



St Andrew's School, Turi

EYFS Safeguarding Policy

Compiled by:	Assistant Head Primary
Approved by:	Head [Prep]
Date of review:	July 2023
Date of next review:	July 2024

All parents and carers are asked to read this document carefully prior to a child attending any of our EYFS settings.

This policy is underpinned by two main principles:

- Safeguarding is everyone's responsibility.
- A child-centered approach: for services to be effective they should be based on a clear understanding of all the needs and views of a child.

Designated Lead Practitioner for EYFS Safeguarding

The EYFS requires that:

"A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCP. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required."

Our EYFS Safeguarding Lead is Karen Hackman: karen.hackman@turimail.co.ke.

Introduction

In all our EYFS settings, we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm.

Safeguarding is about more than child protection. Child Protection is specifically about protecting children and young people from suspected abuse and neglect. Safeguarding is much wider than child protection. It includes everything an organisation can do to keep children and young people safe, including minimising the risk of harm and accidents and taking action to tackle safety concerns.

The purpose of this Safeguarding Policy is to set a clear protocol of action and a framework for our responsibilities and legal duties in relation to each child's welfare. The hope is to ensure a reliable and effective response in the event of any concern for a child's welfare, and to support each child and each family.

We aim to put children's needs first at all times. We hope to encourage children to be confident and assertive. We aim to develop a trusting and respectful relationship with the children in our care, so that they know they will be listened to and believed.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise awareness of staff of the need to safeguard children and their responsibilities in identifying and reporting possible abuse.
- To provide systematic means of monitoring children known to be at risk of harm.
- To emphasise the need for good levels of communication between members of staff and between staff and parents/carers.
- To ensure that all staff who have access to children are suitable to do so and have a current Police Clearance Certificate.

- To ensure that all EYFS staff receive regular child protection training as a condition of employment.

Procedures

Karen Hackman is our EYFS Designated Safeguarding Lead (DSL).

All members of our EYFS Team understand of the signs and indicators of abuse.

All members of our EYFS Team know how to respond to a child who discloses abuse.

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

Our procedures are regularly reviewed and up-dated.

All members of the EYFS Team and volunteers in the settings complete Safeguarding Training annually.

All new parents and carers are given a copy of this policy.

Definition of Abuse

There are many different types of abuse. Children can be abused by an adult's direct actions (e.g., beating a child) or because of an adult's inactions (e.g., not feeding or bathing a child), and even by an adult's indirect actions (e.g., domestic violence, addiction, etc).

Children can be abused by adults as well as by other young people or children.

Sometimes a single traumatic event constitutes 'significant harm' to a child; and, sometimes, a build-up of concerns or a series of incidents over time also gives rise to 'significant harm'.

What to do if you are worried a child is being abused:

- Report the incident that you are concerned about to either Karen Hackman (DDSL Early Years) or Claire Scott (DSL) as soon as possible.
- The DDSL/DSL will record the incident, recording only what you have observed.
- The DDSL/DSL should gather any other or further information that could assist the investigation.
- Concerns should be discussed with the child's parents unless there is a concern that this will place the child at greater risk – as may be the case for instances of suspected sexual abuse.

Record Keeping

Whenever there are any concerns that might indicate possible abuse or neglect, reports are recorded on CPOMS. This includes physical presentations on the child's body, change in moods or behaviour, statements or drawings from the child, and any concerns around parental behaviour or non-attendance.

Records should include specific and objective accounts, the date, year and time of the incident, the name, date of birth and address of the child (ren), action taken, who information has been shared with, and a stated opinion or interpretation of the facts.

Domestic Violence

Seeing, hearing or knowing of a parent being abused is traumatic for children and can have long-term damaging emotional and psychological effects. Wherever Domestic Violence is suspected in a home where a child is resident, we will seek the advice of CPAN.

Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated and may feel self-blame.

We recognise that the setting may provide the only stability in the life of a child who is being abused or is at risk from harm.

We accept the behaviour of a child in these circumstances may range from that which is perceived to be normal and may be particularly aggressive or withdrawn.

The EYFS Team will support children and their families by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the setting
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Providing continuing and planned support for a child about whom there are concerns

Confidentiality

St Andrew's School recognises that all information regarding possible or actual abuse within a setting should be kept confidential to the DSL, the senior member of staff at the setting and staff immediately involved with the child. The following points are important:

- The DSL for each setting will disclose any information about an abused child 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.

Supporting Staff

We recognise that staff working in the setting who are involved with a child who has suffered, or may be at risk of harm, may find the situation stressful or upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and seek further support as appropriate.

Allegations

All staff have a legal responsibility to report concerns about professional conduct of colleagues whose behaviour might harm a child, and to ensure that every allegation against a member of staff is given consistent and fair consideration. Working Together to Safeguard Children (2006): 'We all share a responsibility for safeguarding and promoting the welfare of children & young people' (2.2).

All allegations against staff members should be dealt with fairly, quickly and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. Guidance recommends that most allegations should be thoroughly investigated by the local authority within a month. An allegation is information or a concern which suggests that an adult working with children and young people has:

- behaved in a way that has harmed, 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 is unsuitable to work with children.

We understand that a child may make an allegation against a member of staff.

Procedures for reporting abuse

To ensure that the reporting of abuse or the suspicion of abuse is timely and effective, the School will:

- Ensure all staff understand their responsibility to be alert to the signs of abuse and neglect, and to refer any concerns to the DSLs or their deputies
- Keep written records of concerns even where there is no need to act on the matter immediately.
- Provide a systematic means of monitoring pupils known to be, or thought to be, at risk of harm, and contribute to the development of action plans
- Ensure all records are kept separately from the main pupil files, in a locked location and in a password-protected database with appropriately limited access
- Ensure all staff undergo initial safeguarding training on appointment and further training at least annually
- Keep all matters relating to child protection confidential; the Head or DSL will only disclose sensitive information about a pupil to other members of staff on a need-to-know basis
- Ensure all staff are aware that they have a professional responsibility to share information in order to safeguard pupils and that they cannot promise a pupil complete confidentiality
- The School will abide by the law with regard to safeguarding and child protection. If there is a conflict of interest between responsibilities, the School will always act in the best interests of the pupil.

Handling unfounded or unsubstantiated allegations

The child

A child who has been the center of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. The School Counsellor will ensure a professional programme of support. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, making abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help them have as smooth a transition as possible, working closely with the parents or guardians.

The member of staff

A member of staff could be left at the end of a unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun them on the grounds of 'no smoke without fire'. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that they are likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of retraining may be appropriate.

Allegation of abuse of a child who is not a student at the School

If we were given information that suggested a member of staff was abusing a child who was not a student of St Andrew's, Turi, we would immediately pass such information to the school at which the child attends, for them to handle. We would then interview the member of staff and formally advise them of the allegations, making it clear that the school would not play any part in the investigatory process. They would be advised of the possibility of facing suspension, reassignment to other duties etc. in exactly the same way as if the allegation had involved a school student. If the allegation subsequently proved to be unfounded, they would be given full support by the school in resuming their career.

Allegations involving the Head or DSL and SCG

The Chair of Governors should be told at once by the Deputy Head or DSL of any allegation involving the Head. They will obtain legal advice before proceeding to the steps outlined previously. The Head will normally be suspended for the duration of the investigatory process and asked to vacate his school residence, and a Deputy Head would be made acting Head until the conclusion of the investigation and resolution of the issue. The Head should similarly be told at once of any allegation involving the DSL. SCG should normally be informed on the same day, and legal advice obtained. The DSL will normally be suspended for the duration of the investigatory process and asked to vacate his/her school house. The Head should be made acting DSL until the conclusion of the investigation and resolution of the issue.

Prevention

St. Andrew's School recognises that all its settings play a part in the prevention of harm to children. We will foster an ethos of support in all settings by providing children with clear lines of communication that ensure they feel cared for, secure and listened to.

The EYFS Team will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that all children develop a good relationship with their teachers
- Include in the play / curriculum opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help
- Maintain close partnerships with parents and carers

Safer Recruitment

Safer Recruitment accredited training has been undertaken by the DSL and recruitment and selection procedures are in place that help deter, detect, and reject people who might harm children, or are otherwise considered unsuitable to work with them.

We are committed to ensuring that all staff are vetted and subject to Police Clearance Certificates, several followed up references from previous employers.

Early Years Foundation Stage Mobile Phone and Camera Policy

The Early Years Foundation Stage (EYFS) at St Andrew's Turi is committed to ensuring the safeguarding of children in its care at all times. We recognise the importance of mobile phones in school, but are aware that casual or inappropriate use of mobile phones in the school could pose a risk to children. The EYFS statutory framework document April 2017 (page 16 - 3.4) states that there is a requirement to cover the use of mobile phones and cameras in the setting in any policy regarding the safeguarding of children.

This policy applies to all staff, parents, visitors and volunteers within the EYFS, and covers both indoor and outdoor areas. Failure to adhere to this policy may result in disciplinary action.

EYFS Staff personal mobile phones

- EYFS Staff will not carry personal mobile phones while working.
- The EYFS teachers will keep a mobile phone within the learning environment for emergencies (e.g. lockdown procedures).
- EYFS Staff may use their mobile phones during break / lunchtimes in an agreed area not used by children.

EYFS Children

EYFS Children are not allowed to bring mobile phones into school.

Visitors and parents/carers within the EYFS

The school will display a notice advising visitors and parents/carers throughout the school that mobile phones are not to be used in the school. If a visitor or parent/carer is seen using their mobile phone, they will be asked to switch this off. If parents/carers wish to use their phone, they will be advised to use this away from school premises.

Photographic and video images within the EYFS

It is good practice at times to record photographic and video images of pupils, or to allow pupils to record images of each other to assist teaching and learning, or to celebrate achievement.

There is, however, potential for images of children to be misused, in extreme cases for pornographic or grooming purposes. Employees should therefore adhere to the following code:

- only record images when there is a justifiable need;
- ensure that pupils understand the reason for the recording of the images and how the images will be used and stored;
- ensure that a senior colleague is aware of the recordings;
- ensure that all images recorded are available for scrutiny;
- on admission to the school, parents give consent that images and recordings of their children can be used for legitimate
- if a photograph is used, the pupils should not be named without direct parental consent;
- School iPads are the agreed medium for EYFS staff to take photographs on and are stored the teachers, password protected, shared area on the computers.

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Signed: _____

Date: _____