



Annemount

Nursery and Pre-preparatory School

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2025-26
Handbook and Code of Conduct
for
Teachers, Assistants,
Administrators and Peripatetic Staff

Please read this handbook carefully.

All staff are required to read, acknowledge and follow the guidelines and practices outlined.

*This document is designed to be read in conjunction with Keeping Children Safe in Education
Sept 2025 and all updated School's Policies 2025.*

Scope: To inform staff in regulated activity of the guidelines, policies and procedures at Annemount.

Edited by: Geraldine Maidment and Aiden Griffin

Dated: July 2025

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About this document

For ease of writing a child may be referred to as him, he, she, herself etc.

This document is not fixed in stone and will need to be updated periodically. The editor would be grateful to be notified, therefore, of any changes or omissions. Staff will be notified, in writing, or any changes that occur prior to a new version of this document being produced.

INTRODUCTION

History of Annemount School

Miss Jamaiker founded the school in 1936 and was proprietor and Head Teacher until 1993.

Geraldine Maidment took over in 1994 and is proprietor and Head Teacher. Aiden Griffin is the Deputy Head Teacher and DSL (Designated Safeguarding Lead). Noreen Hussain and Natasha Keays are the DDSL (Deputy Designated Safeguarding Lead). Keiler Snow is the Administration and Business Manager (Keiler works remotely).

The school has an excellent reputation for a caring, gentle environment with high academic standards.

Statement of Aims

The aim of the school is to bring out the individuality of each child so that they can realise their potential with self-discipline and respect. The philosophy of the school is to encourage good character and citizenship so that each individual can be a valued member of the community. The atmosphere at the school is warm, friendly and calm.

Ethos of the School

For the child

- The management of the children must be with the highest respect.
- An environment where everybody shows consideration for one another is the best and happiest learning environment for our children.
- The school does not encourage competitive attitudes but rewards effort and citizenship. The potential of each child is brought out, and the child develops their own high standards respecting others.
- Unacceptable behaviour has a reason and needs to be addressed as outlined in our Behaviour and Anti-Bullying Policy.
- The balance of physical and mental activity is important.
- Our concern is for the social, emotional, intellectual, physical and spiritual wellbeing of the children.

For the staff

- All the staff are important and form part of the team.
- Staff are expected and encouraged to work as a team and understand each other's ways with tolerance and respect.

Induction

- New members of staff are appointed for their strengths and experience with the expectation that the school ethos will be honoured and respected.
- All staff members are expected to be welcoming, inclusive, cordial and helpful to new members of staff.
- All new members of staff are offered an initial probationary term so that the best interests of the children, their parents, the whole staff team and the new member of staff are protected.
- All new members of staff are offered a careful induction which includes the school's aims and relevant policies and procedures.

SCHOOL MANAGEMENT**Contacting the Head Teacher, Geraldine Maidment**

The Head Teacher is available on her mobile phone or email out of hours.

Mobile: 07957 364154
headteacher@annemount.co.uk

The school telephone is diverted during the school holidays so that the Head Teacher may be reached at all times.

Budgets and Finance

The Head Teacher is responsible for all financial issues.

Purchases

Requests for items required for school must be channelled through the office. The school will not take responsibility for items purchased without prior consent. A receipt is required for reimbursement.

Resources

Ordering is done at the end of each term for the next term.

Complaints Procedure**Staff**

Staff with a grievance must discuss it with the Head Teacher as soon as possible.

Aim of Procedure

This policy applies throughout the school from the Early Years Foundation Stage to Key Stage One. However, if staff members do have a complaint, they can expect it to be treated by the school in accordance with this procedure. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. We aim to bring all concerns about the setting to a satisfactory conclusion for all of the parties involved. All correspondence, statements and records relating to a complaint are strictly confidential. All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.

Our setting believes that staff members are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting.

The Staff members should be aware that they are at any time entitled to take complaints to OFSTED at: enquiries@ofsted.gov.uk or the Independent Schools Inspectorate (ISI) at: CAP House, 9-12 Long Lane London, EC1A 9HA.

Method for Making a Complaint

Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If parents have a complaint, they should contact the Head Teacher.
- In many cases the matter will be resolved immediately.
- Complaints made directly to the Head Teacher will usually be referred to the relevant staff member unless the Head Teacher deems it appropriate to deal with the matter personally.
- The Head Teacher will keep an electronic or written record of all concerns and complaints and the date on which they were received.
- Should the matter not be resolved within five working days or in the event that the relevant staff member, Head Teacher or parent fails to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with Stage 2 of this procedure.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Head Teacher. The Head Teacher will decide, after considering the complaint, the appropriate course of action to take. In most cases, the Head Teacher will meet the parents concerned, normally within five working days of receiving the formal complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Head Teacher to carry out further investigations. The Head teacher will aim to conclude the investigations within seven working days. The Head Teacher will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Head Teacher is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head Teacher will also give reasons for the decision made.
- Should a parent or guardian have a complaint about the Head Teacher, an approach should first be made to Independent Schools Association, ISA House, 5-7 Court, Great Chesterford, Saffron Walden CB10 1PF. This approach should include the nature of the complaint and how the school has handled it so far.
- The Head Teacher is obliged to investigate the matter, will do everything possible to resolve the issue through a dialogue with all parties.
- If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.
- A written record is kept of all complaints
- Whether they are resolved following a formal procedure or proceed to Stage 3 (a panel hearing) and
- Action taken by the school as a result of these complaints, regardless of whether they are upheld and
- Correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a Body conducting an inspection under section 108 or 109 of 2008 Act requests access to them.

Stage 3 – Panel Hearing

- If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be invited to a hearing.
- An external Panel will be invited to help settle the complaint. The Panel has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The Panel will consist of at least three people who have not been directly involved with the matter detailed in the complaint, one of whom shall be independent of the management and running of the school.
- The Panel will schedule a hearing to take place as soon as practicable and normally within fourteen working days of the referral.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties no later than seven working days prior to the hearing.
- The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- The panel keeps all discussions confidential. The panel can hold separate meetings with the setting personnel and the staff member, if this is decided to be helpful. The Panel keeps an agreed written record of any meetings that are held and of any advice the panel gives.
- If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.
- The panel hearing will go ahead even if the parent subsequently decides not to attend unless the parent indicates that they do not wish to proceed with the complaint.
- Where further investigation is required and after due consideration of all the facts they consider relevant, the Panel will make findings and may make recommendations. This can take up to 5 working days after the panel hearing. A copy of these findings and recommendations should be provided to the complainant and, where relevant, to the person complained about, informing them of its decision and the reasons for it and also be available for inspection on the school premises by the Head Teacher. The decision of the Panel will be final.

Staff members can be assured that all concerns and complaints will be treated seriously and confidentially.

The process with dealing with a complaint in writing from the moment it is received by the school to resolution will take no more than 36 working days, except in circumstances in which the normal time-scales are affected by issues that delay resolution; namely school holidays and other factors.

For any complaint that involves a potential child protection issue, this must be reported immediately to the Head Teacher (See Safeguarding Children Policy for details of the procedure).

Whistleblowing

Annemount expects the highest standards of conduct from all employees and senior staff members and will treat seriously any concern raised about improper conduct.

The procedure for such concerns is detailed in the school's Whistleblowing Policy. Staff are expected to read and adhere to the procedure as outlined in the policy.

Confidentiality

- Never discuss a child when other children are present.
- Never discuss a child within their hearing.
- Never discuss a child with another parent.
- Never discuss any other teacher's handling of a situation with a parent.
- Personal information relating to children and their families may not be used for a teacher's personal purposes.
- Teachers' personal details may not be offered to children or families without prior consent from The Head Teacher.
- The divulging of personal information relating to other members of staff or families will not be tolerated. Concerns regarding fellow members of staff may be discussed sensitively with the Head Teacher if they affect your feelings about work or your performance.
- Staff members who require working on documents from home are issued with password protected USB devices. Any confidential information relating to Annemount School on any other USB sticks must be wiped and no Annemount information may be stored on personal USB devices or computers.

Important Behaviour Expectations

All staff are expected to read, be familiar with and follow this Handbook and Code of Conduct in conjunction with KCSIE September 2024, Safeguarding and the Behaviour and Anti-Bullying Policy.

School policies are filed in R:Drive/Policies.

The DSL is Aiden Griffin and the DDSL is Noreen Hussain and Natasha Keays.

**Staff-Pupil Relationships
and Contact**

- In accordance with the Keeping Children Safe in Education Sept 2025, staff are reminded that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child.
- Staff members are expected to conduct themselves respectfully towards pupils, parents and colleagues at all times and to be mindful of use of appropriate language at all times.
- In lessons such as music, drama, games a child's consent should be sought before any touching or adjusting of movements or positions.
- 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.
- Corporal punishment is prohibited and will not be tolerated at Annemount School. By definition, corporal punishment is a form of physical punishment that involves the deliberate infliction of pain in order to punish a person convicted of a crime or as retribution for a perceived offence, including physical chastisement such as spanking, paddling, or caning of minors.
- Humiliation in any form will not be tolerated.
- All procedures relating to changing of children and one-to-one tuition are clearly outlined in the school's Safeguarding Policy, which all staff are expected to adhere to.
- As outlined in Keeping Children Safe in Education Act September 2025, staff members are prohibited from having electronic communication with children at any time. No personal email addresses or personal phone numbers should be exchanged with pupils.
- The school recognises that staff will actively use Facebook, Twitter, and other such social networking sites, blogging and messaging services. Staff must not post material (including text or images) which damages the reputation of the school or which may cause concern about their suitability to work with children. Staff must recognise that it is not appropriate to discuss issues relating to children or colleagues via these networks.
- The relationship the staff team has with parents and families of pupils is and must remain strictly professional. It is appropriate therefore for social media accounts held by staff to be private. It is not appropriate to "friend" parents or comment or send emojis to parent social media accounts, even if their accounts are public. It is important that this is understood and that there is no blurring of the boundaries or risk that your reputation or the reputation of the school could be compromised.

Staff-Pupil Relationships and Contact (continued)	<ul style="list-style-type: none"> • It is entirely possible that there may be pupils of families who are high profile with very public profiles. It is particularly important in these instances that we do not actively comment on these posts. • Staff must note the Schools ICT Acceptable Use Policy for Staff Policy. • Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct. • It is never acceptable to accept a friendship request from pupils at the school, as in all cases, children in KS1 and EYFS using such networks will be breaching terms and conditions of use of those networks. • It is also extremely inadvisable to accept as friends ex-pupils who are still minors. If a parent of a pupil seeks to establish contact, the member of staff should exercise their professional judgement. • Teachers should NOT use their personal phones for school business or for taking photos of children during contact time with children. Electronic devices with imaging and sharing capabilities such as personal mobile phones should not be used when teaching, unless authorised. • Staff should not engage in personal relationships with pupils or meet them outside of school. Any pre-existing relationships with families prior to starting in a teaching role should be made known to the Head. • Any arrangements to visit a child at home must be cleared with the Head Teacher and two members of staff must attend. • The school has specified designated drivers that are allocated to transport children if deemed necessary. Staff should not transport children without prior checks and confirmation from the Head Teacher.
Gifts	<ul style="list-style-type: none"> • Teachers inform the Head Teacher of seasonal gifts and messages of gratitude from parents and these are acknowledged in writing from the school. The Head Teacher will use discretion in the event that a gift is deemed to be inappropriate. Staff are not allowed to give children gifts.
Looking after School Property	<ul style="list-style-type: none"> • It is the duty of the assigned class teacher/s to ensure that the classroom is tidy and neat at the end of each school day. • It is the duty and responsibility of the assigned class teacher/s to ensure that the doors and windows in their classrooms are closed and locked at the end of each school day. • Art media needs to be handled with extreme care to protect school furnishings and children's clothing.

Use of electronic devices with imaging and sharing capabilities such as personal mobile phones Personal Cameras and Smartwatches	<ul style="list-style-type: none"> • All mobile phones must be on silent and left in the school office during contact time and school hours. They may be turned on and used only during the lunch break. Any emergency calls <u>must</u> be channelled through the office. • If staff have a critical reason to use their phone, then they must seek approval from the Head Teacher, and if granted, only use the phone for the express reason given. • Staff must NOT use their personal phones or any mobile devices (including Smartwatches) for school business or for taking photos of children during contact time with children. • The Head Teacher may ask a member of staff to keep their phone on and with them, if she is off site. • Designated staff members will carry their phone with them while on off-site outings, including weekly gym, swimming and football sessions. • Only school cameras and ICT may be used to record children's development. Parents are asked not to take photos of children on outings with their own cameras. • The use of Smartwatches is prohibited during school working hours. • No electrical equipment must be brought into the school that has not been PAT tested.
Electrical Equipment	
Dress Code	<ul style="list-style-type: none"> • It is preferred that staff wear cheerful clothing as opposed to serious black. This is particularly important in the winter to brighten the mood. Please do not wear jeans or any denim in school. • It is respectfully requested that staff dress modestly honouring the beliefs and expectations of the wider community. As teachers and assistants, we act as role models and need to be conscious of this.
Social Evenings and PTA Events	<ul style="list-style-type: none"> • The school and the PTA regularly organise events which bring the school community together. These events are an integral part of school life and employees are expected to attend. • Staff will be given prior notice well in advance of such events.
Staff Meetings	<ul style="list-style-type: none"> • Staff are to attend all staff meetings. Where necessary minutes will be made and recorded on file. • The Head Teacher will email the whole staff team with important information. • Issues that arise out of the routine running of the school as well as issues that are part of the development plan of the whole school will be discussed. • It is important that the views of everyone are heard at these meetings as well as the knowledge that everyone has been fully briefed with the latest developments. • Staff meetings are an ideal time for staff to discuss any important health, safety and security concerns.

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| Staff Inset Days | <ul style="list-style-type: none">• Staff will be notified of all inset days for the academic year well in advance.• All staff are expected to be present on all inset days from 8:30am – 4:30pm, regardless of their normal work days and hours unless their contract or letter of engagement specifies otherwise. |
| Staff Training | <ul style="list-style-type: none">• The school offers training to staff members and they are expected to take detailed notes to cascade to the rest of the team as part of the school's self-evaluation and development. |

Staff and Monitor Responsibilities

Fire Marshall	<ul style="list-style-type: none"> • To check fire doors each morning. • To make sure all registers are complete. • To be responsible for fire drills. • To keep drill register. • To lock appropriate doors at the end of each day.
First Aid	<ul style="list-style-type: none"> • To check the First Aid Kit at the start of each day. • To check that an Accident Book is available in each classroom. • To process orders for new supplies.
Reading Scheme Library	<ul style="list-style-type: none"> • To check for tidiness at start, middle and end of day. • To report any damaged books.
Lunch	<ul style="list-style-type: none"> • To ensure there is sufficient cover each lunch session. • To supervise lunch sessions according to school policy. • To ensure hygiene is observed by children. • To ensure hygiene in kitchen and toilets.
Playground & Garden	<ul style="list-style-type: none"> • To ensure environment is clean and safe at start, middle and end of each outdoor session. Food waste must be disposed of and not left outside. • A risk assessment check should be done as well as an assessment and inventory at the start of each term. • To effect playground supervision according to school policy.
Housekeeping	<ul style="list-style-type: none"> • To ensure that the entrance hall is welcoming and free of clutter. • To check that the entrance hall has an up to date page for the visitors' book, going home book and enough pens for parents. • To make sure that any displays are neat and tidy.
Security	<ul style="list-style-type: none"> • Last person to leave the building to check all windows are closed and all doors locked and bolted. • To report loss of keys or broken bolts.
Responsible Person	<ul style="list-style-type: none"> • In the event both Geraldine and Aiden are absent from the building, a 'responsible person' will be asked to manager the site, be responsible for the health and safety of the school and keep their mobile phone on.
Staff Coordinator Roles	<ul style="list-style-type: none"> • Subject coordinators are expected to do a book and planning scrutiny. Scrutinies will be timetabled throughout the academic year. This involves collecting a range of books and planning from each class and checking that they are being marked correctly, that there is sufficient work in the books, that there is enough investigative work and progress as well as differentiation. • The coordinator checks that the planning is reflected in the exercise books, work and evidence and then writes a report and sets targets for continued development.

Staff Absences

- It is important for staff to remember that in the teaching profession an annual salary includes holidays often in excess of twelve weeks. All full-time staff are offered a one-hour lunch break daily as well as non-contact time during the course of the week. It is therefore particularly appreciated when staff members take their hours seriously and it is requested that appointments of a personal nature are made outside school hours and in holidays.
- The school is unable to offer paid dependency leave and in the unlikely event that this needs to be taken it must be done with full consultation and a fully prepared work day for staff to cover satisfactorily.
- If the need for absence is unexpected, the Head Teacher, Geraldine Maidment, must be informed of the absence and its reason in writing by 7:30am on the day of the absence either by email to the school email address or by text to 07957 364154.
- Each member of staff will need to complete and sign a Staff Absence record form on returning to work.
- Punctuality and attendance in a job is something that is always enquired about in references and Geraldine Maidment would be obliged to be honest if asked about these issues. It is important for staff members to bear in mind that a commitment to the profession reaps long-term rewards.
- Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If you should need to take medication which may affect your ability to care for children, you must inform the principal and seek medical advice. All medication on the premises must be securely stored, and out of reach of children, at all times.

Stock Keeping

- All staff must ensure supplies are checked regularly and ordered in advance of running out.
- All orders are to be done through the office.
- At the end of every term, large orders are placed for the term ahead.

Storage/Resources**Outdoor Storage Areas**

- Outdoor play equipment is stored in the bunkers.
- The equipment should be in working order. If any play equipment is broken, advise the school office and record information in the Risk Assessment Log.

School Office

- Stationery and files are stored here.
- Staff members are requested to refrain from using the photocopier, telephone, or office computers for personal purposes without prior permission.

Data Privacy

- Annemount School collects and uses personal information about pupils, parents or carers, staff, visitors and volunteers and other individuals who come into contact with the school. This information is gathered for

the purposes of providing education and other associated functions such as safeguarding. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

- Staff must read the relevant policies and Privacy Notices.
- Laptops need to be shut down after use at the end of the day.

HEALTH AND SAFETY

In addition, please see separate, detailed Health and Safety Policy, Fire Safety Policy, First Aid Policy, Behaviour and Anti-Bullying and Safeguarding Policy as they refer to the whole school including EYFS. It is presumed that all staff will be familiar with all of the above-named policies and implement them to the best of their abilities.

Breaks and Lunch Supervision

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| Records and Restrictions | <ul style="list-style-type: none"> • Annemount has a strict no nut policy. • Annemount has a strict Healthy Eating/Lunch Box Policy. • Staff are to be aware of any dietary, allergy and religious requirements of all pupils. |
| Classroom Supervision | <ul style="list-style-type: none"> • Staff are to ensure the health and safety of the children at all times. • Children must wash or sanitise their hands before eating. • Children are not to share food unless specifically directed to do so • Staff are to encourage independence and good manners. • Children are to share the responsibility of maintaining a tidy classroom. • Children are to line up in an orderly manner when they are ready to go. |
| Playground Supervision | <ul style="list-style-type: none"> • Staff are to ensure the health and safety of the children at all times. • Staff are to undertake a risk assessment at all times. • The side gates are to be locked at all times. • Children are to be made aware of the Playground Rules and the staff are to ensure that these are followed. • Staff are to record all Accidents & Incidents in the appropriate formats. • Staff are to ensure that all equipment is used safely. • Staff are to encourage the children to share and play safely. • Staff should not congregate in groups within the playground. • Only talk among yourselves in the classroom or in the playground about school business. When supervising children please refrain from chatting as it may mean supervision is not vigilant and does not portray a professional attitude. |
| Lunch Supervision | <ul style="list-style-type: none"> • Children and staff must wash hands prior to lunch beginning • Teachers to check allergy requirements for the group. • Children should be encouraged to unpack their own lunch boxes and leave it under the chair. • The class can only begin to eat once everybody has unpacked and is ready. • During lunch avoid children roaming around the room to the bin or lunch box shelf. Wait until the end of lunch. • Nobody should leave the table until everybody has finished. • Teachers to monitor lunch box contents are in accordance with school policy. • Allocate Monitors to collect anything needing for the bin at the end. • Allocate Monitors to wipe the tables. • Children must wash hands after lunch. |

Lunch should be like a dinner party, polite family meal or restaurant experience- children should not get up or move about. The objective is for

them to have a social experience of eye contact, interaction, conversation and courtesy.

Communication and Observation

- The communication between lunch and playground supervisors and the class teachers is very important in reporting accidents, incidents and care and concern issues, particularly with respect to vulnerable children. Staff are expected to communicate clearly during handover.

Other Policies to Consult

- All Staff are to be fully aware of all School Policies but in particular the following policies are of particular relevance:
 - Behaviour and Anti-Bullying Policy
 - Curriculum Policy
 - Equality Policy
 - Fire Safety Policy
 - First Aid Policy
 - Health and Safety Policy
 - Online Safety Policy
 - Safeguarding Policy (*this includes the Mental Health Policy and Children Missing from Education Policy*)
 - Special Educational Needs and English as Additional Language
 - Whistleblowing Policy

All the above policies can easily be accessed on the school website. Other relevant policies can be found on R:Drive/Policies or requested as a hard copy from the office.

Collection of Children

Collection Consent Form

- A Collection Consent Form must be completed for each child at the beginning of each year or when there are changes to those regularly collecting a child.

Delayed Collection

In the event that a child is not collected at their appointed dismissal time, the procedure is:

- A member of staff waits 10 minutes with the child at the designated collection point;

Following this period:

- The member of staff takes the child to the School Office.
- The parent is called and informed that the child is waiting for collection. If the first parent isn't contactable, then the second parent is tried. If neither parent can be reached, then those carers identified on the approved pupil collection list (as instructed and signed by parents each year), are called.
- The child waits with a member of staff until the parent/carer arrives.

Procedures if a child has not been collected after 1 hour:

- If the child has not been collected and no appropriate arrangements made by one hour after the end of the designated finishing time, the Head Teacher will decide on whether the LSP (Local Safeguarding Partnership) should be contacted. This decision will only be made in consultation with another member of staff.
- If Social Services are contacted, the Head Teacher will agree with them a course of action specific to the circumstances and ensures that the actions required of the school are completed and passed on to colleagues.
- Until such a time as the child is passed on into the care of those within the actions agreed with the LSP, the staff will continue to provide appropriate care and reassurance to the child.
- As soon as practicable after the incident, the Head Teacher will record the incident and outcomes in the appropriate log.

SCHOOL STRUCTURE

Hours for Children

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| School opening | <ul style="list-style-type: none"> The school building is open to pupils from 8.30am with the exception for pupils in early morning clubs/activities. |
| Arrival and Registration times | <ul style="list-style-type: none"> Year 2 8.30am arrival for 8.40am registration Year 1 8.30am arrival for 8.40am registration Reception 8.30am arrival for 8.45am registration Pre-Reception 8.30am arrival for 8.50am registration Nursery 8.45am arrival for 9.00am registration <p>Registration period closes 20 minutes later for each class. Children who arrive after this time are marked as Late.</p> |
| Going home | <ul style="list-style-type: none"> Year 2 and Year 1 3.15pm Reception 3.00pm Pre-Reception & Nursery 12.00 noon, 1.00pm or 3.00pm |
| Greetings and Good-byes | <ul style="list-style-type: none"> It is very important that children are assisted with a sense of independence and responsibility. Children are expected to say good morning to the teacher welcoming them in the lobby and to go straight to their classrooms, saying goodbye to parents with a minimum of fuss. Goodbyes to teachers should be with eye contact and a handshake. |
| Assemblies | <ul style="list-style-type: none"> We are a non-denominational school. Our regular assemblies offer the opportunity for the whole school to meet as a community and reflect on different values and cultural practices as well as appreciation of the arts and citizenship. Children's achievements are celebrated with awards. We value parent-led assemblies on relevant topics. |

Parental Involvement

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| Back to School Night | <ul style="list-style-type: none"> Back to School Night is an important meeting scheduled in the Autumn Term. The Head Teacher addresses all the parents together and raises important issues for the new school year. Each class teacher and teaching team then welcomes the parents to address the details of their child's curriculum and any concerns. Each family is given a time-table. |
| Focus Meeting and Reports | <ul style="list-style-type: none"> All pupils have individual parent/teacher meetings each term to discuss progress. The pupils are continually observed and assessed by their teachers and these findings are shared with parents during scheduled individual parent/teacher sessions each term. Reception, Year One and Year Two also have formal reports at Christmas and at the end of the academic year. |
| Parent Talks | <ul style="list-style-type: none"> The Head Teacher invites all parents to evening talks on a range of subjects relevant to child development and supporting their child's learning. |

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| <p>Informal Meetings with the Head Teacher</p> | <ul style="list-style-type: none"> • During the school year the Head Teacher meets parents for informal talks. These are in conjunction with the PTA and take place during coffee mornings as well as some evenings. |
| <p>Communication with the Teacher</p> <p>Meetings with the Form Teacher</p> | <ul style="list-style-type: none"> • Parents and teachers are able to correspond using the online platform Seesaw. • Teachers may be available for a brief exchange at the end of a child's session, but we recommend that an appointment be made so that a discussion can be held in private. It is school policy not to talk about a child in earshot of any child. • Parents who wish to see their child's form teacher for a more in-depth conversation are asked to make an appointment for a mutually convenient time. Appointments can be made by emailing the school. • Parents are also welcome to consult form teachers if they want reassurance or a general progress report. |
| <p>Visiting Classrooms</p> | <ul style="list-style-type: none"> • Parents are always welcome in the classroom to show an interest in their children's work. We would ask, however, that these visits do not take place before school, as this is a very busy time. Parents are to drop in at the end of the school day if a child wishes to show them some work or something of special interest in the classroom. Such visible taking of interest is of vital importance. |
| <p>Record Keeping</p> | <ul style="list-style-type: none"> • Every week individual teachers' planning must be uploaded to the R:Drive/Planning for checking and possible discussion. • Teacher's Files must be kept complete and on the premises. Planning must be available for contingency staff if necessary. • Observation notes on children must be kept on the premises. The files remain the property of the school when a teacher leaves. • Staff meeting minutes, planning and training notes are stored on the R Drive. • On-Line Learning Journeys include: <ul style="list-style-type: none"> – Evidence of pupil's work including photographs |
| <p>Handover of Pupil Records</p> | <ul style="list-style-type: none"> • Teachers must communicate fully the history, progress and topics each child has covered as well as any concerns. • All folders containing children's records should be passed on to the next teacher to retain. • All records relating to correspondence and parent discussions are kept in the office. • EYFS staff members are responsible for On-Line Learning Journeys of every child in their class. • All class records belong to the school and must be kept at school or on the R Drive once transferred from password protected USB sticks. • It is the responsibility of each teacher to ensure that each child's school report is filed on the R Drive. • Parents may have their children's work at the end of the academic year on the condition that they retain it in case the school needs to refer to it. |

Care and Concern Meetings

- We aim to support each child's needs and to ensure that he or she is able to progress with confidence, self-esteem and a feeling of self-worth.
- If there is any concern about a child's behaviour in the following areas of development, the class teacher will carry out focussed observations:
 - Personal, Social and Emotional
 - Communication, Language
 - Physical
 - Literacy
 - Mathematical
 - Understanding of the World
 - Expressive Art and Design
- These observations will be shared with parents in a 'Care and Concern' meeting. Possible reasons for the concerns are explored and an action plan will be devised.
- Care and Concern meetings may be requested by a parent if difficulties or concerns in the above areas are experienced at home.

Achievement and Merit

Annemount has a strict Behaviour and Anti-Bullying Policy which rewards every child for good behaviour and for their achievements. It is expected that every member of staff is familiar with the annually updated Behaviour Policy.

Library and Book Corners

- The joy of reading and books should be conveyed to children from as young an age as possible.
- The books are for the use of all the children.
- It is the responsibility of the teachers to ensure that the children leave the library and book corners tidy at all times.
- The Parent Education Library is available for all parents.
- Any damaged books must be brought to the attention of the Head Teacher and a decision will be made regarding repair or replacement.

Staffing Ratios

- Our priority is the safety and care of the children at all times and the following must be observed. No space in the school may have unattended children at any time with the exception of Year One, Year Two and Reception children attending the toilet by themselves.

Classroom

- Children aged 2-3 have a mandated staff ratio of 1:5
- Children aged 3-5 have a mandated staff ratio of 1:13 for QTS or equivalent and 1:8 for non-QTS staff. In the case of the latter, at least one staff member must hold a relevant Level 3 qualification and at least half of all other staff must hold a full and relevant Level 2 qualification.
- Children aged 5-7 have a mandated staff ratio of 1:30
- Annemount's staffing ratios are often much higher than mandated levels.

**Walking on pavement
Outings and Trips**

- Children have a staff ratio of 1:12
- Staffing ratios are high:
- Coach journeys have ratio of 1:12

- Children aged 3-5 have a staff ratio of 1:5
- Children aged 5-7 have a staff ratio of 1:5
- Teachers will take into account the venue and its ratio requirements.

Whole School Transitions

- Children should line up at the top of the stairs without talking.
- Children must be kept as silent as possible and behave appropriately in the communal areas within the school.
- The teacher is to stand at the top and bottom of the stairs where possible

Lining up at the end of play

- Children are to stand still and line up in class groups without talking on the sound of the bell.
- The class teacher must lead the children back to their classrooms.

Off-site Discipline

- Children are to line up with their partner.
- Children are led to the coach with teachers positioned at the front, back and middle of the line.
- On boarding the coach, a teacher should be on board prior to the children when possible. One teacher is to stand at the door of the coach assisting the children and at least one teacher is to remain with the queuing children.
- Whilst on the coach, teachers must be seated evenly spaced so that all children are equally well supervised. An adult should sit at the rear near the emergency exit.
- On leaving the coach, one teacher is to remain on board, one teacher is to help the children off the coach and at least one teacher is to supervise the queue.
- When off-site, children must be encouraged to behave well and show awareness and respect for others.

Going Home

- The Year One teacher is to lead their class down at 3:10 and ensure the children put on their coats and line up quietly.
- The Year Two teacher is to lead their class down as quietly as possible at 3:15 to gather their belongings.
- Both classes are to remain in their lines quietly until their names are called for collection.
- No child is to leave the school without saying goodbye to a teacher.
- Children can only be released to another adult if express written permission has been given or the school has been telephoned.

Safeguarding

What to do if a child discloses information to you

A child may confide in any member of staff and may not necessarily go to a teacher. Staff 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 'Safeguarding Logging Concern Form' and pass on to the Designated Safeguarding Lead (DSL), Aiden Griffin. The form should record the time, date, place and people who were present as well as what was said. This may be used in any subsequent court proceedings.
- You can find a 'Safeguarding Logging Concern Form' in the office. 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.
- You MUST familiarise yourself with the school's Safeguarding Policy.
- Each class register has a document with further guidelines on what to do if a child discloses information to you.

Low level concerns

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.

	<p>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.</p> <p>Recordings are documented in writing and reviewed to identify patterns. 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.</p>
Existing Injuries	<ul style="list-style-type: none">• 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. An Existing Injuries Form is used to document the injury, including its location, size, how it occurred (if known), and any treatment provided. <p>Parents or carers are asked to sign/acknowledge the record to verify the information and ensure both parties are aligned on the injury.</p> <p>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.</p> <p>Children with a history of pre-existing injuries may be monitored over time to ensure their well-being.</p> <p>Information about pre-existing injuries should be handled confidentially and stored appropriately.</p> <p>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 or DDSL and follow the schools safeguarding procedures.</p>
Data Protection	<ul style="list-style-type: none">• Under GDPR all online content from a pupil could be regarded as personal data and is subject to the provisions under the Data Protection Act.• The names, emails and phone numbers of students are personal data. This means that only relevant people should have access, and the information should only be kept as long as it is required.• Personal data should only be used to assist you to carry out your work. It must not be given out to people who have no right to see it. This includes photographs or videos sent back by pupils and their families.

- All staff should maintain the security of all computerized databases of information on individuals, whether they are staff, pupils or members of the general public. Any queries in this regard should be referred to the Headteacher.
- Please note that: Student data should not be kept or stored on the private devices of staff.
- Data should only be accessible to those staff that need it.