Team.

27. Guest Speakers

On occasions, external guest speakers will be invited to address students. World Green Hub welcome different insights and perspectives from guest speakers. Our external speakers are briefed in advance with regards to our expectations of what is suitable, and advised not to encourage any presentation or information that does not align with World Green Hub or School values. Where appropriate, the Senior Leadership Team will request that visiting speakers provide copies of materials they will use in advance of the talk. Staff arranging such talks should speak with the Senior Leadership Team and/or the DWL if they have any reservations about the appropriateness of a speaker. A risk assessment may be drawn up, as appropriate, and while most speakers will be invited to speak in live sessions, speakers deemed high risk may be invited to speak in recorded sessions which can be reviewed before release.

28. International Safeguarding

With students from all over the world, all with variations in safeguarding laws and processes, it is a difficult landscape to navigate for World Green Hub. We can make it clear to families, from the outset, that World Green Hub values align with the UN Convention for the Rights of the Child, which does not support physical chastisement of children or any other forms of maltreatment. Our main role is to report any concerns, however small, to our safeguarding team. The safeguarding team will take any concerns forward and report these to the relevant authorities where appropriate.

29. Contextual Safeguarding

There are many factors outside of our community that can influence safeguarding incidents or behaviours. When looking into safeguarding incidents or behaviours, all staff – particularly the DWL – should consider the wider context. Staff who are in direct contact with children, like teachers and coaches, are key in providing as much information as possible during the referral process, to allow assessment of any abuse to be in a holistic context, considering the safeguarding background of the child and all the available evidence.

Appendix - Indicators of Harm

To ensure any relevant information is not missed, the following is a fuller complement of indicators of harm that a child may have but may not necessarily be apparent, especially in an online setting given that students choose not to use their webcam and may not be seen, or will only be seen from the shoulders upwards while on their webcam. For fullness of clarity, examples of harm in all settings, for all ages, are detailed below.

1. Physical Harm

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.

a. Indicators in the child

Bruising:

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two 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, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.)
- Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures:

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries:

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning:

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness:

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks:

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more diffuse ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, 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. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, 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.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

2. Scars:

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

a. Indicators in the child:

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents, carers and mentors being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

b. Indicators in the parent/carer

- May have injuries on themselves, that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

c. Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents, carers and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

3. Emotional Abuse

Emotional abuse is 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.

Emotional harm can include seeing or hearing the ill-treatment of another - this is particularly relevant in relation to the impact on children of all forms of domestic abuse. It may also involve serious bullying (including cyberbullying), 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 must be noted that it can occur alone.

a. Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self- esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self -harm
- Fear of parents, carers and mentors being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse Chronic running away
- Compulsive stealing
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self -esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

b. Indicators in the parent/carer

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties may (or may not) be associated with this form of abuse

c. Indicators in the family/environment

- Lack of support from family or social network

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents, carers and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

4. 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 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)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

a. Indicators in the child

Physical representation:

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent
- Head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

- Development:
 - General delay, especially speech and language delay
 - Inadequate social skills and poor socialization

Emotional/behavioural presentation:

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

b. Indicators in the parent/carer

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self- esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure 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; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

c. Indicators in the family/environment

History of neglect in the family

- Family marginalised or isolated by the community

- Family has history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents, carers and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- 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
- Lack of opportunities for student to play and learn

5. 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 assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Upskirting would also be included in this category: Upskirting, which typically involves taking a picture under a person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

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 (child on child abuse).

a. Indicators in the child

Physical presentation:

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation:

- Makes a disclosure
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self- mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

b. Indicators in the parent/carer

- Comments made by the parent/carer about the child
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parents is a sex offender

c. Indicators in the family/environment

- Marginalized or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents, carers and/or siblings of the family
- Past history of childhood abuse, self- harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

6. Finding UK Authority Contact Details

If you think a child or young person is at risk or being abused or neglected, contact the children's social care team at their local council. If you do not know where they live, contact your local council's team, the NSPCC or the Police for advice.

7. Finding an Authority Helpline Outside the UK

Child Helpline International is a collective impact organization with 155 members from 133 countries and territories around the world. They coordinate information, viewpoints, knowledge and data from our child helpline members, partners and external sources. This exceptional resource is used to support child protection systems globally, regionally and nationally, and to help our members advocate for the rights of children and amplify their voices. Every year, child helplines around the world field more than 13 million individual calls and provide counselling services to almost 3 million children and young people.

8. Referrals for Overseas Students

In the first instance, we will endeavor to contact the relevant foreign embassy or High Commission of the country in question so as to identify the relevant local / district authority and, in turn, the children's services / safeguarding agency involved to discuss the case concerned. Initially, this involves utilising the London Diplomatic List as attached at:
<https://www.gov.uk/government/publications/foreign-embassiesinthe-uk>

We recognise that laws and approaches in countries outside the UK may be different, so this must be considered prior to making a referral to the country in question. We must also consider any potential repercussions for the child or family on the basis of a referral. If we feel the consequences of a referral may negatively outweigh the reporting, the school may consider not to report the issue at that time and continue to monitor the student. Investigations and discussions around the laws of the country in question, along with the potential risk to the child, may be discussed as the school's safeguarding panel prior to a referral being made.

Final Statement

This policy is a robust framework that aligns with World Green Hub commitment to its mission, values, and goals. World Green Hub and affiliated entities, including Aile School, will ensure clarity in its application and provide the necessary resources for its implementation.

For the successful realization of this policy, World Green Hub depend on the cooperation and support of all staff and stakeholders. Compliance with this policy will be encouraged, and World Green Hub will maintain an open dialogue to address any concerns or suggestions for improvements.

This policy will be reviewed annually to ensure an educational environment where safety and welfare of each individual is paramount. Any amendments will be communicated promptly to all parties.

For any questions or further clarification regarding privacy and security of information, please contact World green Hub Ltd. at info@worldgreenhub.com, or call +447477205461.

This policy has been reviewed by The Senior Leadership Team and Aile School's Founder and will take effect as of 7/2/2024.