



Annemount

Nursery and Pre-preparatory School

Safeguarding Children Policy

This policy applies to the whole school including EYFS

This policy is available to parents on the school website or can be requested from the school office.

This policy should be read in conjunction with the schools COVID-19 Policy. Due to the ongoing pandemic there may be some aspects of this policy which may suddenly change or be placed on hold.

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Contact Details for Safeguarding at Annemount School

Safeguarding Role	Name	Position	Contact Details
Designated Safeguarding Lead	Geraldine Maidment	Head	02084552132 (School Hours) 07957364154 headteacher@annemount.co.uk
Deputy Designated Safeguarding Lead	Aiden Griffin	Operations Manager	02084552132 (School hours) administration@annemount.co.uk
Deputy Designated Safeguarding Lead	Sarah Thompson	EYFS Coordinator	02084552132 (School hours)

If the Designated Safeguarding Lead is unavailable, contact the Deputy Designated Safeguarding Lead.

The Designated Safeguarding Leads can be contacted during out of hours by telephoning the school number as usual as the school phones are transferred during these times.

Key External Agencies, Services and Professionals' Contact Details

Barnet Children's Safeguarding Partnership [BCSP]

Safeguarding Division, Building 4 North London Business Park
Oakleigh Road South Barnet N11 1NP

Barnetscb@barnet.gov.uk
www.thebarnetscp.org.uk/bscp

Barnet Designated Officer (DO)

Shrimatie Bissessar

020 8359 4528

Admin - 020 8359 5221

lado@barnet.gcsx.gov.uk

Disclosure and Barring Services (DBS)

PO Box 181 Darlington DL1 9FA
0132 595 3795

Barnet Social Services Multi-Agency Safeguarding Hub (MASH)

0208 359 4066

MASH@barnet.gov.uk

If you are concerned that anyone aged 18 or under is at risk of being radicalised, a referral should be made to the Barnet MASH team

NSPCC Whistle-Blowing Helpline

0800 028 0285

help@nspcc.org.uk

Childline

0800 1111

www.childline.org.uk

NSPCC

0808 800 5000

Forced Marriage Unit

020 7008 1500

fm@fco.gov.uk

Metropolitan Police non-emergency contact number

101 (24 hours, 7 days a week)

Operation Encompass - Domestic Abuse

0204 513 9990

<https://www.operationencompass.org/>

National Domestic Abuse Helpline

0808 2000 247

DfE helpline (non-emergency advice for staff)

020 7340 7264

counter-extremism@education.gsi.gov.uk

Introduction to Safeguarding at Annemount

At Annemount School, we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm. Safeguarding is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. The purpose of this Safeguarding Policy is to set a clear protocol of action and a framework for our responsibilities and legal duties in relation to each child's welfare. The hope is to ensure a reliable and effective response in the event of any concern for a child's welfare, health and safety, and to support each child. We aim to put children's needs first at all times. We aim to develop a trusting and respectful relationship with the children in our care, so that they know they will be listened to. The welfare of the child is paramount.

The staff team forms part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this responsibility effectively all professionals should adopt a child-centred approach, and consider, at all times, what is in the best interests of the child.

All staff play an important role in safeguarding and promoting the welfare of children as staff are in a position to identify concerns at an early stage and provide early help i.e. provide support as soon as a problem emerges at any point in a child's life. This may be done for example, by liaising with the Designated Safeguarding Leads regarding any concerns or emerging issues, sharing information with other professionals to support early identification and assessment etc. Taking these steps may prevent concerns from escalating.

Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. If staff members are concerned about the welfare of a child, they should always act in the best interests of the child. If staff members are unsure about any aspect of safeguarding they should speak to one of the Designated Safeguarding Leads without delay.

Annemount School fully recognises the responsibility it has under DfE statutory guidance *Keeping Children Safe in Education September 2020* and under section 175 (Section 157 for Independent Schools, Academies and City Technology Colleges) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. Annemount School also pays close attention to the guidance outlined by the *Prevent Duty 2015*, as well as *Working Together to Safeguard Children July 2018 (updated February 2019)* and recognises its role to educate and protect pupils in line with these procedures. The school communicates readily with our local safeguarding agency whenever an allegation or disclosure of abuse has been made.

Through daily contact with pupils, the staff team at the school has a crucial role to play in noticing indicators of possible abuse or neglect. It is the duty of all staff members to protect children from significant harm. The school's Designated Safeguarding Lead (DSL) is the Head Teacher, Geraldine Maidment. In the event that the DSL is off site, the Deputy Designated Safeguarding Leads will be Aiden Griffin and Sarah Thompson. The DSL, and in her absence, the Deputy DSL's also have lead responsibility for any concerns regarding the EYFS and liaising with the appropriate agencies. This policy sets out how the school discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Annemount School is not obliged to inform parents prior to a referral being made to any relevant body when there are reasonable grounds to believe that a child is at risk of significant harm.

Annemount School fosters a culture of safety, vigilance and of raising concerns. The school believes in complete transparency in relation to how concerns are received and handled.

Concerns and referrals can be raised by any member of the public as well as the teaching staff and school community. In such an event, the contact details are outlined below.

Aims and Objectives:

- To have clear guidelines for staff for identifying and reporting cases, or suspected cases, of abuse including neglect, physical abuse, emotional abuse or sexual abuse,
- To provide a positive, supportive and secure environment where pupils know that there are adults whom they can approach if they need help,
- To support pupils who may have been abused by encouraging self-esteem through the PSHE and RSE programmes and through use of online resources.

Keeping Children Safe in Education (*Sept 2020*) informs that the inspection of independent schools will ensure that the Independent School Standard which concerns the welfare, health and safety of children is met.

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and in all proper circumstances will be referred to an external agency such as the Children and Family Services department of the local authority, the child protection unit of the police or the NSPCC, without delay or investigation within the School.

This Policy should be read in conjunction with the following:

- Online Safety Policy including Acceptable use of ICT (*Staff, Parents and Pupils*)
- Behaviour and Anti-Bullying Policy
- Safer Recruitment Policy
- Staff Induction Policy

- Handbook and Code of Conduct for Teachers, Assistants, Administrators and Peripatetic Staff.
- Visitors and Volunteers Policy
- Whistleblowing Policy

These can be obtained from the school office.

This policy is reviewed annually, including procedures and their implementation.

Designated Safeguarding Lead Responsibilities

The Designated Safeguarding Leads are members of the Senior Team and take lead responsibility for safeguarding and child protection. The School will ensure that the Designated Safeguarding Leads are given the time, funding, training and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Parents are welcome to approach the Designated Safeguarding Leads if they have any concerns about the welfare of any child in the School, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's form teacher who will notify the relevant Designated Safeguarding Lead in accordance with these procedures.

In accordance with Annex B of Keeping Children Safe in Education (*September 2020*), the main responsibilities of the Designated Safeguarding Leads are:

Managing referrals

- To take lead responsibility for promptly referring all cases of suspected abuse of any pupil at the School to Barnet's Children and Family Services;
- To support staff who make direct referrals to Barnet's Children and Family Services;
- To refer cases to the Channel programme where there is a radicalisation related concern;
- To support staff who make direct referrals to the Channel programme;
- To take lead responsibility for promptly referring to the Local Authority Designated Officer all child protection concerns which involve a member of staff;
- To take lead responsibility for promptly making referrals to the Disclosure and Barring Services (DBS) (PO Box 181, Darlington, DL1 9FA 0132 595 3795) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child; and
- To take lead responsibility for promptly making referrals to the police where a crime may have been committed which involves a child.

Working with others

- To liaise with the Head Teacher in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School;
- To liaise with the 'Case Manager' and Local Authority Designated Officer (DO) regarding all child protection concerns which involve a member of staff; and
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Raising awareness

- To ensure this Policy is known, understood and used appropriately;
- To ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;
- To ensure this Policy is available publicly;
- To ensure that parents are aware that referrals about suspected abuse or neglect may be made to Children and Family Services and the School's role in this;
- To maintain links with the Barnet Local Safeguarding Children Board to ensure staff are aware of training opportunities and the latest local policies on safeguarding; and
- To ensure that the School's PSHE and RSE programme teaches pupils about safeguarding, including safer use of the internet and social media.
- To ensure the school offers a broad and balanced curriculum, age appropriate subjects related to safeguarding and keeping safe, including online safety.
- The DSL should help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- [NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Child Protection file

- Where children leave the School, to ensure their child protection file is copied for any new school or college as soon as possible, but transferred separately from the main pupil file, ensuring secure transit, and obtaining confirmation of receipt.

Undertake training

- To undergo training, at least every two years, to acquire the knowledge and skills required to carry out the role;
- To undertake Prevent awareness training; and
- To ensure knowledge and skills are refreshed at regular intervals, as required, but at least annually to keep abreast of developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and effectively contribute when required to do so;
- Ensure each member of staff has access to and understands this Policy and child protection procedures, and in particular, new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend relevant refresher training courses; and
- Encourage a culture of listening to children and taking into account their wishes and feelings, among all staff, in any measure the School puts in place to protect them.

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. Our teachers are encouraged to establish personal rapport with pupils and parents and instil a feeling of trust and support;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities for PSHE and RSE which equip children with the skills they need to stay safe from abuse and information about who to turn to for help, including on-line safety. PHSE is also delivered, sometimes via Circle Time. Flexibility within the timetable also allows for one off sessions to target specific needs; and
- Ensure that the curriculum reinforces essential skills for every child – self-esteem, confidence building and thinking independently.

Types of Abuse & Neglect

All staff should be aware that firstly; abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition and, in most cases, multiple issues will overlap with one another; and secondly, harmful behaviours such as substance abuse, sexting and truanting can put children in danger.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of the school environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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.

Signs of Physical Abuse

All children have accidents, like bumps and falls. Injuries which are normal for children include:

- Bruising on the shins, knees, elbows, and backs of the hands.
- Bruising on children who are crawling or walking (especially older children).
- Bruising on the forehead (for toddlers).
- Scalds from hot liquid spills on the upper body.

Injuries Caused by Physical Abuse

The harm caused to children by physical abuse can range from minor injuries to major trauma. These can include:

- Bruising:
 - On the cheeks, ears, palms, arms and feet
 - On the back, buttocks, tummy, hips and backs of legs
 - On babies who are not yet crawling or walking
 - A history of bruising
 - Multiple bruises in clusters, usually on the upper arms or outer thighs
 - Bruises which look like they have been caused by fingers, a hand, or an object
- Burns or scalds:
 - Burns of the backs of the hands, feet, legs, genitals, or buttocks
 - Burns which have a clear shape, like a circular cigarette burn
- Large oval shaped bite marks

- Fractures
- Scarring
- Poisoning
- Drowning or suffocating
- Head injuries caused by a blow or by shaking
- Fabricated or induced illness.

As well as the physical signs of abuse, children may also suffer mental health or behavioural problems such as:

- Depression and anxiety
 - Aggression and violence
 - Problems with relationships and socialising
 - Trying to hide injuries under clothing
 - Running away from home
 - Being distant and withdrawn.
- This includes sexual exploitation and Female Genital Mutilation (FGM). It is legally mandatory for teachers to report immediately to the police cases where they discover that FGM may have been carried out. FGM is the practice, traditional in some cultures, of partially or totally removing the external genitalia for non-medical reasons. It is illegal in this country and many others. See Page 15.

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's mental health or development. It may occur during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

Signs and Symptoms of Neglect

Neglect can have a debilitating and long-lasting effect on a child's physical wellbeing, and on their mental, emotional and behavioural development. In some cases the effects can cause permanent disabilities and, in severe cases, death.

Signs that a child could be suffering from neglect include:

- Living in an inadequate home environment
- Being left alone for a long time
- Being persistently ignored by parents or carers

- Poor appearance and delayed development
- Taking on the role of carer for other family members.

Physical effects of neglect may include:

- Poor muscle tone/prominent joints
- Poor skin: sores, rashes, flea bites
- Thin or swollen tummy
- Poor hygiene, like being dirty or smelly
- Untreated health problems, such as bad teeth
- Unwashed clothing
- Inadequate clothing, like not having a coat in winter

Emotional and behavioural effects may include:

- Difficulties with school work
- Missing school
- Being anxious about, or avoiding, people
- Difficulty in making friends
- Being withdrawn
- Anti-social behaviour
- Early sexual activity
- Drug or alcohol misuse.

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- Not giving the child opportunities to express their views
- Deliberately silencing them
- 'Making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- Interactions that are beyond the child's developmental capability
- Overprotection and limitation of exploration and learning
- Preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

Signs of Emotional Abuse

Emotional abuse can affect a child from infancy, through adolescence, and into adulthood. A parent's behaviour is central to a child's development. Signs that a child may be suffering emotional abuse include:

- A parent's constant negative and harsh behaviour towards their child
- A fearful, distant or unaffectionate relationship.

Signs of emotional abuse may also be present in a child's actions, or their physical, mental and emotional development.

- A child's physical development can be delayed. For example, tense meal times can affect a child's eating.
- Emotional abuse can hold back a child's mental development, such as their intelligence and memory. It can also increase the risk of a child developing mental health problems, such as eating disorders and self-harming.
- A child should be able to understand and express a range of emotions as they grow older. Emotional abuse can restrict a child's emotional development, including their ability to feel and express a full range of emotions appropriately, and to control their emotions.

Behavioural problems

Emotional abuse can put a child at greater risk of developing one or more behavioural problems, such as:

- Learning difficulties
- Problems with relationships and socialising
- Rebellious behaviour
- Aggressive and violent behaviour
- Anti-social behaviour and criminality
- Self-isolating behaviour (making people dislike you)
- Negative impulsive behaviour (not caring what happens to yourself).

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.

This may involve:

- Physical contact including assault by penetration (e.g. rape or oral sex)
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities involving:
 - Children in looking at, or in the production of, sexual images,
 - Children in watching sexual activities
 - Or encouraging children to behave in sexually inappropriate ways
- 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.

Signs of Sexual Abuse and Child Exploitation

Children who have been sexually abused may show a variety of signs. They may try to tell you about abuse through hints or clues. They may also describe behaviour by an adult that suggests they are being 'groomed' for future abuse. Other signs include:

Suddenly starting to behave differently:

- Aggressive behaviour
- Sleep problems
- Bed-wetting or soiling
- Risk-taking behaviour during adolescence
- Negative thoughts
- Not looking after themselves
- Problems with school, or missing school.

Avoiding particular adults:

- Avoids being alone with a particular family member
- Fears an adult or is reluctant to socialise with them.

Sexually inappropriate behaviour:

- Becoming sexually active at a young age
- Promiscuity
- Use of sexual language or information that you would not expect them to know

Physical symptoms:

- Anal or vaginal soreness
- An unusual discharge

How long these effects last depends on the individual child, the nature of the abuse and the help they receive.

Keeping Children Safe in Education (*September 2020*) also acknowledges the following, amongst others, as specific safeguarding issues:

Children missing from education:

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff should follow the School's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risks of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. The Designated Safeguarding Leads will monitor unauthorised absence particularly where children go missing on repeated occasions.

The School will fulfil its statutory duty in notifying the Local Authority (Barnet) when adding or removing a pupil's name from the admission register outside of the usual transition points i.e., where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year. The School will make reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority before deleting their name from the register and will also notify the Local Authority within five days of adding a pupil's name at a non-standard transition point.

Child sexual exploitation:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

- is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the

activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
 - children who associate with other young people involved in exploitation;
 - children who suffer from changes in emotional well-being;
 - children who misuse drugs and alcohol;
 - children who go missing for periods of time or regularly come home late;
- and
- children who regularly miss school or education or do not take part in education.

'Honour-based' Abuse:

Is a crime or incident which has or may have been committed to protect or defend the honour of the family/and or the community. This can include but is not necessary limited to Female Genital Mutilation (FGM) and forced marriage.

Female Genital Mutilation:

FGM comprises all procedures involving partial or total removal of female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. A mandatory reporting duty commenced on 31st October 2015, whereby teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children and Family Services as appropriate. The duty does not apply in relation to at risk or suspected cases i.e., where the teacher does not discover that an act of FGM appears to have been carried out or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced marriage:

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Forcing a person into a marriage is a crime in England and Wales. There is a clear distinction between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the prospective spouses. The Forced Marriage Unit can be contacted for advice or information on 020 7008 1500 or email: fmufco.gov.uk

Preventing radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. It can happen in many different ways and settings. The School and its staff have a duty to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

The Government has defined 'Extremism' in the Prevent strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

The School seeks to promote an understanding of and commitment to fundamental British values such as democracy, the rule of law, individual liberty, tolerance and respect for other people. The Prevent duty is not intended to limit discussion of these issues and the School and its staff should be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgment in identifying children who might be at risk of radicalisation and act proportionately. Staff members are encouraged to discuss their concerns with the Designated Safeguarding Leads who can advise on assessing the level of risk to identify the most appropriate referral, which could include making a referral to the Channel programme or Children's Social Care.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. It is a voluntary process which allows the individual to withdraw from the programme at any time.

All staff are encouraged to familiarise themselves with the government's website **www.educateagainsthate.com**. The website is designed to equip school leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

Signs of Possible Abuse

Possible signs and behaviours which may indicate that a child is being abused include, but are not limited to:

- significant changes in children's behaviour,
- deterioration in children's general well-being,
- unexplained bruising, marks or signs of possible abuse or neglect,
- children's comments which give cause for concern,
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff for example excessive one to one attention beyond usual role or responsibilities,
- repeated minor injuries,
- children who are dirty, smelly, poorly clothed or who appear underfed,
- children who have lingering illness which are not attended to, deterioration in School work, or significant changes in behaviour, aggressive behaviour, severe tantrums,
- an air of "detachment" or "don't care" attitude,
- overly compliant behaviour,
- a "watchful attitude",
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age),
- a child who is reluctant to go home, or is kept away from School for no apparent reason,
- does not trust adults, particularly those who are close,
- "tummy pains" with no medical reason,
- eating problems, including over-eating, loss of appetite,
- disturbed sleep, nightmares, bed wetting,
- running away from home, suicide attempts,
- self-inflicted wounds,
- reverting to younger behaviour,
- depression, withdrawal,
- relationships between child and adults which are secretive and exclude others,
- pregnancy.

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Staff should bear in mind that additional difficulties may exist when recognising abuse and neglect in children with Special Educational Needs (SEN) and disabilities. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration, that children with SEN and disabilities can be disproportionately impacted by, for example, bullying without outwardly showing any signs, and there can be communication barriers in overcoming these difficulties.

Procedure

We will follow the procedures set out by the London Child Protection Board, "London Child Protection Procedures" and the Guidance, *Keeping Children Safe in Education September 2020, DfE*.

The school will:

- Ensure it has at least two designated members of staff, who have received appropriate training and support for this role;
- Ensure that the designated members of staff will receive appropriate training updated every two years in accordance with government guidance in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff;
- Recognise the importance of the role of the designated teachers and ensure that they have the time and training to undertake their duties;
- Ensure that the designated member of staff will take advice from a safeguarding children's specialist when managing complex cases.

What to do if a pupil makes a disclosure:

If a pupil discloses directly to a member of staff or volunteer he/she must:

- listen carefully to what is said and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place,
- ask only open questions such as
How did that happen?
What was happening at the time?
Anything else you want to tell me?
- not ask leading questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse, as this can later be interpreted as putting ideas into the child's mind,

- NEVER GIVE UNDERTAKINGS OF ABSOLUTE CONFIDENTIALITY TO A PUPIL: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone who will ensure the correct action is taken,
- make notes of the details of the disclosure using the child's words where possible. This note should be made within one hour,
- reassure the child they have done the right thing and tell them they are not to blame. Offer ongoing support.
- Records should:
 - be accurate and factual, including the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence,
 - not make assumptions,
 - not include any opinions,
 - indicate sources of information,
 - be clear and concise,
 - be signed by the person making it and use names, not initials,
 - be kept securely and handed to the Designated Safeguarding Lead as soon as possible.
- All evidence, for example, scribbled notes, mobile phones containing text messages, clothing, and computers, must be safeguarded and preserved and passed to the Designated Safeguarding Lead.

All suspicions or complaints of abuse must be reported immediately to the relevant Designated Safeguarding Lead except in the case of an allegation which itself involves a Designated Safeguarding Lead, in which case the matter should be reported directly to a Deputy Safeguarding Lead.

To summarise:

Listen Seriously

- Children who are abused might feel that they will not be listened to
- Staff should listen to the child and show that the problem is being taken seriously
- Staff should not show judgement
- Tell the child that you believe him or her
- Choose a place where you can talk without interruption

Reassuring the Child

- Children will be frightened of the consequences of discussing their problem as they live under a very real threat if they are being abused
- Reassure the child that they have done the right thing to tell

- Tell the child that they are not to blame
- Tell the child that you want to help

Empathise

- Staff should not tell the child how they are feeling. Validate their feelings and listen
- Avoid asking leading questions
- Repeat what the child says to clarify understanding and ask them if you have understood correctly
- Following a disclosure a written record should be taken and discussed with the DSL (Geraldine Maidment)
- Listen carefully for what is said
- Ask open questions only such as: “Is there anything else you would like to tell me?”
- Do not ask the child to repeat what they have shared to another person
- Do not promise to keep the information secret
- Make notes of the details

Investigation, Referral & Reporting

The Lead and Deputy Designated Safeguarding Officers will ensure that staff and volunteers are aware that it is their responsibility to:

- protect children from abuse
- be aware of the School’s child protection procedures in this policy
- to know how to access and implement the procedures, independently if necessary, anyone can make a referral
- keep a sufficient record of any significant complaint, conversation or event
- report any matters of concern to the Designated Safeguarding Lead
- undertake appropriate training, including refresher training which will be updated regularly in accordance with the Barnet Local Safeguarding Children's Board requirement

It is not the responsibility of School staff to investigate suspected abuse. The School is not an investigation or intervention agency for child protection but it has an important role to play at the recognition and referral stages. The School will take into account the procedures published by Barnet Local Safeguarding Children Board when dealing with allegations of abuse.

On being notified of a complaint or suspicion of abuse, the Designated Safeguarding Lead will:

- a. Operate safeguarding procedures in line with the local inter-agency procedures of the Barnet Local Safeguarding Children Board.
- b. Take into account the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to Children and Family Services and the police.
- c. Take into account the wishes or feelings of the pupil. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil’s wishes.

d. Take into account duties of confidentiality, so far as applicable.

If there is doubt over whether a referral should be made, the Designated Safeguarding Lead will consult with Children and Family Services on a no-name basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to Children and Family Services will be made without delay (and in any event within 24 hours). If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to Children and Family Services within 24 hours. Children and Family Services should make a decision within one working day of a referral being made about what course of action they are taking and should inform the referrer of the outcome. If no response or acknowledgement is received within one working day, the Designated Safeguarding Lead, or the referrer, should follow up on the referral.

Parental consent is not required for referrals.

Staff must not investigate suspected abuse or any allegations against other staff themselves.

If the child's situation does not appear to be improving the Designated Safeguarding Lead or the staff member with concerns should press for re-consideration to ensure concerns have been addressed and that the child's situation improves.

Children in need:

A child in need is defined under section 17 of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with Children and Family Services and where appropriate an inter-agency assessment will take place, including use of the Common Assessment Framework and Team around the Child approaches, as necessary.

Children at risk:

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. Under section 31 (10) of the Children Act 2004, the question of whether harm suffered by a child is significant relates specifically to the child's health and development. Their health or development should be compared with that which could reasonably be expected of a similar child and the parenting that we would reasonably expect them to receive from their parent/carer.

Children who need a social worker:

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Procedures for Dealing with Abuse by One or More Pupils against Another Pupil

Abuse is not limited to harmful behaviours perpetrated by adults – children and young people can abuse too and this is known as peer-on-peer abuse.

Bullying/Peer-on-peer abuse

- We take bullying very seriously at Annemount. Bullying involves the persistent physical or verbal abuse (this can also be referred to as 'banter') of another child or children and can cause psychological damage. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. This includes behaviour motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted. It may occur directly or through cyber-technology.
- A child who is bullying has reached a stage of cognitive development where s/he is able to plan to carry out a premeditated intent to cause distress to another.
- All incidents of bullying are reported to the Head Teacher as a matter of urgency and are logged as an Incident Report which is shared with the parents and carers of both parties involved.
- The Behaviour and Anti-Bullying policy is shared with staff as it is updated so that the principles are understood, responsibilities known and policies are adhered to.
- We encourage the children to be respectful of each other's differences through PSHE, assemblies and cross-curricular work where appropriate. We teach the children the steps they can take to support peers in the event of bullying or upset.
- Parents are welcomed to access the Behaviour and Anti-Bullying policy from the school website.
- At Annemount School we do not allow children access to social networking, mobile telephones, personal cameras and e-mail on the premises, 3G/4G.
- Pupils at Annemount are made aware of E-Safety and parents are encouraged to access the link www.thinkuknow.co.uk through newsletters, emails and updates. The school's stance on E-Safety, including cyber-bullying is also discussed at parent meetings. Detailed guidance regarding E-Safety at Annemount can be found in the Online Safety Policy and Safeguarding Policy, both available on the website or upon request from the school office.

- A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.
Watching or knowing about bullying and doing nothing is condoning the bullying.
- Different forms of peer on peer abuse may include:
 - sexual violence and sexual harassment
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - initiating/hazing type violence and rituals
 - upskirting, which typically involves taking photos under a person's clothing without them knowing
- It is recognised that girls be more likely to be victims and boys perpetrators of peer-on-peer abuse but all abuse is unacceptable and will be taken seriously.

Response to bullying/Peer-on-peer abuse

- Strategies listed within the policy demonstrate how the school aims to minimise peer on peer abuse.
- We show the pupil (victims) who have been bullied that we are able to listen to their concerns and act upon them.
- We intervene to stop the child who is bullying from harming another child or children. We explain to the child doing the bullying why his/her behaviour is not acceptable.
- We give assurance to the child or children who have been bullied.
- We help the child who has done the bullying to recognise the impact of their behaviour.
- We make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour.
- We do not label children who bully as “bullies”.
- We recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstances causing them to express their anger in negative ways towards others.
- We recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour.
- We discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour.
- We share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- Abuse of this nature is taken very seriously and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

Procedures for dealing with allegations of abuse against staff members, supply teachers, volunteers and the Head Teacher

This about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in the school. This should be followed where it is alleged that anyone working in the school including supply teachers and volunteers has:

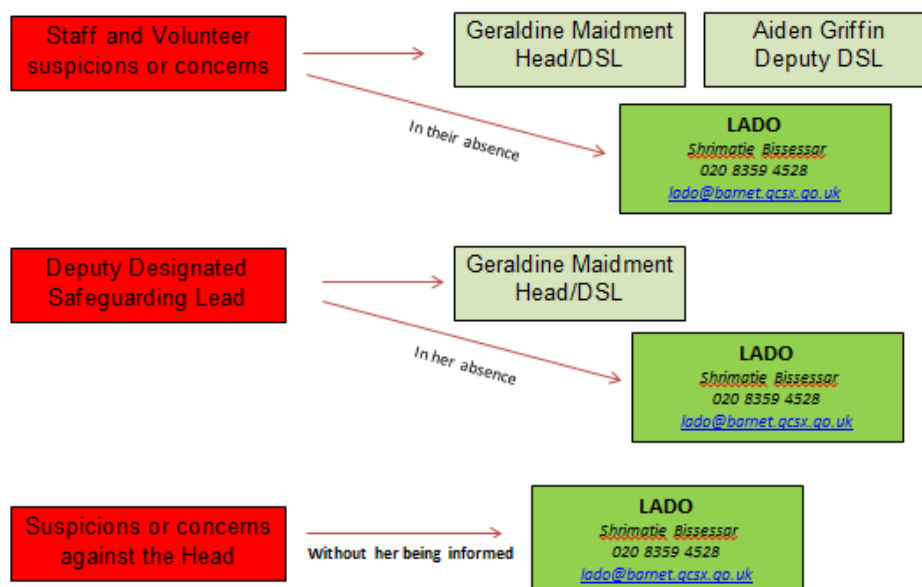
- behaved in a way that has harmed a child, or may have harmed a child;

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

All allegations are to be reported straight away to the DSL. In the absence of the DSL, the allegation will be reported to the Deputy DSL. If an allegation is made against a teacher all unnecessary delays will be eradicated. Annemount School will not undertake its own investigations of allegations without prior consultation with the Local Authority Designated Officer (LADO). In cases where the DSL is the subject of the allegation or concern, all referrals must be made directly to the Local Authority Designated Officer (LADO). The school will inform LADO within one working day when an allegation is made. In borderline cases, discussions with the LADO can be held informally and without naming the school or the individual. In cases of serious harm, the police will also be informed from the outset.

All allegations of abuse against the Head Teacher/Proprietor must be reported directly to the LADO without the Head Teacher being informed. The DDSL is designated to liaise with the LADO for allegations against the Head/Proprietor.

A clear account of the way allegations or suspicions of abuse against staff are reported in school



The LADO will advise the school whether or not informing the parents of the child/ren involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the school will inform the parent/s. In some circumstances, however, the

parent/s may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The school will seek advice from the LADO, the police and / or LA children's social care about how much information should be disclosed to the accused person. Subject to restrictions on the information that can be shared, the school will, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcome (e.g. disciplinary action, and dismissal or referral to the DBS or regulatory body).

Every effort should be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, parents and accused person (where this would not place the child at further risk) up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE publishes information about an investigation or decision in a disciplinary case.

If an allegation is substantiated and the person is dismissed or the school ceases to use the person's service or the person resigns or otherwise ceases to provide his/her services and the DBS referral criteria are met, a referral will be made to the Disclosure and Barring Service (DBS) indicating that the person is considered unsuitable to work with children. The school has a duty to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The school will inform Ofsted/ISI of allegations of those working at the premises, or of any other abuse alleged to have taken place on the premises - as soon as practicable and within 14 days at latest.

The school also has a duty to consider making a referral to the [TRA](#) (previously [National College for Teaching and Leadership](#)) and a prohibition order may be appropriate. The order may be considered for the following reasons: unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction, at any time for a relevant offence. This consideration will be made even if the DBS referral criteria aren't met.

The Management and School Staff - Staff Code of Conduct

The school will:

- Ensure every member of staff knows that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the guidance used; that the book containing London Child Protection Procedures is located in the Office.
- Differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former will be reported to Children's Social Care immediately; the latter will lead to inter-agency assessment using local

processes, including use of the “Common Assessment Framework” (CAF) and “Team around the Child” (TAC) approaches.

- Provide training for teaching staff (and those who are directly involved with the pupils) from the point of their induction, and updated every three years at a minimum, so that they are familiar with:
 - The school’s child protection policy;
 - The staff code of conduct as outlined in the Teacher and Staff Handbook;
 - The identity of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead
 - Part 1 of Keeping Children Safe In Education *September 2020* and subsequent updates
- Ensure that all staff recognises their personal responsibility, the safeguarding procedures, the need to be vigilant in identifying cases of abuse, how to support and to respond to a child who tells of abuse;
- Ensure that all staff recognises their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner.
- Staff members are required to leave their mobile telephones in the office before working with children
- Staff members are only permitted to use school cameras to take photographs and videos of the children
- Guidance is also given to parents about use of cameras on school trips

We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

All staff must refer to the Online Safety Policy, Whistleblowing Policy and Handbook and Code of Conduct for Teachers, Assistants, Administrators and Peripatetic Staff, which outlines their roles and responsibilities, including appropriate and inappropriate conduct in detail.

- Changing arrangements for activities or intimate care within the EYFS:
Staff should avoid being alone with a child when assisting to change or dress. Two members of staff should be present where possible including when KS1 children change independently for swimming.
- One-to-one tuition must take place only in rooms with windows and quick and easy access to other staff members
- Comforting children is appropriate for our age group but must be done with awareness of intimate contact and ensure that comforting of a child does not compromise either the child or member of staff
- If any restraint is necessary to safeguard a child it must be done with the minimal amount of force

Liaison with Other Agencies

The school will:

- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.

Protecting the Child at Risk

We recognise that children who are abused or witness violence or domestic abuse may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful.

They may feel helplessness, humiliation and some sense of self-blame. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. We recognise that some children adopt abusive behaviour and that these children may need to be referred on for appropriate support and intervention.

The school will support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation ;
- The school ethos
- Seeking outside support: Children must be referred on for appropriate support and intervention when appropriate or necessary

The school will endeavour to i) promote a positive, supportive and secure environment (ii) give pupils a sense of being valued:

- The school's behaviour and discipline policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on addressing the behavioural element of any misdemeanours in a way which does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- Liaise with other agencies which support the pupil such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;
- A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;
- Recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- Vigilantly monitoring children's welfare, keeping records and notifying BCSP and the LADO as soon as there is a recurrence of a concern.
- When a pupil on the child protection register leaves, information will be transferred to the new school immediately.

Children with Statements of Special Educational Needs and EHCPs (Education Health Care Plan)

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff members who deal with children with profound disabilities, sensory impairment and or emotional and behavioural problems should be particularly sensitive to signs of abuse and should report concerns to the DSL immediately.

Children of Drug Using Parents

Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in any of the following circumstances; the parental misuse is regarded as problematic (i.e. multiple drug use including injection); a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse; children are not being provided with acceptable or consistent levels of social and health care; children are exposed to criminal behaviour.

The school has a duty of care not to release children to the adults collecting them in the event we believe the adult to be incapacitated as a result of drug or alcohol use.

Preventing Unsuitable People from Working with Children

Through ensuring we practise safe recruitment by using appropriate selection and checking procedures to determine the suitability of staff and volunteers to work with children. Our policy applies to all staff and volunteers working in the school including, teaching assistants and support staff, supply teachers, as well as teachers. A full copy of the Safer Recruitment Policy is available directly from the school and on the school website.

The school will operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to KCSIE *September 2020* Keeping Children Safe in Education: Preventing Unsuitable People from Working with Children and Young People in the Education Service.

The school will consult with the LADO in the event of an allegation being made against a member of staff and adhere to the relevant procedures.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the school's staff guidelines within the

Handbook and Code of Conduct for Teachers, Assistants, Administrators and Peripatetic Staff.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (abuse of position of trust).

All staff that work in, or are involved in the management of EYFS or out of hours care for children up to the age of 8 are asked to complete a Self-Declaration Form to meet the requirements of the Childcare Act 2006, as amended in 2018.

Assurance is gained that staff of another organisations have been checked for suitability if they supervise pupils on a site other than the school.

Secure School Premises

The School will take all practical steps to ensure that School premises are as secure as circumstances permit.

A visitor's book is kept in the Music Room and all visitors are required to sign in on arrival and sign out on departure and will be escorted whilst on School premises by a member of staff or appropriately vetted volunteer.

All visitors will be given a name badge with the title "Visitor" which must be clearly displayed and worn at all times whilst on the School premises.

Visitors and Volunteers

The School has a protocol in place setting out the steps members of staff should take prior to hosting visitors and volunteers.

The school has a Visitors and Volunteers Policy which explains the protocol. The school has a *Child Protection and Safeguarding Guidance Document for Staff, Visitors and Parents* (Appendix A) for reference when on-site visits take place.

Visiting speakers are checked as 'suitable' through Google internet searches and are always supervised.

Record Keeping

The school will:

- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the LADO immediately;
- Complete an 'Annemount Safeguarding Logging Concern Form' **Appendix B**
- Ensure all records are kept secure, separate from the main pupil file, and in locked locations; and
- Ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools.

Confidentiality and Information Sharing

- Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the Head Teacher or outside agency as required.
- The Head Teacher or a designated staff member will disclose any information about a pupil to other members of staff on a need to know basis only;
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children;
- Staff must be aware that they cannot promise a child to keep secrets.

Communication with Parents

The school will:

- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children by making the Safeguarding Policy available online.

E-Safety and Technology

The school recognises that access to technologies can have both positive and negative outcomes. The school endeavours to ensure that the safety of the pupils is of paramount importance and encourages the staff, students and the wider school community to be mindful of our E-Safety initiatives. The school have an Online Safety Policy which includes Acceptable Use of ICT for Staff, Pupils and Parents.

- Teaching staff must leave their personal mobile phones in the office during working hours unless permitted to carry a telephone for trip or visit purposes, or otherwise instructed to do so by the DSL
- Photographs and videos of pupils must only be taken on school cameras and school laptops. Parents are permitted to take photos and videos of events they are invited to as audience participants such as Sports Day.
- Abuse can take place online or may be used to facilitate offline abuse.
- Parent volunteers must be reminded by the lead teacher that taking photographs of children on personal telephones or cameras is not permitted
- Visitors of the school must be accompanied by an Annemount member of staff and be asked not to use mobile phones whilst in the building unless authorised.
- It is the responsibility of the Safeguarding Lead and Deputy Safeguarding Lead to ensure that the E-Safety initiatives are implemented in full. They must also ensure that all E-Safety practices at the school are in line with the school's entire Safeguarding Policy
- It is the responsibility of the management to ensure that the E-Safety checks on all school computer software has been updated

- Child E-safety locks that are in place are stringent and are monitored by the school's ICT team who ensure that suitable filters are in place to prevent inappropriate content from being accessed by pupils and teachers.
- Certain sites are blocked by our filtering system (Smoothwall). The school has strong anti-virus protection on our network, which is operated by IT Support.
- Staff are unable to download any software from the Internet that can compromise the network, or are not adequately licensed. Any software requests need to be confirmed with IT support.
- Children do not use 3G/4G.
- E-Safety concerns must immediately be reported to the DSL, or the Deputy DSL in the absence of the Lead.
- E-Safety concerns must be reported to the DSL and communicated to the school's ICT expert immediately
- Teaching staff must report concerns immediately. The wider school community including parents and helpers are encouraged to report concerns promptly via the Head Teacher's e-mail and school telephone number. The DSL will discuss concerns with the Deputy DSL and they will escalate the information to staff and parents according to the level of urgency and need. A review will be written thereafter and next steps put in place
- The use of technology in the classroom must be closely monitored by class teachers. Children who access the internet for educational purposes must be given instructions about what to access and how, and what not to do
- All pupils who use ICT equipment will be taught about E-Safety before accessing the internet including when using the internet at home
- Pupils in KS1 will be taught about E-Safety as part of the Computing and PSHE curriculum and parents of both EYFS and KS1 pupils will receive E-Safety updates as appropriate. Parents will also be informed about E-Safety during welcome evenings, talks and newsletters.
- The DSL and Deputy should have up-to-date Safeguarding Level 3 training which includes E-Safety.
- There is a wealth of information available to support schools and colleges to keep children safe online including when they are online at home. The following is not exhaustive but should provide a useful starting point:

<https://www.thinkuknow.co.uk>

<https://www.disrespectnobody.co.uk>

<http://www.saferinternet.org.uk>

<http://www.internetmatters.org>

<https://www.pshe-association.org.uk>

<http://educateagainsthate.com/>

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

ICT Policies

The school will endeavour to ensure that children are safe from extremist and terrorist material when accessing the internet by establishing the appropriate levels of filtering.

Prevent Duty

Annemount School has due regard for the Prevent Duty Guidance *June 2015* and subsequent updates and recognises its duty to keep children and staff safe and prevent them from being drawn into extremism or terrorism of any kind. The school supports and actively teaches British Values.

Prevent Awareness Training

Staff complete prevent awareness training within safeguarding training every two years. The school organises appropriate updated levels of training for its staff, as it becomes available, which gives them the knowledge and confidence to identify children at risk. Prevent awareness training can also include the Home Office E-learning programme.

Assessing the risk of children being drawn into terrorism

The school risk assess the prevent duty, for their pupils through observation and who may be at risk of radicalisation.

Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

Training allows staff and the DSL to understand when it is appropriate to make a referral to the Channel programme.

Personal, Social and Health Education (PSHE) as well as Relationship and Sex Education (RSE) provides the pupils with time to explore sensitive or age appropriate controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. PSHE is used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence. Children are informed who within the school they can go to for guidance, help and concerns.

Management Safeguarding Children Responsibilities

The Management fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. The school will:

- Ensure that this policy is annually reviewed and updated;
- Have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- Work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- Be vigilant in cases of suspected child abuse, recognising the signs and symptoms, as set out in the KCSIE September 2020 and the Statutory Guidelines for the EYFS, have clear procedures whereby teachers report such cases to designated staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- Monitor children who have been identified as at risk, keeping, in a secure place, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- Provide and support safeguarding children training regularly to school staff working with children every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- Ensure that all teachers are supported in their safeguarding roles by providing access to '*What to do if you're worried a child is being abused.*' (March 2015) and subsequent updates
- Contribute to an inter-agency approach to safeguarding children by developing effective and supportive liaison with other agencies in line with *Working Together to Safeguard Children (February 2019)*;
- Ensure that all staff who work directly with children have read and acknowledge *KCSIE (September 2020)Part One* and *Annex A*.
- Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to safeguard their own protection and understand the importance of safeguarding others;
- Have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it;
- Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in *KCSIE September 2020* and the *Statutory Guidelines for the EYFS*.
- Have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

- Maintain due regard for its responsibility to prevent young children from being drawn into terrorism. All staff members asked to report such concerns as per the Safeguarding Policy.

Staff Training

The school is committed to ensuring that staff members are suitably trained and at regular intervals

- The Designated Safeguarding Lead, who is also the Head Teacher, will have Level 3 Safeguarding training at least every two years
- The Deputy Safeguarding Lead will have Level 3 Safeguarding training at least every two years
- Training of Designated Safeguarding Lead and Deputy Designated Safeguarding Lead is in accordance with locally agreed procedures.
- Relevant members of the Senior Leadership Team are trained in safer recruitment processes, this includes the Deputy Safeguarding Lead
- All staff who work directly with children must read Part One and Annex A of KCSIE (Sept 20) and acknowledge.
- Members of staff and volunteers in regulated activity will have regular Safeguarding training which includes Prevent and on-line safety at least every three years
- Informal supplementary training for all staff is keep up-to-date annually and usually led by the DSL
- Newly appointed teaching staff will have Safeguarding training as soon as possible
- All new staff, temporary staff members and volunteers in regulated activity, will be provided with induction training that includes:
 - The school's Safeguarding Policy
 - The Whistleblowing Policy
 - The identities of the DSL and Deputy DSL.
 - A copy/link of Part One of KCSIE September 2020 including Annex A and subsequent updates
 - A copy/link for 'Working together to Safeguard children, *July 2018*' updated February 2019
 - A copy/link to 'What to do if you are Worried a Child is Being Abused' (March 2015)
 - 2019-20 Handbook and Code of Conduct for Teachers, Assistants, Administrators and Peripatetic Staff
 - Online Safety Policy which includes ICT Acceptable Use Policy for Staff.

Date: July 2020

Review: July 2021

This policy is reviewed annually, including procedures and implementation.

Appendix A

Child Protection and Safeguarding Guidance Document for Staff, Visitors and Parents

OTHER POINTS OF CONTACT

Concerns and referrals can be raised by any member of the public as well as the teaching staff and school community. You are advised to inform the DSL of any concerns but are not legally obliged to do so. In such an event, the contact details are outlined below.

Barnet Children's Safeguarding Partnership [BCSP]
Barnetscb@barnet.gov.uk 0208 359 4519

Barnet LADO (Local Authority Designated Officer)
lado@barnet.gov.uk 020 8359 4528

Barnet Social Services Multi-Agency Safeguarding Hub (MASH)
mash@barnet.gov.uk 020 8359 4066/4097

NSPCC Whistle-Blowing Helpline: 0800 028 0285.

CATEGORIES OF ABUSE

The categories of abuse outlined in the school's Safeguarding Policy include *Physical, Sexual, Emotional and Neglect*. Please read the school's policy for more details about each of these.

You are required to immediately report to the police any concerns regarding FGM: Female Genital Mutilation or instances in which a child might be in immediate danger.

ANNEMOUNT SCHOOL



Annemount
Nursery and Pre-preparatory School

CHILD PROTECTION AND SAFEGUARDING GUIDANCE FOR STAFF, VISITORS AND PARENTS 2019-2020

This leaflet offers a brief synopsis of Safeguarding at Annemount.

INTRODUCTION

At Annemount School, we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm. We aim to put children's needs first at all times. We aim to develop a trusting and respectful relationship with the children in our care, so that they know they will be listened to.

CHILD PROTECTION OFFICERS

The Designated Safeguarding Lead (DSL) at the school is Geraldine Maidment, Head Teacher and in her absence the Deputy Designated Safeguarding Leads are Aiden Griffin and Sarah Thompson.

If a child makes a disclosure to you please contact one of the safeguarding leads as soon as possible.

DUTY OF THE CHILD PROTECTION OFFICERS

The role of the DSL and Deputy is to implement the school safeguarding policy, to support and guide staff and visitors in all matters that concern safeguarding, concerns about a child's safety and referrals.

WHAT TO DO IF A CHILD MAKES A DISCLOSURE TO YOU

A child may confide in any adult and may not necessarily go to a teacher. Adults to whom a disclosure is made should remember:

- **Yours is a listening role**, do not interrupt the child if he or she is freely recalling a significant event. **Do not ask leading questions.** You may repeat what the child has said if further clarity is needed.
- **Do not give undertaking of absolute confidentiality** as you have responsibility to disclose information to those who need to know.
- **Complete a 'Logging a Concern' Form.**
- **Inform the DSL or Deputy** of the disclosure as soon as possible.
- Teachers can find a 'Logging Concern Form' on R-Drive under 'Safeguarding.' Visitors may ask any member of staff or the office for the form.
- Do not make photocopies of the form.
- **Give the form to the DSL** as soon as it has been completed. **Your responsibility in terms of referring concerns via the school ends at this point.**

Appendix B

Annemount Safeguarding Logging Concern Form



Annemount
Nursery and Pre-preparatory School

PLEASE DO NOT MAKE COPIES OR SAVE THIS DOCUMENT. PRINT FOR SAFEGUARDING LEAD IMMEDIATELY.

Log of concern about a child's welfare

Child's full name:	Child's date of birth:
Any other relevant information (e.g. ethnicity, additional needs, English as an additional language/EAL, etc.):	
Today's date and time:	
Name and role of person completing the log:	
Date and time of the incident / concern:	
Description of the incident / concern:	
Signature of person completing log:	
Please pass this form immediately to the Designated Safeguarding Lead who should complete the section overleaf.	

To be completed by the Designated Safeguarding Lead:

Received by:

DSL

Initial action taken by the Designated Person:

Has the parent/carer been informed of the concern? **YES / NO** (please circle, as appropriate)

If YES, state name of parent/carer: -----

If YES, please state who informed the parent/carer, action taken and the outcome:

If NO, please provide the reason why not:

Date: ----- Time: -----

Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details.) A separate sheet can be used, if required:

