

# Silver Birch Academy Trust

## EYFS Safeguarding Policy

January 2019



The Silver Birch Academy Trust (SBAT) is the business name of The Silver Birch Academy, a limited company registered in England & Wales  
No. 08107310

4 Burnside Avenue  
Chingford  
London. E4 8YJ

[www.sba.london](http://www.sba.london)  
T: 0208 523 3228  
E: [info@sba.london](mailto:info@sba.london)

# Safeguarding and child protection policy

## Introduction

The Silver Birch Academy Trust EYFS fully recognises the responsibility to have arrangements in place to safeguard and promote the welfare of all children.

Through their day-to-day contact with children and direct work with families, all staff, students and volunteers at the setting have a crucial role to play in noticing indicators of possible abuse or neglect and in referring them to the Designated Safeguarding Lead (DSL) for Child Protection. This policy sets out how the setting complies with statutory responsibilities relating to safeguarding and promoting the welfare of children who attend the setting.

**There are four main elements to our policy:**

- 1. Prevention** through the support offered to children and the creation and maintenance of a whole-setting protective ethos.
- 2. Procedures** for identifying and reporting cases, or suspected cases, of abuse.
- 3. Supporting children**
- 4. Promoting a protective ethos.** Our policy applies to all staff, paid and unpaid, working in the setting, including volunteers. Concerned parents may also contact the setting's Designated Person/s for Child Protection.

## 1. PREVENTION

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

Establish and maintain an ethos where children feel secure, are encouraged to talk, and are actively listened to.

Ensure children know that there are adults in the setting whom they can approach if they are worried or in difficulty.

## 2. PROCEDURES

We will follow London Safeguarding Children Board (LSCB)\* procedures.

**The Designated Safeguarding Lead for Child Protection in the setting are:**

**Whittingham Primary Academy:**

*Helen Smith and Christian Albert*

**Chingford Hall:** *Andrew Davies, Fern Rayner, Lorraine*

*O'Hara*

**Longshaw:** *Amy Fry, Alex Bedwell, Joanne Gibbs*

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\* LSCBs bring together representatives of each of the main agencies and professionals responsible for helping to protect children from abuse and neglect in a given area. The LSCB is a multi-agency forum set up to agree how the different services and professional groups should cooperate to safeguard children in that area, and for making sure that arrangements work effectively to bring about good outcomes for children.

### **The setting will:**

Ensure it has a DSL for Child Protection on site at every session, who has undertaken, as a minimum, the two-day child protection training course.

Ensure this training is updated every three years.

Recognise the importance of the role of the DSL and ensure she/he has the time and training to undertake her/his duties.

Ensure there are contingency arrangements should the DSL not be available (another DSL will be on site).

Ensure that the DSL has access to Social Care at the Local Authority for 'what if' conversations. The Emergency Duty Team (out of hours) is also available.

## **The roles of staff and management**

The setting will ensure every member of staff knows:

The name of the DSL and her/his role.

How to pass on and record concerns about a child.

That they have an individual responsibility for referring child protection concerns to relevant agencies and within the timescales set out in LSCB procedures.

The setting will follow 'safer recruitment' procedures. Training will be provided for all staff from the point of their induction, and the setting will ensure that it is updated every three years at a minimum. Training made available must enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond to these in a timely and appropriate way. These may include:

Significant changes in children's behaviour.

Deterioration in children's general well-being.

Unexplained bruising, marks or signs of 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.

Inappropriate behaviour displayed by other members of staff or other person working with the children.

## **Liaison with other agencies**

The setting will work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance and written reports at child in need and child protection conferences and core groups.

## **Record keeping**

The setting will keep clear, detailed written records of concern about children's welfare using the Log of Concern Form (noting the date, event and action taken). The setting will ensure all records are kept secure and in locked locations. Unless it would place the child at risk of acute harm, parents will be informed that a Log of Concern Form has been completed, where it will be stored and what will happen to it when the child leaves the setting.

When the child about whom there have been child welfare concerns (whether subject to a child protection plan or not) leaves the setting or transfers to school, the child's child welfare file will be transferred to the receiving school or setting using the following protocol:

The file will be marked 'confidential, addressee only' and sent to the Designated Person, if known, of the receiving setting or school. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.

The setting will contact the receiving setting/school by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm as soon as possible that they have received the file. The setting will keep a record that the file has been received in order to be able to identify its location.

Parents will be made aware that child welfare records will be transferred, unless this would place the child at risk of acute harm.

If individual child welfare files cannot be transferred for any reason, the setting will archive them for 25 years from the child's date of birth.

## Confidentiality and information sharing

Staff will ensure confidentiality and that relevant and proportionate information is shared appropriately.

The DSL may disclose any information about a child 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 relevant and proportionate information with other agencies in order to safeguard children.

If a child discloses information that may indicate that they are at risk of abuse or neglect, the staff member must be clear that they cannot promise to keep the information a secret. The staff member should be honest to the child and explain that it will be necessary to tell someone else in order to help them and keep them safe.

## Communication with parents

The setting will:

Undertake appropriate discussion with parents prior to involvement of another agency, unless the circumstances may put the child at further risk of harm. If in any doubt, staff will seek advice from Social Care as required.

Ensure that all parents/carers have an understanding of the responsibility placed on the setting and staff for safeguarding and child protection by ensuring that they receive a copy of this policy when registering their child at the setting.

## 3. SUPPORTING CHILDREN

We recognise that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and trust those around them.

We recognise that some children may adopt inappropriate or abusive behaviours and that these children may be referred on for appropriate support and intervention.

The setting will endeavour to support the child through:

Activities to encourage self-esteem and self-motivation.

An ethos that actively promotes a positive, supportive and secure environment that values people.

A behaviour policy aimed at supporting all children. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self worth. The setting will ensure that the child knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred.

Liaison with other agencies which support the child and family such as Social Care and Early Help Teams.

A commitment to develop partnerships with parents.

Recognition that children living in a home environment where there is domestic abuse/violence, mental ill-health or substance misuse may be vulnerable and in need of support and protection.

Monitoring children's welfare, keeping records and seeking advice or making a referral to other agencies, e.g. Social Care, when necessary.

## **Children with Special Educational Needs and/or Additional Needs**

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Setting staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to signs of abuse.

## **4. PROMOTING A PROTECTIVE ETHOS**

The settings will create an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to. This will be achieved in the following ways:

All staff, including the DSL, are trained regularly to ensure skills and knowledge are up-to-date.

Staff know how to respond to child protection concerns.

Contribution to an inter-agency approach to child protection by working effectively and supportively with other agencies.

Raising children's awareness and actively promoting self-esteem building, so that children have a range of strategies and contacts to ensure their safety.

Using personal safety programmes.

Working with parents to build an understanding of the setting's responsibility to the welfare of the children.

Ensuring the relevant policies are in place, i.e. the use of mobile phones and cameras, behaviour management, intimate care, whistle-blowing, social networking.

Being vigilant to the inappropriate behaviour of staff or adults working with children and ensuring that all staff and volunteers know the allegations procedure and relevant contacts.

Staff acting as positive role models to children and young people.

## **5. WHISTLEBLOWING**

The setting has a separate whistle-blowing policy which aims to help and protect both staff and children by:

Preventing a problem getting worse;

Safeguarding children and young people;

Reducing the potential risks to others.

The earlier a concern is raised, the easier and sooner it is possible for the setting to take action.

The responsibility for expressing concerns about unacceptable practice or behaviour rests with all staff, students and volunteers.

## **6. ALLEGATIONS OF ABUSE AGAINST ADULTS WHO WORK OR VOLUNTEER IN THE SETTING**

If an allegation is made against a staff member or volunteer, the following action will be taken (as per the 'Allegations of Abuse against Adults who Work or Volunteer in a Childcare Setting' flowchart and guidance):

The setting will ensure the immediate safety of the children.

The setting will not start to investigate and will immediately contact the Early Years Named Senior Officer (if the Early Years Named Senior Officer is not contactable, the Local Authority Designated Officer (LADO) should be contacted direct).

The setting will notify Ofsted of a significant incident.

The Early Years Named Senior Officer will notify the LADO, who will decide if it could be a child protection case.

If the LADO decides the matter is a child protection case, external/internal agencies (e.g. police) will be informed by the LADO and the setting will act upon the advice given to ensure that any investigation is not jeopardised.

It may be necessary for the employer to suspend the alleged perpetrator. Suspension is a neutral act to allow a thorough and fair investigation.

If it is agreed that the matter is not a child protection case, the setting will investigate the matter and feed back the outcome of the investigation to the Early Years Named Senior Officer and Ofsted.



## 7. MANAGEMENT CHILD PROTECTION RESPONSIBILITIES

The setting fully recognises their responsibilities with regard to child protection and safeguarding and promoting the welfare of children. They will:

Designate a governor for child protection who will monitor the setting's child protection policy and practice and champion good practice in relation to child protection and safeguarding.

Ensure that this policy is annually reviewed in conjunction with the setting's DSL.

## 8. ADOPTION AND ANNUAL REVIEW OF THE POLICY

This Policy was adopted on:

Signed:

To be reviewed on:



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## Useful contacts:

Early Years Safeguarding Advice Line	01223 729040
Cambridgeshire Direct Contact Centre (Social Care)	0345 045 5203
Early Years Named Senior Officer (Gemma Hope)	01223 714760 or 07876 038762
Local Authority Designated Officer (LADO)	01223 727967
Ofsted	0300 123 1231
Police – non-emergency and Multi Agency Referral Unit (MARU)	101

### DATE

Jan 2018

### REVIEW

Jan 2020





## Lock Down Procedures

A lockdown may be activated in response to situations including:

- An incident or civil disturbance in the local community which poses a risk to the school
- An intruder on the site with the potential to pose a risk to the school
- Local risk of air pollution, such as a smoke plume or gas cloud
- A major fire in the vicinity of the school
- A dangerous dog roaming loose

The following procedures should be followed

Staff are alerted to the activation of the plan by a recognised signal, audible throughout the school.

Pupils who are outside of the school buildings are brought inside as quickly as possible

Those inside the school should remain in their classrooms

All external doors and, as necessary, windows are locked (depending on the circumstances, internal classroom doors may also need to be locked)

Once in lockdown mode, staff should notify the office immediately of any pupils not accounted for (and instigate an immediate search for any who are missing)

Staff should encourage the pupils to keep calm

As appropriate, the school should establish communication with the Emergency Services as soon as possible should be notified via the 'School Emergency' phone number

If necessary, parents should be notified as soon as it is practicable to do so via the school's established communications system

Pupils will not be released to parents during a lockdown

If it is necessary to evacuate the building, the fire alarm will be sounded Staff should await further instructions

It is of vital importance that the Trust's lockdown procedures are familiar to members of the senior leadership team, school administrators, teaching staff and non-teaching staff.

A lockdown drill will be undertaken at least once a year. Depending on their age, pupils will be made aware of the plan.

Parents will be informed that the school has a lockdown plan. A copy is available on the school's website.

The Trust will:

- Conduct a number of table top exercises with the senior management team to test the procedures against various scenarios
- Rehearse lockdown arrangements with all staff and pupils
- Display lockdown drill information in every classroom alongside information relating to fire drills

## **Lockdown Arrangements**

### **Partial Lockdown**

Alert to staff: 'Partial lockdown'

This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

Immediate action:

- All outside activity to cease immediately, pupils and staff return to building. (There need to be a means of communicating the alert to duty staff at break times)
- All staff and pupils remain in building and external doors and windows locked
- Free movement may permitted within the building dependent upon circumstances
- All situations are different, once all staff and pupils are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services. This can then be communicated to staff and pupils.
- 'Partial lockdown' is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.
- In the event of an air pollution issue, air vents should be closed (where possible) as an additional precaution. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

### **Full Lockdown**

Alert to staff: 'Full lockdown'

This signifies an immediate threat to the school and may be an escalation of a partial lockdown.

Immediate action:

- All pupils return to base (classroom, tutor room or other agreed location eg sports/assembly/dining hall)

External doors locked. Classroom doors locked (where a member of staff with key is present). Windows locked, blinds drawn, pupils sit quietly out of sight (eg under desk or around a corner)

Register taken -the office will contact each class in turn for an attendance report  
Staff and pupils remain in lock down until it has been lifted by a senior member of staff / emergency services. At any point during the lockdown, the fire alarm may sound which is a cue to evacuate the building.

During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the central office as this could delay more important communication.

Examples of discreet communication channels will be:

Staff use of internal e-mail which they can access to await further instruction. Access can be made in a variety of means eg laptop, smartphone or tablet

The use of 'Parentmail/Parent Text Services' will be used to communicate instructions via text message.

