



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.

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Contact Details for Safeguarding at Annemount School

Safeguarding Role	Name	Position	Contact Details
Headteacher and Proprietor	Geraldine Maidment	Head/Proprietor	02084552132
Designated Safeguarding Lead	Aiden Griffin	Deputy Head	02084552132 administration@annemount.co.uk
Deputy Designated Safeguarding Lead	Noreen Hussain	EYFS Teacher	02084552132
Deputy Designated Safeguarding Lead	Natasha Keays	EYFS Teacher	02084552132

Aiden Griffin, Noreen Hussain and Natasha Keays take responsibility for the EYFS children.

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

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)

Rob Wrattton

0208359 5117

Mobile – 07801992592

lado@barnet.gov.uk

Disclosure & Barring Service (DBS)

PO Box 3963

SN4 4HH

Tel: 03000 200 190

dbsdspatch@dbb.gov.uk

Barnet Social Services Multi-Agency Safeguarding Hub (MASH)

0208 359 4066

MASH@barnet.gov.uk

Emergency Duty Team 020 8359 2000

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

Consultation line

02083597335

Brent Social Services Multi-Agency Safeguarding Hub (MASH)

Call 020 8937 4300 (option 1)

Emergency Duty Team 020 8863 5250

Camden Social Services Multi-Agency Safeguarding Hub (MASH)

Tel: 020 7974 3317 (9am to 5pm)
Out of Hours Tel: 020 7974 4444
Email: LBCMASHadmin@camden.gov.uk

Haringey Social Services Multi-Agency Safeguarding Hub (MASH)

Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm
Tel: 020 8489 4470
Out of office hours, including weekends the Emergency Duty Team
Tel: 020 8489 0000
Email: mashreferral@haringey.gov.uk

Islington Children's Services Contact Team (CSCT)

Tel: 020 7527 7400
Email: csctreferrals@islington.gov.uk

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)

National Domestic Abuse Helpline

0808 2000 247

Operation Encompass - Domestic Abuse

0204 513 9990
<https://www.operationencompass.org/>

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. Children can be at risk of harm inside and outside of school, inside and outside the home, and online. 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.

Safeguarding is everyone's responsibility. All staff, volunteers, proprietors and contractors share an equal responsibility to safeguard and promote the welfare of children. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information promptly and taking appropriate action to protect children from harm.

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-centered 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 as soon as problems emerge 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 2026* 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 2026* and recognises its role to educate and protect pupils

in line with these procedures. This policy was also written with regards to *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, the school has an RSE policy which should be read in line with this policy. The school communicates readily with our local safeguarding agency whenever an allegation or disclosure of abuse has been made.

The school also has due regard for the *Human Rights Act 1998*, and the *Equality Act 2010*.

Safeguarding arrangements recognise that some children are at greater risk of harm because of their individual needs, protected characteristics, disabilities, communication needs, family circumstances or lived experiences.

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 Deputy Head Teacher, Aiden Griffin. In the event that the DSL is off site, the Deputy Designated Safeguarding Lead is Noreen Hussain and Natasha Keays. The DSL, and in his absence, the Deputy DSL 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.

The wishes, feelings, lived experiences and voice of the child will be central to all safeguarding decisions. Staff will seek to understand each child's experiences and consider these when assessing risk and determining appropriate support.

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.

The School promotes a culture of professional curiosity. Staff are expected to remain professionally inquisitive, respectfully question information where appropriate, recognise that children may not always disclose abuse directly, and share concerns without delay where they believe a child may be at risk.

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 above.

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if

they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Safeguarding and promoting the welfare of children 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;
- taking action to enable all children to have the best outcomes.

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 2026*) 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
- Relationships and Sex Education 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
- Mental Health Policy

These can be obtained from the school office.

This Safeguarding Children Policy is reviewed annually, or whenever needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including procedures and their implementation and lessons learnt. This includes an audit by an external body or professional.

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.

The Designated Safeguarding Lead will maintain appropriate professional curiosity when considering safeguarding information and encourage all staff to do likewise.

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.

The DSL will ensure safeguarding records are:

- factual
- contemporaneous
- secure
- confidential
- transferred promptly when pupils move schools.

In accordance with Annex C of *Keeping Children Safe in Education (September 2026)*, the main responsibilities of the Designated Safeguarding Leads can be found within Appendix C of this policy.

The DSL will regularly audit safeguarding records to ensure consistency, quality and appropriate follow-up.

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated every two years. The designated safeguarding lead should undertake Prevent awareness training. Their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

The DSL will identify emerging safeguarding trends and use these to inform staff training, pupil education and policy development. The DSL will ensure children receive appropriate support following safeguarding concerns and that interventions remain under review until risks have reduced.

The DSL will work closely with those responsible for filtering and monitoring systems to ensure safeguarding risks arising from technology are identified promptly and appropriate action taken.

The DSL will remain informed about emerging online harms, including those associated with artificial intelligence, deepfakes, synthetic imagery, online exploitation and evolving technologies, ensuring safeguarding procedures remain effective.

Deputy DSL's are trained to the same standard as the DSL and undertake safeguarding duties whenever the DSL is unavailable. To ensure continuity of safeguarding responsibilities, the school implements robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances.

Proprietor/Headteacher

Geraldine Maidment is the proprietor and Headteacher. She is responsible for overseeing safeguarding. She has received appropriate safeguarding training and safer recruitment training to enable her to fulfil the role. She liaises with the local authority on issues of child protection or in cases of allegations against the DSL or staff. She will ensure safeguarding concerns are acted upon immediately and that safeguarding is prioritised above all other considerations where a child may be at risk of harm.

The Proprietor will ensure that safeguarding arrangements are monitored regularly and reviewed at least annually to evaluate their effectiveness and identify areas for continuous improvement.

The Proprietor ensures the school:

- complies with KCSIE;
- complies with the Independent School Standards;
- has appropriate safeguarding arrangements;
- appoints a suitably trained DSL;
- appoints Deputy DSL(s);
- undertakes annual safeguarding review;
- monitors safeguarding effectiveness.

The Proprietor receives safeguarding reports at least annually, including information relating to safeguarding trends, low-level concerns, allegations, training compliance and lessons learned.

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. This might be through circle times, 1:1 individual time with a teacher or the headteacher or Deputy Head (DSL) during reading time. Posters also indicate to children 'who to go to with any worries.' Our teachers are encouraged to establish personal rapport with pupils and parents and instill 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 age appropriate activities and opportunities for PSHE and RSE which equip our young children with the skills and resilience they need to stay safe from abuse and information about who to turn to for help, including on-line safety and radicalisation. PHSE is also delivered via Circle Time. Flexibility within the timetable also allows for a one-off session to target specific needs; and
- Ensure that the curriculum reinforces essential skills for every child – self-esteem, confidence building and thinking independently.
- Staff must maintain professional curiosity, recognising that abuse is not always obvious and that children may not disclose abuse directly.
- Staff must never promise confidentiality to a child making a disclosure.

Types of Abuse, Neglect and Exploitation

All staff should be aware that firstly; abuse, neglect, exploitation, modern slavery 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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

Abuse as stated in KCSIE 2026: *a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.*

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 behaviour 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 - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as

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 a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may 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, although it may occur alone.

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 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 penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse – see page 23-24).

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 depend on the individual child, the nature of the abuse and the help they receive.

Keeping Children Safe in Education (*September 2026*) also acknowledges the following, amongst others, as specific safeguarding issues:

Domestic Abuse:

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse.

It is important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.

Types of domestic abuse

Domestic abuse can be emotional, physical, sexual, financial or psychological, such as:

- kicking, hitting, punching or cutting
- rape (including in a relationship)
- controlling someone's finances by withholding money or stopping someone earning
- controlling behaviour, like telling someone where they can go and what they can wear

- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill someone or harm them
- threatening to another family member or pet.

Signs of domestic abuse

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal.

Effects of domestic abuse

Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing, as well as their behaviour. And this can last into adulthood.

Mental Health

There is an increasing recognition of the importance in promoting good mental health. KCSIE says that one of the purposes of the safeguarding guidance is: preventing impairment of children's mental and physical health or development.

Geraldine Maidment (Headteacher) is the mental health lead within the school.

All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Education staff, however, still have an important role to play. Specifically, they can support the fulfilment of 4 key roles:

- promoting good mental wellbeing and preventing the onset of mental illness,
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one,
- ensuring early targeted support is provided, and

- liaison with/referral to specialist services where needed.

If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These could include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, by identifying these and other potential warning signs, education staff can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. Schools and colleges should ensure that any interventions they offer are evidenced as safe and effective and appropriate for the need and phase of education.

If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow their child protection policy and speak to their designated safeguarding lead or deputy.

Where support is needed, the designated safeguarding lead (or a deputy) should consider whether to inform parents or carers to support the child's wellbeing, where doing so would not place the child at additional risk.

If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

Please refer to the school *Mental Health Policy* for more detail.

Children Absent from Education Policy

A child absent 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 absent 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 absence in future. The Designated Safeguarding Leads will monitor unauthorised absence particularly where children are absent on repeated occasions.

The procedures for a child who does not turn up at school are:

- The office is notified by the class teacher
- The head will contact the parents by telephone or email to find out a reason why.
- The school holds two emergency contacts for each pupil.
- Upon investigation the head will record the response. Parents are to confirm in writing the reason of absence.

- Pupils who have missed 10 school days without permission are referred to the Local Authority.

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 inform the Local Authority as to the next school (or home education) when a child leaves. 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.

This can be committed by an individual or an organized network. Most sexual abuse is committed by individuals known to the victim,

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.

Child Criminal Exploitation and Child Sexual Exploitation can be committed or facilitated by an organized network or gang and victims may identify as part of this group. This may also constitute Modern Slavery.

Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault and harm, or the threat of harm, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves). Staff should be alert to signs that a child may be at risk of or involved in serious violence.

'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 necessarily 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 under the age of 18 to enter into a marriage. It is illegal for anyone under 18 to marry since Feb 2023. 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

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. If a child is abducted the alarm must be raised immediately by informing the Principal and/or calling 999.

Children with family members in prison

The Principal will work closely with families in the event a pupil has a family member in prison. These children may be at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools. Children are also increasingly being targeted and recruited online using social media.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

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. Additional barriers can exist when recognizing abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
 - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
 - communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
 - the need for intimate care or that these children are isolated from others,
 - that these children are more likely to be dependent on adults for care, and
 - these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so.
- Assumptions should not be made in regards to indicators of possible abuse such as behavior, mood and injury relating to the child's condition without further exploration. Children within this group may also be more prone to peer group isolation.

Staff members who deal with children with profound disabilities, sensory impairment and or emotional and behavioral problems should be particularly vigilant as well as sensitive to signs of abuse and should report concerns to the DSL immediately.

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.

Staff should also bear in mind children with SEN may be unable to understand the difference between fact and fiction in online content and repeating such content/behaviors in school may have consequences.

Safeguarding children with medical conditions

The fact that there has been an incident relating to the management of a child's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child's medical condition is not provided to a school, college or setting, or where they are repeatedly sent without essential medication, thereby putting the individual at risk. Further information is provided in statutory guidance on [supporting Pupils at School with Medical Conditions](#) and [Allergy safety in schools](#).

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.

Alternative Provision

The school does not commission Alternative Provision.

Virtual School Heads

As mentioned in KCSIE 2026, Virtual School Heads does not apply to Annemount School.

Young Carers

The school will be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

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".

Extremism is the promotion or advancement of an ideology, based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or

- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results in either of the above.

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 susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible 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.

Children who are lesbian, gay, bisexual, or questioning their gender.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavor to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

When supporting a gender questioning child, the school will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. The school will refer to KCSIE Guidance for Schools and Collages in relation to Gender Questioning Children.

Signs of Possible Abuse

It is important to recognise that a child may not always tell staff about abuse verbally. 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 always act upon any changes or signs of abuse.

Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help.

All staff should be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has 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 pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

Procedure

We will follow the procedures set out by the London Safeguarding Children Partnership, Barnet Safeguarding Children Partnership and the Guidance, *Keeping Children Safe in Education September 2026, 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. Early help encompasses support for children experiencing mental health issues, young carers, those at risk of exploitation, and the impact of parental circumstances, children with specific needs, including those with disabilities, special educational needs, or those affected by domestic abuse. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has 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 being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - is frequently missing/goes missing from education, home or care
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools
 - is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Early identification and effective Early Help remain fundamental principles of safeguarding. Staff are expected to identify emerging concerns promptly and seek support before problems escalate wherever possible.

- 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.

The School recognises that children who have experienced abuse, neglect, adversity or trauma may present behaviour that reflects those experiences. Staff will adopt a trauma-informed approach when responding to safeguarding concerns wherever appropriate.

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 the headteacher or in her absence the LADO.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

To summarise:

Listen Seriously

- Children who are abused might feel that they will not be listened to
- Victims should be reassured that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the

impression that they are creating a problem by reporting abuse, sexual violence and sexual harassment and no victim will ever be made to feel ashamed for making a report.

- 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
- Staff should avoid asking leading questions or attempting to investigate allegations.

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
- 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 Lead 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 Partnership 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 consider the procedures published by Barnet Local Safeguarding Children Partnership 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 Partnership.
- b. Consider 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. Consider 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. Consider 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 decide 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. If staff believe appropriate action has not been taken they must continue to escalate concerns until satisfied that the child is safe.

Children in need:

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

Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. As outlined in Working Together to Safeguard Children, local authorities, with their safeguarding partners and any relevant agencies, should develop, agree and publish local protocols for assessments and support. This should set out who can act as lead practitioner in supporting children and their families under section 17 (which is not limited to social workers).

In circumstances where a pupil has not suffered and is not likely to suffer significant harm but needs 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).

'Looked after children' (LAC) means **children in public care**, who are placed with foster carers, in residential homes or with parents or other relatives. LAC are appointed a designated member of staff to have responsibility for their welfare and progress (as appropriate) and are trained for the role.

The designated member of staff who would be responsible for the welfare and progress of a LAC would be the DSL or DDSL.

Procedures for dealing with abuse by one or more pupils against another pupil including child on child sexual violence and sexual harassment

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

The umbrella term 'harmful sexual behaviour' (HSB) is widely used in child protection and applies to behaviour occurring online, face-to-face, or both. HSB should always be considered within a child protection context.

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally inappropriate and may cause developmental damage. Advice on stages of typical sexual development and behaviour for different age groups can be found in [Sexual development and behaviour in children | NSPCC Learning](#).

When assessing HSB, the ages and developmental stage of the children involved is critical. Sexual behaviour between children may be considered harmful if there is a significant age difference, typically more than two years' difference or if one is pre-pubescent and the other is not. However, a younger child may also abuse an older child, especially if they hold power over them, e.g., due to a disability or physical size. Advice on responding to children who display sexualised behaviour is available in [Responding to children who display sexualised behaviour](#).

Bullying/Child-on-child 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.
- Annemount has a zero-tolerance approach to bullying.
- 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 child-on-child abuse are reported to the DSL as a matter of urgency and are logged as an Incident Report which is shared with the parents and carers of both parties involved.
- Where necessary investigations will take place by the DSL. This may require discussions with all those involved, including teachers and witnesses.
- Where necessary such abuse may require external safeguarding agency action and the DSL will lead this when and where necessary.
- The DSL will look to support all those involved including the perpetrator as well as the victim and consider any contributory factors. Action may be needed by the perpetrator such as apology letters. Parents will be informed and asked to support the child to understand the actions in the case were unacceptable.
- 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. It is important staff challenge abusive behaviours between peers.
- 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.
- It may be more likely that girls will be victims and boys perpetrators, however all child-on-child abuse is unacceptable and should be taken seriously.
- Different forms of child on child abuse may include:
 - sexual violence and sexual harassment, engage in forms of sexual activity without consent
 - 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.
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in activity with a third party.
- The sharing of nude or semi-nude images (this can be referred to as sexting) is considered child-on-child bullying and is treated with a zero-tolerance approach. In the event this occurs this should be reported to the DSL for recording, logging and investigation.
- Abuse may take place outside the school and/or online and should be treated equally seriously.
- Sexual violence and sexual harassment can occur between two children of any age and sex and within intimate personal relationships between peers.
- The systems in place for pupils to report abuse include
 - a robust PSHE curriculum which includes promoting confidence and speaking out
 - Wellbeing Assemblies
 - Child friendly posters around the school to inform children who they can go to if they have any worries, this is the DSL and DDSL
 - One to one wellbeing conversations between the Head and each child in KS1.
- Child-on-child abuse is a safeguarding issue for both victim and alleged perpetrator, it is preventable and it may involve serious physical harm or threats involving weapons.

Response to bullying/Child-on-child abuse (including harassment and violence)

- Strategies listed within the policy demonstrate how the school aims to minimise child on child abuse.
- We show the pupil (victims) who have been bullied that we are able to listen to their concerns and act upon them.
- Victims will be reassured that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim will ever be made to feel ashamed for making a report.
- 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. There is a zero-tolerance approach to child-on-child abuse.
- 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’. This could lead to a culture of unacceptable behaviours and unsafe environments.
- The school recognises that, even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.
- During any police investigations with a child, the school will ensure an appropriate adult is present to “support, advise and assist” the young person, and also “observe whether the police are acting properly and fairly to respect [the young person’s] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not.

The schools *Behaviour and Anti-Bullying Policy* should also be read in conjunction with dealing with child on child abuse and bullying.

Procedures for dealing with allegations that meet the Harm threshold, allegations of abuse against staff members, supply teachers, trainee teachers, volunteers, contractors and the Head Teacher

The school encourages a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. For those who witness or are a victim of abuse by a member of staff or adult on the school premises they must report the allegation immediately.

All allegations against staff are to be reported straight away to the Head, who, where appropriate will consult on the issue with the DSL Aiden Griffin who will consider whether an onward referral to the LADO is required. In the absence of the Headteacher the report should be made direct to the LADO.

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.

This guidance should be followed where it is alleged that anyone working in the school, including supply teachers, trainee 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.

For supply staff and contractors, the agency/employment business must be kept fully informed and involved.

All allegations of abuse against the Head Teacher/Proprietor must be reported directly to the LADO without the Head Teacher being informed.

Low level Concerns Policy *Concerns that do not meet the harm threshold*

Where the allegation is thought to be a 'low level concern' the school will continue to uphold its fundamental approach to safeguarding and treat a 'low level concern' appropriately.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

Examples of low-level concerns could include:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child one-to-one in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language
- humiliating children.

The purpose of this Low level Concerns Policy is to create and embed a culture of openness, trust and transparency where everyone constantly lives, monitors and reinforces the staff code of conduct.

Procedures for reporting 'low level concerns'

Low-level concerns should be reported to the Head, who, where appropriate will consult on the issue with the DSL.

If there are concerns about the Head, these should be reported directly to the LADO.

Reports about supply staff or contractors should be reported to the agency/employment business so potential patterns of inappropriate behavior are identified.

The Head and DSL will record the 'low level' allegation in writing collecting as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised Anonymously;

- to the individual involved and any witnesses.

Those reporting on low level concerns who wish to remain anonymous may have their wishes respected as far as reasonably possible.

Staff are encouraged to feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

If in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the head and DSL should consult with the LADO.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. All of which must be recorded along with the rationale for their decisions and action taken.

Recordings are documented in writing and reviewed to identify patterns of concerning problematic or inappropriate behavior can be identified and responded to. A course of action may include internal disciplinary procedures or referring to the LADO. Consideration is made on cultural issues as contributory factors and where necessary a review in policy and training required to prevent happening again.

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 need 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 **all** staff (including 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 Safeguarding Policy including *Children who go missing from education*
 - The staff code of conduct as outlined in the Teacher and Staff Handbook;
 - The Mental Health Policy
 - The identity of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead
 - Part 1 of Keeping Children Safe in Education *September 2026* and subsequent updates
- Staff Inductions take place before working with children in regulated activity

- 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 and discuss matters both within, and where it is appropriate, outside of the workplace (including online) 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 and Smartwatches, cameras and other electronic devices with imaging and sharing capabilities in the office before working with children unless authorized by the Head
- 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

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.

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. The school acknowledges 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.

There are limited circumstances when it is appropriate for staff in schools to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time', the application of which will depend on the circumstances.

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.

Liaison with Other Agencies

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. Employers should continue to have regard to their duties under the PSED.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it.

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 as soon as possible, as well as verbal communication will take place prior to the child starting at the new school. Information will be transferred within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

Preventing Unsuitable People from Working with Children

Through ensuring we practice 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, trainee 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 2026* 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 *Disqualification under 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.

Hire of School Premises

The school has regard for Para 377 of KSCIE 2026 - 'Use of school sites by outside organisations', however the school does not hire out the school site to outside organisations.

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. Assessments are made on the educational value and the

age appropriateness of what is being delivered by the visitor as well as if any further checks will be required.

For visitors who are there in a professional capacity, the school should check ID and be assured that the visitor has had the appropriate DBS check depending on the activity they are there to carry out.

Volunteers will

- receive safeguarding induction;
- know the DSL;
- know how to report concerns;
- understand whistleblowing.

The Crime and Policing Act 2026 made changes to regulated activity, meaning that any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity. Where this applies, the school should obtain an enhanced DBS check with children's barred list information.

Under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Whilst volunteers play an important role and are often seen by children as being safe and trustworthy adults, the nature of voluntary roles varies, the school should undertake a written risk assessment and use professional judgement and experience when deciding what checks, if any, are required.

The risk assessment should consider:

- the nature of any work with children,
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers,
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on their suitability, and
- where the role is not regulated activity, whether another level of DBS check might be appropriate, such as:
 - an enhanced DBS check without barred list information, for volunteers who would be in regulated activity but do not volunteer frequently, or
 - a basic DBS check for any other volunteer who may have access to children.

Details of the risk assessment should be recorded.

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;
- Records should include:
 - a clear and comprehensive summary of the concern
 - details of how the concern was followed up and resolved
 - a note of any action taken, decisions reached and the outcome

- include a declaration on whether the information will be referred to in any future references
- 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.

Every safeguarding record should include:

- Date
- Time
- Location
- people present
- factual account
- child's words
- action taken
- decision maker
- follow-up.

Confidentiality and Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. The school has clear powers to share, hold and use information for these purposes.

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.

The Head recognises the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place and understood that set out clearly the processes and principles for sharing information within the school and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

When deciding what information to share, schools and colleges should consider:

- the relevancy of the information, including to the current safeguarding risk,
- what is necessary for the receiving setting to know, and
- whether it is clearly presented and appropriately contextualised.

Professional judgement should be used to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. But care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk. This is further supported by the new information sharing duty, which is intended to give staff greater confidence to share information appropriately and in a timely way to safeguard children. Specific statutory guidance on the Information Sharing Duty will be provided in due course, following consultation.

The proprietor is aware that among other obligations, the data protection laws place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The proprietor ensures relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the data protection laws. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data',
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met.

For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the data protection laws. Where in doubt schools should seek independent legal advice.

The data protection laws do not prevent the sharing of information for the purposes of keeping children safe.

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

In addition to the child protection file, the designated safeguarding lead will consider if it would be appropriate to share any information with the new school in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives or incidents that may indicate concerns about serious violence or harmful behaviours.

Communication with Parents

The school will:

Ensure that parents understand the responsibility placed on the school and staff for safeguarding children by making the Safeguarding Policy and all other relevant policies available online.

Existing Injuries

A pre-existing injury refers to an injury a child arrives at school with, that occurred outside the setting, such as at home or in the care of another professional.

It is crucial to record these injuries accurately and transparently.

Documentation:

An Existing Injuries Form is used to document the injury, including its location, size, how it occurred (if known), and any treatment provided.

Communication:

Parents or carers are asked to sign the record to verify the information and ensure both parties are aligned on the injury.

Safeguarding:

Staff should be trained to recognise potential signs of abuse or neglect when a child arrives with multiple or unexplained injuries, and safeguarding procedures should be followed if any concerns arise.

Monitoring:

Children with a history of pre-existing injuries may be monitored over time to ensure their well-being.

Privacy:

Information about pre-existing injuries should be handled confidentially and stored appropriately.

In Practice (for staff):

When the injury is noticed on a child, the teacher should in the first instance ask the parent or carer. Follow up by asking the child what happened. If the parent or carer has left, the teacher should notify the office who will call the parent to inquire further. The teacher should complete the Existing Injuries Form. In the event the injury could be a sign of abuse or neglect the teacher should raise the issue with the DSL (Aiden) or DDSL (Nors) and follow the schools safeguarding procedures.

E-Safety and Technology

Technology is an integral part of children's lives. While it provides significant educational and social benefits, it also presents safeguarding risks that evolve rapidly. 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.

It is an important part of our role at Annemount to raise awareness to pupils, staff and parents on how to stay safe in this environment and how to avoid

making themselves vulnerable to a range of risks linked to the potential content, contact conduct and commerce within websites including identity theft, bullying, harassment, grooming, radicalisation, stalking and abuse.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories,

contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes,

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

At Annemount online education is taught at an early age through age appropriate resources, discussions and classroom rules.

- Teaching staff must leave their electronic devices with imaging and sharing capabilities such as 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 I Pads. 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
- The proprietor alongside the DSL regularly review the effectiveness of filters and the monitoring system and liaise with the IT team where necessary.

- Staff must understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring and their part in the self-assessment of filtering and monitoring standards.
- 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 (Surfprotect Quantum). The school has strong anti-virus protection on our network, which is operated by IT Support.
- Pupils at Annemount are not allowed mobile phones in school.
- 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. 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 school monitors the internet usage by staff.
- 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:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.pshe-association.org.uk

www.educateagainsthate.com/

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

www.undressed.lqfl.net/

www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes

Generative AI

The school refers to and considers the following documents;

- DfE Generative AI in Education
- DfE Generative AI: product safety expectation

Whilst the opportunities that GAI can provide are extensive, the purpose of this policy is to ensure the Schools approach is clear in its responsibility to safeguarding.

It is not permissible for pupils at Annemount to use or be asked to use GAI such as ChatGPT given that most generalist GAI tools have age restrictions of 13 plus with parental permission.

Any use of Generative AI by staff should be carefully considered and assessed, evaluating the benefits and risks of use in its education setting.

Access to AI sites for pupils, such as ChatGPT are blocked by the school's filtering system (*Surfprotect Quantum*) which is operated by IT Support Team (*Virtual IT Education*).

The Headteacher and Designated Safeguarding Lead should stay informed about emerging risks relating to Online Safety, including use of AI, ensuring staff and pupils are educated in identifying and reporting such risks including manipulated images and deepfake videos.

Staff should be alert to the emerging risks posed by artificial intelligence (AI), including the creation and distribution of deep-fake images or videos of children.

These may be used to harass, groom, blackmail or exploit young people.

AI-generated abuse is a growing concern and any suspected use must be referred to the DSL immediately.

Both the dangers of cyberbullying and Generative AI are discussed at an age appropriate level with pupils, as are the risks of being bullied, groomed, abused or radicalised online.

The School recognises that artificial intelligence technologies, including generative AI, create both opportunities and safeguarding risks. Staff should remain alert to risks including:

- AI-generated grooming
- deepfake imagery
- synthetic child abuse material
- misinformation
- impersonation
- AI-assisted bullying
- AI-enabled sextortion
- manipulated evidence

Pupils will receive age-appropriate education regarding the safe, ethical and responsible use of AI technologies.

Guidance to support schools and colleges to understand safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing) can be found at [Generative artificial intelligence in education](#).

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.

The online safety policy will be reviewed annually or when any significant changes occur with regard to the technologies in use within the school.

The school employs a 3rd party tech team (Virtual IT Education) to manage and monitor its ICT including appropriate action to meet cyber security standards.

Filtering checks are completed annually in-house and recorded.

The proprietor will ensure their school has appropriate filtering and monitoring systems in place and ensure that a review of their effectiveness is carried out at least once every academic year. Reviews should be carried out by the SLT member responsible for filtering and monitoring, with the support of the school's designated safeguarding lead and IT support. They should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

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.

Assessing the risk of children being drawn into terrorism

The school risk assesses 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 need 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 susceptible 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.

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

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 (see page 4).

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 2026 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 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 (2026)*;
- Ensure that all staff who work directly with children have read and acknowledged *KCSIE (September 2026) Part One*.

- 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 2026 and the Statutory Guidelines for the EYFS.
- Have a written whole school policy, produced, owned and regularly reviewed by school 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, 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. Informal supplementary training for DSL and DDSL is considered at least annually.
- Relevant members of the Senior Leadership Team are trained in safer recruitment processes.
- All staff who work directly with children must read Part One of KCSIE (Sept 26) and acknowledge. Records of acknowledgement are kept on file.
- All staff are trained to manage a report of child-on-child sexual violence and sexual harassment. Records of training are kept on file.
- All staff are trained to understand;
 - What is meant by the term safeguarding.
 - The main categories of abuse, harm and neglect.
 - The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
 - How to work in ways that safeguard children from abuse, harm and neglect.
 - How to identify signs of possible abuse, harm and neglect at the earliest opportunity. These may include:
 - Significant changes in children's behaviour.
 - A decline in children's general well-being.
 - Unexplained bruising, marks or signs of possible abuse or neglect.
 - Concerning comments or behaviour from children.
 - Inappropriate behaviour from staff, or any other person working

with the children. This could include inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images.

- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
- How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.
- The setting's safeguarding policy and procedures.
- Legislation, national policies, codes of conduct and professional practice in relation to safeguarding.
- Roles and responsibilities of staff and other relevant professionals involved in safeguarding.
- All staff are trained to be aware of the process for making referrals to children's social care. That they know what to do if a child tells them he/she is being abused, exploited or neglected.
- 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. However, the school aims to offer training every two years. Records of training are kept on file.
- Informal supplementary training for all staff is kept up-to-date annually and usually led by the DSL. These are noted within Staff Meeting Minutes. This includes questioning staff on KCSIE.
- Newly appointed teaching staff will have Safeguarding training prior to working in regulated activity
- Training sessions including future training sessions for staff are kept on file within a *Safeguarding Training Document*.
- Certification of training is also kept on file within staff HR files.
- **All** new staff, (teachers and office staff), temporary staff members and volunteers in regulated activity, will be provided with induction training that includes:
 - The school's Safeguarding Policy including *Children who go missing from education*
 - The Behaviour and Anti-Bullying Policy
 - The Mental Health Policy
 - The Whistleblowing Policy
 - The role and identities of the DSL and Deputy DSL.
 - A copy/link of Part One of KCSIE September 2026 including subsequent updates
 - A copy/link for 'Working together to Safeguard children, 2026'
 - A copy/link to 'What to do if you are Worried a Child is Being Abused' (March 2015)
 - Handbook and Code of Conduct for Teachers, Assistants, Administrators and Peripatetic Staff
 - Whistleblowing Policy
 - Online Safety Policy which includes ICT Acceptable Use Policy for Staff.

Date: 21/7/26

Review: July 2027

This policy will be reviewed annually, or earlier if changes to statutory guidance or local safeguarding arrangement require it.

This policy is reviewed annually by Geraldine Maidment and Aiden Griffin with input from staff members.

External review completed by ISA Consultant (June 25 and Sept 25).

A Safeguarding Audit reviewing the procedures and implementation is also completed by Geraldine Maidment and Aiden Griffin as well as external professionals.

The school continues to contribute to inter-agency working to develop its policies and procedures surrounding safeguarding.

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]
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)

Rob ~~W~~ratton
0208 359 5117
0208 359 4528
Mobile – 07801992592
lado@barnet.gov.uk

Barnet Social Services Multi-Agency Safeguarding Hub (MASH)
0208 359 4066

MASH@barnet.gov.uk

Emergency Duty Team 020 8359 2000

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

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

2025-2026

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

at the school and for EYFS

The **Designated Safeguarding Lead (DSL)** at the school is **Aiden Griffin** and in his absence the **Deputy Designated Safeguarding Lead** is **Noreen Hussain** and **Natasha Keays**.

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.

Please also refer to the schools Safeguarding Policy.

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:

Appendix C

Role of the Designated Safeguarding Lead

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated. Deputy DSL's are trained to the same standard as the DSL and undertake safeguarding duties whenever the DSL is unavailable. To ensure continuity of safeguarding responsibilities, the school implements robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- where a crime may have been committed to the Police as required. *NPCC - When to call the police* should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).
- as required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate

child protection file for each child. Safeguarding records should be clear, factual, and distinguish between observed concerns, professional opinion, and historic information. Records should include:

- a clear and comprehensive summary of the concern,
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in Parts one and two of this guidance.

Appropriate arrangements should be in place to ensure that safeguarding information is transferred, reviewed and actioned promptly at all transition points, including in-year moves.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Where child protection files are transferred, the exporting school or college should include a clear, structured summary identifying current safeguarding concerns, relevant context, and any ongoing support needs.

Particular care should be taken to distinguish between current safeguarding concerns and historic information, ensuring that past issues are presented with appropriate context. For example, where a file contains extensive historical information, a concise summary of current risk and relevant context is likely to support more effective safeguarding than the transfer of unstructured records alone.

Receiving schools and colleges should ensure that safeguarding information is reviewed by an appropriately trained member of staff so that key risks and needs are clearly understood. Safeguarding information should be used to support, not disadvantage, the child.

Where the receiving school or college considers that safeguarding information is unclear or incomplete, it should seek clarification where necessary to support effective safeguarding.

They should also ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required. It will then be for the DSL to consider what other information should be shared with other relevant staff and when this should be shared.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support

through the 'Channel' programme and have that support in place for when the child arrives. It would be good practice for a conversation to take place at the appropriate and relevant points between the designated safeguarding leads at both settings, where there are issues or concerns to ensure information is being actively considered and acted upon.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff; recording all training sessions and opportunities.
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- 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;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- 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;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- 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, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE 2026, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions. This should include instance where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.