

LCP Policies for EYFS – 1st Edition

Introduction

This first edition of The LCP EYFS Policies for schools/settings comprises the following 54 policies. All policies have been written to reflect the revised 'EYFS Statutory Framework for the Early Years Foundation Stage' (March 2012).

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. These policies embed the principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.'

The LCP EYFS Policies for schools/settings reflect on the effective provision of and prioritise these principles:

- Creative, varied and exciting teaching methods are effective to learning;
- Every child is able to achieve;
- A safe and secure learning environment allow children to develop at a greater potential;
- Every adult within a school/setting believe that all children can succeed and value personal achievement;
- Schools/settings encourage and ensure equal opportunities for every child.

Schools/settings have a range of policies that are either required by statute or are implemented solely for their design in representing good practice. LCP EYFS Policies are flexible in providing schools/settings a secure foundation to work from and with. For example, it may be used to initiate the development of a school's/setting's own policy documents, or it may be used as a point of comparison during a review on an existing document. Equally, a school/setting may expand on a particular policy to better represent and reflect their personal practice.

Overall, these EYFS Policies will benefit each school/setting by saving time as well as ensuring the implementation of policies. However, some of these EYFS policies will not always be fully applicable to all schools/settings. It is advised that schools/settings should use those policies/aspects of the policies which fit closely with their practice and provision and adapt or add to others using these as a starting point.

Safeguarding and Welfare Policy

1 Introduction

The revised EYFS (March 2012) requires all children to be safeguarded through an effective policy and related procedures that are understood and consistently applied.

2 Aims and objectives

The aim of this policy is to help all staff to recognise the importance of working together to implement this policy.

The objective of this policy is to ensure that we, as a team, provide the best possible care and welfare for each child attending our school/setting.

3 Safeguarding and welfare

The staff at our school/setting will consistently work with parents/carers and all those involved with the child to ensure that they are safeguarded and the highest priority given to their welfare and emotional well-being.

3.1 We believe that all children have the right to be supported and enabled in an environment where they are listened to, and in which they are able to develop a positive self image, through opportunities to develop a sense of autonomy and independence.

In order to achieve this we will:

- work with parents/carers to build a shared understanding of our commitment and approach to the safeguarding and welfare of their child.
- promote children's rights by enabling children to have the confidence and the vocabulary to resist inappropriate relationships whilst establishing and sustaining meaningful and satisfying relationships within their own families and with other children and staff at the school/setting.
- work to encourage a positive self image of themselves as a unique child, with confidence in their own abilities and pride in their achievements. To achieve this we will enable their voices to be heard concerning their needs and interests, likes and dislikes, and their abilities to cope with challenge and change.
- promote the key person/adult role by ensuring that staff who are close to the child, including the key person:
 - (i) are sufficiently experienced in "tuning into" children's verbal language and non verbal body language;
 - (ii) recognise a child's right and need to communicate their thoughts and feelings;
 - (iii) are able to act upon their understanding of what the child communicates, as/when required;
 - (iv) promote a layout of the room/s which will allow for constant supervision.
- have a designated Safeguarding and Welfare (S & W) officer who will oversee, support, manage and coordinate child protection matters including building a culture of effective safeguarding and welfare through which all children are protected from harm and abuse.

- ensure that all staff working directly with children are in possession of a current, enhanced CRB check and appropriately well trained on safeguarding issues through regularly updated staff training. We will ensure that all staff have training that enables them to recognise and respond to the signs and signals of possible physical, emotional or sexual abuse and neglect. The designated S & W officer will receive training in line with that recommended by the local safeguarding board.
- liaise/work with other agencies. The setting/school works within the guidelines of the local Safeguarding Children Board guidelines. We will follow the Local Authority (LA) procedures regarding child protection issues, including maintaining a list of names and addresses and phone numbers of social workers to ensure that in the case of an emergency it is easier for the social care team to be contacted and to work closely with the school/setting. We will notify the registration authority Ofsted as required/appropriate of any incident or accident which may affect the well-being of children and where an allegation of abuse is made against a member of staff (where this relates to harm or abuse committed on the setting/school premises or elsewhere).
- where appropriate/necessary, contact the local children's social care team. The designated S & W officer will make or support a referral to the social care team following the procedures provided by our local Safeguarding Children Board. This will be supported by written documentation signed and dated and outlining the cause of concern and any supporting information gathered.

3.2 We believe in building trusting and supportive relationships with parents/carers, families, staff and volunteers but we make it clear prior to the child starting at our school/setting what our roles and responsibilities are in relation to protecting our children.

3.3 Confidential records kept on a child are shared with that child's parents/carers and those who have parental responsibility, but only if this is appropriate under local guidelines.

4 Supporting procedures

4.1 All staff members are required to acknowledge their commitment to and understanding of the setting/school Safeguarding and Welfare policy.

4.2 Volunteers will not work with children at any time without being supervised.

4.3 Information on staff qualifications, identity checks and vetting processes will be recorded, including the CRB enhanced disclosure certificate reference number.

4.4 We will abide by the Safeguarding Vulnerable Groups Act (2006) where the situation arises that any member of staff is either dismissed from our employment or resigns in circumstances that would have otherwise led to dismissal regarding child protection concerns.

4.5 We have effective and robust procedures for recording the details of all visitors to the school/setting and take security steps to ensure that no unauthorised person/s has unsupervised access to children.

4.6 Parents/carers are asked to sign a general permission consent form when their child starts at the school/setting for film or video to be taken for the purposes of recording children's development and their participation in events organised by the setting/school. Parents have access to any records which include visual images of their child.

4.7 Staff are trained to respond promptly and appropriately to all incidents, suspicions or concerns of abuse that come to their attention and work with the statutory agencies in accordance with agreed procedures.

- 4.8** Suspicions of abuse and disclosures are always recorded and shared with the designated S & W officer.
- 4.9** Where a child makes comments to a member of staff, or shows significant changes in behaviour, unexplained bruising, other marks and/or signs of possible abuse or neglect, the staff member will:
- listen to the child;
 - offer reassurance;
 - create a written record that is an objective reflection of the observation or disclosure including: date, time, exact words spoken by child (as far as possible) and the names of any person present at the time.

The designated S & W officer and the headteacher/manager will be informed of the issue at the earliest opportunity and the signed and dated records are kept securely and confidentially in the child's personal file.

- 4.10** Concerns will be discussed with parents/carers to gain their view of event except where it is felt that this may put the child in greater danger. Parents/carers are informed that any discussion with them regarding a concern is logged in their child's confidential, personal file.
- 4.11** If a suspicion of abuse/neglect warrants referral to social care, parents/carers are informed at the same time that the referral is made except where the guidance of the local Safeguarding Children Board does not allow this. This may be where it is believed that the child may be placed in greater danger, for example, if the parents/carers are the likely abuser. In these cases it will be the task of the social worker to inform the parents/carers.
- 4.12** Any complaints about the behaviour or actions of staff or volunteers within the school/setting, which may include an allegation of abuse must follow guidelines in the Compliments, concerns and complaints policy.
- 4.13** Management will always respond promptly to any inappropriate behaviour of staff or other persons working with children, including:
- excessive one-on-one attention beyond the requirements of their usual role;
 - inappropriate sexual comments;
 - inappropriate sharing of images.

All staff will respond to any disclosure by children or staff that abuse has taken place within the school/setting by a member of staff or volunteer.

- 4.14** We make sure that all parents/carers understand that (where it is concluded appropriate by the setting/school management team and the children's social care team) the member of staff or volunteer will be suspended on full pay, for the duration of the investigation.
- 4.15** All suspicions and investigations are kept in confidence and shared only with those who need to know.

5 Monitoring and review

- 5.1** This policy was agreed and implemented on and is due for review on
- 5.2** There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

Signed:

Date: