

E1: Child Protection and Safeguarding in the EYFS

A copy of this policy is published in the following areas:

The school's intranet

The school's website

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A. Introduction

This policy should be read in conjunction with other School policies, including Behaviour, Anti-Bullying, Staff Recruitment, Pupil Restraint, Lost Pupil Plan, Uncollected Child, Pupil Collection, E-Safety, Whistle Blowing, Complaints, Inclusion and Equality of Opportunity, Confidentiality & Information Sharing, Managing and Administering Medicines, Sick Child and Exclusion of Illness, Accidents and Incidents, Preventing Pupils from Extremism and Radicalisation, Health and Safety, Risk Assessments and Emergency and Fire Evacuation.

The purpose of the Child Protection and Safeguarding Policy is to provide a secure framework for staff and volunteers in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- All our pupils are safe and protected from harm;
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and promoting the welfare of all our pupils. All staff, including temporary, supply and ancillary staff, volunteers and Governors have a full and active part to play in protecting our pupils from harm,

This policy has been developed in accordance with the principles established by the Children Act 1989, the Education Act 2002, the Children Act 2004 and The EYFS safeguarding & Welfare requirements (2014) and in line with government publications and local guidance, including Keeping Children Safe in Education (September 2016) and Working Together to Safeguard Children (March 2015).

The Governing Body of Truro School take seriously its responsibility under Section 157 of the Education Act 2002 to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

This policy develops procedures and good practice within our school, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people including those who are vulnerable. It provides evidence of how this will be implemented within

our school and within multi-agency working arrangements. For the purpose of this policy, 'child' shall refer to those under the age of 16 and 'young person' to those aged 16 – 18. This policy covers all pupils in both the Senior School and the Preparatory School, including those in the Early Years Foundations Stage (EYFS).

We understand that Truro School and its staff form part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is everyone's responsibility and the EYFS at Truro Prep aims to create the safest environment within which every pupil has the opportunity to achieve. We recognise that safeguarding incidents could happen anywhere and that all staff should be alert to possible concerns being raised at Truro Prep. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all EYFS staff make sure their approach is child-centred and consider, at all times, what is in the **best interests** of the child.

The EYFS at Truro Prep school ensures that the needs and best interests of the children are safeguarded and actively promoted by:

Providing a safe learning environment that builds their confidence and self-esteem:

- Where children's physical safety is protected
- Where children can talk and are listened to
- Where children do not experience bullying, harassment, racism or any other form of discrimination
- Where children's medical and health needs are met

Providing a positive and preventative curriculum that teaches and supports young children:

- To make good choices about healthy, safe lifestyles
- To ask for help if their health or wellbeing is threatened, including their emotional wellbeing

Promoting the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance by:

- Encouraging children to know that their views count, to value each other's views and values and to talk about their feelings
- Providing activities that involve turn-taking, sharing and collaboration
- Supporting children to understand their own and others' behaviour and its consequences and to learn to distinguish right from wrong
- Providing activities that involve children in creating rules and codes of behaviour and developing understanding that the rules apply to everyone
- Actively promoting a culture of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community
- Promoting diverse attitudes and challenging stereotypes by providing resources and activities that reflect and value the diversity of children's experiences and challenge gender, cultural and racial stereotyping

Working in partnership with parents and carers:

- Maintaining an honest and open relationship with mothers, fathers and carers
- Involving parents and carers at all stages of a child's care and learning
- Mothers, fathers and carers understand our setting's safeguarding responsibilities and how we will implement them

Working in an inclusive way that helps every child:

- To feel accepted and included
- To develop confidence and self-esteem and fulfil their potential
- To receive an equal service regardless of their needs and circumstances

Working in an integrated way with other agencies that maximises opportunities for:

- Early identification of additional needs, early intervention and prevention
- Speedy intervention based on multi-agency co-operation and use of The Early Help Hub to identify problems at an early stage and to provide purposeful and effective help as soon as possible once they have been identified,
- Common methods of sharing information and assessing need e.g. use of the Family Common Assessment Framework, Information Sharing advice and the Lead Professional role

We understand the importance of sharing information and working together with other professional and the role we play in identifying concerns, sharing information and taking prompt action.

Having up-to-date safeguarding policies, procedures and guidance:

- Based on current national statutory guidance, Cornwall Safeguarding Children Board Child Protection and Safeguarding Procedures and the Early Years Foundation Stage Welfare Requirements (2014)
- Easily accessible by all staff and volunteers
- Understood and used by all staff, students and volunteers
- Providing staff in the EYFS with regular training and safeguarding updates

Maintaining Confidentiality

We maintain appropriate boundaries with confidentiality whilst not keeping any information to ourselves if we believe someone may be at risk of harm. We understand that data protection should not stand in the way of promoting the welfare and safeguarding of our pupils. We keep confidential records on children for at least 3 years.

B. Designated staff with safeguarding responsibilities

1. The Designated Safeguarding Lead (DSL) is Angela Barnett, Pastoral Care Coordinator. Email: ab@truroschoo.com; Tel: 01872 272616.
2. The Deputy Designated Safeguarding Leads (DDSL) are Sarah Patterson Prep School Head. Email: prephead@truroschoo.com; Tel: 01872 272616 and Sarah Hudson, Head of Pre-Prep School. Email: ssh@truroschoo.com; Tel: 01872 272616.
3. The Designated Safeguarding Lead with responsibility for the Early Years Foundation Stage (EYFS) is Sarah Hudson, Head of Pre-Prep School. Email: ssh@truroschoo.com; Tel: 01872 272616.
4. The Designated Teacher for Children in Care is Sarah Patterson, Prep School Head. Email: prephead@truroschoo.com; Tel: 01872 272616.
5. The Governor with responsibility for safeguarding is Robin Kirby. Tel: 01326 340907.

C. Responsibilities of the Governing Body, the school, staff and volunteers

Improving the outcomes for all children and young people underpins all of the development and work within Truro School and Truro Prep School. As a result of our close day to day contact with children, education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse and neglect at an early stage.

All staff working in the EYFS department are prepared to identify children who may benefit from early help as soon as a problem emerges. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment”.

If Early help is needed the designated safeguarding lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate”.

The DSL will ensure that the case will be kept under review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving”.

It is important to note that safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, for example gang activity; preventing radicalisation and religious extremism and school security.

Our schools form a joint community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making them safe and secure. We welcome suggestions and comments contributing to this process.

D. Governing Body Responsibilities

Our governing body has a legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. The Governing body has appointed a Designated Safeguarding Lead (DSL) for both schools who have lead responsibility for dealing with all safeguarding issues in our school. In the absence of the DSL, the schools have a Deputy Designated Safeguarding Lead. The DSLs and Deputy DSLs have undertaken multi-agency child protection training, which is refreshed every two years.

Our Governing Body recognises that for this policy to be effective, it is essential that staff and volunteers have an understanding of what safeguarding is, know that ‘safeguarding is everybody’s responsibility’, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard children, young people and vulnerable adults and how to access further advice, support or services. Truro School and Truro Prep undertake to ensure that the DSL for each setting has sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively. The Annual Safeguarding Assurance Return made to Cornwall and Isles of Scilly Safeguarding Board will enable the work of the DSL in each school to be reviewed on a regular basis.

All members of our Governing Body are given and are required to read the booklet: Keeping Children Safe in Education part 1, published in September 2016 by the DfE. All members of the governing body are required to

sign that they have received and read this document, as well as the Whistleblowing Policy and the Child Protection and Safeguarding Policy. Governors will receive appropriate training following updates to policy or procedure, as a consequence of DfE guidance and legislation.

All members of the governing body will undertake safeguarding training every three years, and the Governor with specific responsibility for safeguarding will undertake additional training at least every two years, to support the Head's in managing allegations against staff and volunteers who work with children and young people and to support the annual review of this policy, in order to keep it updated in line with local and national guidance/legislation. Governors will receive training appropriate to updates from previously undertaken safeguarding and child protecting training, as outlined in this document and in DfE guidance and legislation, usually on an annual basis.

Our Governing Body will undertake an annual review of this policy and for additional policies that are relevant to safeguarding and child protection, and ensure that they are being applied effectively.

E. Designated Safeguarding Lead Responsibilities

We will follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and take account of both national guidance issued by the Department of Education and local guidance

Our Designated Safeguarding Lead is responsible for: Managing referrals, including advising on CloSSCB (Cornwall and Isles of Scilly Safeguarding Children Board) threshold / continuum of need guidance, as required by section 17 of the Children Act 1989:

- through contacting by telephone the Multi Agency Referral Unit (MARU) on 0300 123 1116 as a matter of urgency (and within 24 hours of a child protection referral case being presented to them or their deputy), in order to discuss the child protection concerns of possible abuse or neglect that the designated person has in connection with the child, being prepared to provide the child's details and follow advice and guidance provided by the person handling the call and as in the guidance referred to above;
- providing a written record of any formal referral by fax/post/e-mail to the MARU using the multi-agency referral form within 24 hours;
- ensuring that, where a formal referral has not been agreed other sources of support for the child will be considered, including instigating a Common Assessment Framework (CAF) process, with reference to the Team Around the Child (TAC);
- ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral;
- ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entries to provide a chronology;
- ensuring that an indication of further 'child protection related' record keeping is marked on the pupil's records. Referring all cases of suspected abuse to the local authority children's social care and:
- the designated officer(s) for child protection concerns for all cases which concern a staff member or volunteer
- disclosure and Barring Service for cases where a person is dismissed or left due to risk/harm to a child
- and/or the Police for cases where a crime may have been committed

(a) Liaising with the Head to inform her of issues, especially ongoing enquiries under section 47 of the

Children Act 1989 and police investigations

- (b) Acting as a source of support, advice and expertise to staff and volunteers on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- (c) Attending child protection conferences (or delegating this requirement to another appropriately informed member of staff), family support meetings, core groups, or other multi-agency planning meetings
- (d) Contributing to the Framework for Assessment process, and providing a report for the conference which has been shared with parents
- (e) Ensuring that the Children's Early Help, Psychology & Social Care Service is notified immediately when any pupil subject of a Child Protection Plan is absent without explanation
- (f) Ensuring that all school staff and volunteers are aware of this policy and know how to recognise and refer any concerns
- (g) Receiving appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
 - Have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - Ensure each member of staff and has access to and understands the school's child protection policy and procedures, especially new, part time staff and volunteers where appropriate
 - Be alert to the specific needs of children in need, those with special educational needs and young carers
 - Be able to keep detailed, accurate, secure written records of concerns and referrals
 - Obtain access to resources and attend any relevant or refresher training courses
 - Encourage a culture of listening to children and taking account of their wishes and put in place to protect them
 - Ensuring the school's policies are known and used appropriately
 - Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
 - The school or college may Link with the CloSSCB to make sure staff and volunteers are aware of training opportunities and the latest local policies on safeguarding Where children leave the school, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained
 - Completing, with the Head's, an annual safeguarding audit to the Governing Body in September which details any changes to the policy and procedures, training undertaken by the DSL and by all staff, volunteers and governors, relevant curricular issues, number and type of incidents/cases, and the number of children referred to the Children's Early Help, Psychology & Social Care Services and subject of a Child Protection Plan (anonymised). If this self-assessment highlights any areas for improvement, this will be detailed in an action plan which will be signed off and monitored by the Headmaster(s) to ensure these improvements are implemented Completing, with the Headmasters, a return to the Local Authority and the CloSSCB, who have an auditing role in ensuring the school is meeting its safeguarding

requirements under Section 175/157 of the Education Act 2002

- Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training as recommended by the CloSSCB, or the Safeguarding Children Standards Unit Supporting the Head's in implementing all recommendations applicable to schools and education services arising from Serious Case Reviews
- During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Ensuring all staff are fully informed of safeguarding updates

F. All Staff and Volunteers Responsibilities

All staff, including temporary staff and volunteers, are given and required to read the booklet: Keeping Children Safe in Education part 1, published in September 2016 by the DfE. All staff and volunteers acting on behalf of the school are required to sign that they have received and read this document, as well as the Whistleblowing Policy and the Child Protection and Safeguarding Policy. Staff and volunteers will receive appropriate training following updates to policy or procedure, as a consequence of DfE guidance and legislation.

All members of staff, volunteers and governors will know how to respond to a student who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children. All new staff are required to declare on employment that there is no one in their household who has been cautioned or convicted of any crime that would normally disbar them from working with children. Staff already employed at the school, or for new staff whose circumstances change, should report any instances of a member of their household being cautioned or convicted of a crime that would normally disbar them from working with children.

In the event that a staff member notifies the school that there is a member of their household who has been cautioned or convicted of a crime that would disbar them from working with children, that member of staff may be suspended from duty and asked to remain away from the school site; Ofsted will be informed within 24 hours and the suspension may remain in place until reviewed by Ofsted, who will then decide whether to disbar the member of staff from working with children or allow them to continue to work in the school.

Alongside Keeping Children Safe in Education (part 1, September 2016), the Whistleblowing Policy and the Child Protection and Safeguarding Policy, all staff are required to read and sign a copy of the school's Staff and Volunteer Code of Conduct on induction into their role. Volunteers will also receive these documents and sign to say that they have received and read them, as well as receiving and being talked through the Staff and Volunteer Code of Conduct.

Whilst caring for other people's children, we are in a position of trust and our responsibilities to them must be a priority at all times. The Statutory Framework for the Early Years Foundation Stage (EYFS) Safeguarding and Welfare Requirements (2014) requires every setting to ensure that staff can recognise and respond in a timely and appropriate way to inappropriate behaviour displayed by other members of staff, or any other person working with children e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Staff and volunteers who are worried about the welfare of pupils should initially direct their concerns to the Designated Safeguarding Lead, Angela Barnett (Pastoral Care Coordinator) at the Prep School or Sarah Hudson Deputy Safeguarding lead with responsibility for Early Years. Where appropriate, Children in Need will be referred to social services by either of these Designated Safeguarding Leads or their Deputies in their absence. Children at Risk should be referred to social services immediately, via MARU as detailed within this document.

G. School Responsibilities

As part of our induction programme, all staff, including temporary staff and volunteers in regulated activity, will be issued with Keeping Children Safe in Education part 1, September 2016 as well as the Child Protection and Safeguarding policy, the Whistleblowing policy and the Staff and Volunteer Code of Conduct, as well as identifying who the DSL and Deputy DSL are for the relevant school. The content of these policies are included as part of the initial induction training, which includes reference to the risks of radicalisation and how to identify children and young people at risk.

Training: All members of staff will receive regular and appropriate training in order to develop their understanding of the signs and indicators of abuse and of the school's child protection procedures every three years, in line with CloSSCB guidance. This includes temporary staff and volunteers in regulated activity. Records of training are maintained by the HR Manager and Prep School Administrator.

The DSLs and their Deputies will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wide agenda of safeguarding issues. It will support both the DSL/Deputies to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy.

In the Pre-Prep child protection updates and training is an agenda item in our staff meetings.

Prevention: When services are delivered by a third party, education or otherwise, on the school site our lettings and visitors policies will seek to ensure the suitability of adults working with, and in the presence of, children at any time.

When arranging visiting speakers, the school will ensure that they are suitable and appropriate for the pupils from the perspective of the Prevent guidance. This will usually take the form of checking their organisation or viewing references and testimonials from previous users of that speaker. If appropriate, formal checks will be undertaken.

When an external organisation is in a supervisory role of our pupils away from the school site, written assurances will be gained that these staff have undertaken suitability checks to be in a supervisory role with our pupils.

External providers that will be Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

Where a third party is responsible for running the services there should be clear lines of accountability and written agreements setting out responsibility for carrying out the recruitment and vetting checks of staff and volunteers: paragraph 77, Keeping Children Safe in Education (September 2016)

Esafety: The School is alert to the need to safeguard pupils from potentially harmful and inappropriate material online.

The school's internet provider is the South West Grid for Learning (SWGfL) and both the school and the SWGfL monitor internet use for access to inappropriate material, which includes terrorist or extremist material as required by Prevent. Further details can be found in the eSafety Policy. Online safety is included in relevant lessons and is a part of our PSED/PSHE programme.

Safer recruitment: Our schools operate safer recruitment procedures including making sure that statutory duties to check staff who work with children are complied with, statutory guidance relating to volunteers is followed and recruitment panel members are properly trained. We hold a single central record (SCR) which demonstrates we have carried out the range of checks required by law on our staff and volunteers in regulated activity.

At least one senior member of staff sitting on an interview panel will have undertaken training in safer recruitment.

An enhanced criminal record check is sought for all positions in Regulated Activity as currently defined by the Safeguarding Vulnerable Groups Act 2006 (and as amended by the Protection of Freedoms Act 2012). The Disclosure and Barring Service (formerly the CRB) provides clear guidelines relating to posts that meet the definition of Regulated Activity and that are eligible for an Enhanced Disclosure.

Should we dismiss or remove a member of staff or a volunteer because they have harmed a child, or poses a risk of harm to a child or would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS) on 01325 953 795.

Should a pupil of the school be the subject of an enquiry by the local authority under section 47 of the Children Act 1989, because they are deemed to be suffering significant harm, or at risk of suffering significant harm, the school will cooperate fully with local agencies as required. Such enquiries are often known as 's47 enquiries'.

As a registered setting for EYFS the school undertakes to inform Ofsted of any allegations or serious harm or abuse by any person living, working, or looking after children at the Prep School campus (whether that allegation relates to harm or abuse committed on the campus or elsewhere) or any other abuse which is alleged to have taken place on the campus, and of the action taken in respect of these allegations. This to be done at the earliest opportunity, and at the latest within 14 days.

Contact details are: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD. General helpline: 0300 123 1231.

Children missing from Education: The EYFS has procedures in place to ensure that the destination of any pupil leaving the School is known. Where this information is not ascertained or where there is some uncertainty the School will always inform the local authority so they can follow up appropriately. Likewise, absences from school are always followed up on, and reasons for absence established. The School will report to the Local Authority the name of any pupil who:

- has been taken out of School by their parents and is being educated outside the normal school system (e.g. home education, remote schooling due to illness);
- has ceased to attend the School and her parents have not provided details of her next School;
- is permanently excluded; fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more.

H. Recognition and Categories of Abuse

All staff and volunteers in both schools are vigilant for the signs and symptoms of abuse. DfE advice is available on their website – see [What to do if you're worried a child is being abused: Advice for Practitioners](#) The NSPCC website also provides useful additional information.

If staff and volunteers are concerned about the possible signs or symptoms of abuse, they will raise these with the DSL or Deputy DSL at the earliest convenience.

There are four categories of abuse and detailed definitions and signs and symptoms can be found in Appendix 1.

Physical abuse

Sexual abuse

Emotional abuse

Neglect Under the terms of the School Staffing (England) (amendment) Regulations (2015) and the Education (Independent School Standards) (England) Regulations 2014

Staff and volunteers are aware that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable. It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

Child abuse does not solely take the form of physical or sexual abuse and staff and volunteers are mindful that emotional abuse and neglect can put a child in need, rather than at risk. If unchecked, this may develop into the child being at risk. If the school is worried about the welfare of a child that is not an emergency, social services will be informed by the DSL or Deputy DSL. In matters of an emergency, this will be through social services via MARU, or to the Police via 999 in a situation where the child or young person is at immediate risk of harm.

Seeing, hearing or knowing of a parent being abused is traumatic for children and can have long-term damaging emotional and psychological effects. Staff and volunteers are aware that whatever form it takes, domestic violence and other abuse is rarely a one-off incident, and should instead be seen as a pattern of abusive and controlling behaviour through which the abuser seeks power over their victim. Typically the abuse involves this pattern of aggressive and controlling behaviour, which tends to get worse over time. For further advice staff may contact Cornwall Domestic Abuse 24hr Helpline on 01872 225629.

As outlined in the Anti-Bullying policy, instances of bullying between pupils, or peer against peer, where there is a child protection concern will be investigated with the involvement of the DSL, with advice and support from MARU and other agencies as required. Even where safeguarding is not an issue, the school may draw upon a range of external services to support the pupil.

Although cases of child sexual exploitation, radicalisation, female genital mutilation (FGM), forced marriage and travellers' children have not yet arisen in the EYFS within the Pre-Prep staff remain vigilant to their existence and the DSL and DDSL are kept up to date on these matters. EYFS staff are aware that from October 2015 it became mandatory for any FGM cases to be reported to the police. EYFS staff are also aware that inter agency working and information sharing is vital in identifying and tackling all forms of abuse, and is especially important to identify and prevent child sexual exploitation".

The EYFS Safeguarding and Welfare Requirements (2014) require every setting to ensure that staff can recognise and respond in a timely and appropriate way to inappropriate behaviour displayed by other members of staff, or any other person working with children e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images

Our staff, students and volunteers may become aware of child protection concerns in the course of their work from a number of routes;

- Raised by the child themselves,
- Through direct activity and observation.
- Alleged by others e.g. a member of the public contacting the setting or by a parental complaint.

The concern might relate to:

- a) What is happening (or has happened) to a child outside the setting e.g. in their own family.
- b) What is or may be happening (or happened in the past) to a child in our setting

The concerns may be about the behaviour of a:

- Child, young person or adult in the community (for instance a relative or family friend)
- Peer (for instance another child in our setting)
- Member of staff, student or volunteer from our setting

I. Receiving a Disclosure

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, staff and volunteers will:

- a) stay calm and listen carefully;
- b) reassure the child that s/he has done the right thing in telling you;
- c) not investigate or ask leading questions;
- d) let the child know that s/he will need to tell the DSL;
- e) not promise confidentiality;
- f) inform the DSL as soon as possible; and make a written record of the allegation, disclosure or incident which will be signed, and dated using the school's safeguarding record procedure.
- g) Matters relating to child protection are confidential and the Head's or DSLs will disclose personal information about a pupil to other members of staff on a need to know basis only.
- h) If EYFS staff believe a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. EYFS staff know that anyone can make a referral.

Where referrals are not made by the designated safeguarding lead the designated safeguarding lead will be informed, as soon as possible, that a referral has been made.

J. Managing Allegations Against Staff

We are aware of the possibility of allegations being made against members of staff or volunteers that are working with or may come into contact with children and young people whilst in our school. Such allegations are usually that some kind of abuse has taken place. They can be made by children and young people or other concerned adults.

If an allegation is made against a member of staff or volunteer, the member of staff or volunteer receiving the allegation should follow these procedures:

1. At the Prep School and within the EYFS, the adult receiving the allegation will immediately inform the Headmaster or the DSL. If neither the Head or DSL are present, the Head of Truro School must immediately be informed;
2. The Head, DSL or senior teacher on all such occasions will follow the procedures in the South West Child Protection Procedures, (www.swcpp.org.uk/), and will inform the Local Authority Designated Officer (LADO) - 01872 326536 - within one working day. In cases of serious harm, the police should be informed from the outset, via 999. This includes when a crime is suspected of having been committed;
3. If the allegation concerns the DSL at either the Senior or Prep School, the adult receiving the allegation should contact the Head of the Senior or Prep School as appropriate.
4. If the allegation made concerns the Headmaster of the Prep School, the adult receiving the allegation will immediately inform the Head of Truro School who will consult the LADO as above, without notifying the Headmaster of the Prep School first;
5. If the allegation made concerns the Headmaster of Truro School, the adult receiving the allegation will immediately inform the designated Safeguarding Governor, Dr Robin Kirby, who will consult the LADO as above, without notifying the Head first. Dr Robin Kirby can be contacted at home on 01326 340907; whosoever contacts the LADO (at 2, 3, 4 or 5 above) will discuss the nature of the allegations in order for appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made.

The LADO is there to provide advice when a member of staff or volunteer is alleged to have been involved in a child protection or safeguarding matter, and to coordinate an investigation, if initiated, of a member of staff or volunteer subject to an allegation that proceeds to a formal investigation. They will also advise when an investigation is not required but appropriate measures are put into place as a consequence of the concern being raised.

In all instances, where there is a concern to the immediate welfare of a child or young person or if a crime has been suspected to have, or has, occurred, the police should be informed via 999.

If the concerns, allegations or suspicions relate to a staff member, student or volunteer working in the EYFS department of the Prep School Ofsted will be notified within one working day **03001231231**

The Head will also:

- a) consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- b) contact the parents or carers of the child/young person if advised to do so by the LADO;
- c) consider the rights of the staff member for a fair and equal process of investigation;
- d) ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary. If a member of boarding staff is under investigation and is suspended during this investigation, the school will provide alternative accommodation for the member of staff during the investigation, pending the outcome. Full details of the undertaking of an investigation can be found in the Disciplinary Policy.
- e) act on any decision made in any strategy meeting.

In the event of a member of staff being disciplined or dismissed as a result of the allegations being founded, the Headmasters will:

-advise the Disclosure and Barring Service (DBS) where a member of staff has been disciplined or dismissed, or would have been had they not resigned prior to dismissal;

-undertake to report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose service is no longer used and the DBS referral criteria met;

-make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a referral to the DBS. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a NCTL referral. A prohibition order may be appropriate if any of the following have occurred:

‘unacceptable professional conduct’

‘conduct that may bring the profession into disrepute’

a ‘conviction, at any time, for a relevant offence’.

The setting will keep a clear and comprehensive summary of the case record on the person’s confidential personnel file and give a copy to the individual (once all investigations and disciplinary processes are completed) The record will include details of how the allegation was followed up and resolved, the decisions reached and the action taken

The record will be kept until the person reaches normal retirement age or for ten years if longer. The record will provide accurate information for any future reference and provide clarification if a future Disclosure and Barring Service (DBS) disclosure reveals an allegation that did not result in an allegation or conviction. This should prevent unnecessary re-investigation if the allegation re-surfaces at a later date.

K. Whistleblowing

Staff should be familiar with our Whistleblowing Policy and of how it can be implemented. Staff should feel free to raise concerns about safeguarding procedures in the school, and they have a duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable from a safeguarding perspective. Initial concerns should be raised with the Head’s at either school. If, having raised a safeguarding concern with the Head’s, a member of staff feels that the concern has not been satisfactorily dealt with, the member of staff has the right to raise it in confidence with the Governing Body, via Dr Robin Kirby, details above.

If the concern relates to the EYFS at Truro Prep staff may also approach Ofsted, The whistleblowing hotline is 0300 123 3155 (Monday to Friday from 0800 to 1800), email: whistleblowing@ofsted.gov.uk. Where a staff

member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found at Advice on whistleblowing The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk”.

If, as a consequence of the school’s safeguarding procedures being reviewed and improvements are required, the school will work with external agencies in order to ensure that the needs of the children are being met.

L. Supporting Staff

Our staff and volunteers will be advised on the boundaries of appropriate behaviour and these matters form part of our staff induction, during which staff and volunteers are issued with the Staff and Volunteer Code of Conduct and are talked through the document.

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners will seek medical advice. Any medication must be securely stored, and out of reach of children, at all times.

All staff working in the EYFS have regular opportunity for supervision meetings to discuss concerns regarding children’s development or wellbeing and welfare. These sessions provide opportunities to address issues as they arise and for staff to receive coaching to improve their effectiveness.

Staff have access to support and guidance when required or requested via the HR Manager, the DSLs, Deputy Head in charge of Staff Welfare at the senior school and the Prep School Head. We recognise that staff working in the school who have become involved in the case of a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.

We support such staff by providing an opportunity to discuss their anxieties with the DSL, or another teacher and/or a trade union representative as appropriate. Our designated officers have access to support and appropriate workshops, courses or meetings as organised or recommended by the Cornwall and Isles of Scilly Safeguarding Children Board (CioSSCB), Safeguarding Standards Unit (SSU) or Local Authority (LA).

M. The use of Mobile Phones by Staff in the Early Years Foundation Stage

During teaching time, while on playground duty and during meetings or during any contact with pupils, mobile phones must be switched off or put on ‘silent’ mode. Only in exceptional or emergency circumstances and only, and where possible, following prior discussion with the Head of Pre-Prep, may staff use their own mobile phones during these times.

Staff may use mobile phones when accompanying pupils on trips but only in connection with the trip arrangements (ie contacting school, parents, where necessary or indeed the emergency services). The school will provide a school mobile phone for this purpose, but staff may use their own phones for this purpose by agreement with the Head of Pre-Prep and if they have supplied their contact number to the office.

Staff must not use personal devices for photography in school. All staff, volunteers, students and visitors will be made aware of this policy on arrival.

The inappropriate use of a mobile phone by a staff member (ie to make personal calls or texting) during contact with pupils will be considered as misconduct and could lead to disciplinary proceedings.

Pupils in the Pre-Prep (or indeed within the whole Prep School) are not allowed to have or use mobile phones in their possession at any point during the school day.

Parents are reminded that in cases of emergency the school office remains a vital and appropriate point of contact. Any child found with a phone in their possession will be asked to hand it in to the Head of Pre-Prep until the end of the day.

Contractors who need to use their phones on the Pre-Prep site will be advised where they may do so. They must not use their devices for photography of pupils.

N. The Use of images of children at Truro Prep (including the EYFS)

1. The taking of images (video and stills) by parents, legal guardians or family members at school events, within the school precincts or on trips organised by the school.

Parents, legal guardians and family members may take photographs at school events or when accompanying pupils on school trips. But photographs that contain other children from school are not allowed to be shown or shared on any online public platform or via any public printed materials, and can only be viewed by the family.

Staff will challenge unknown adults on the school site. All visitors should have signed in and no visitor should be taking photographs without the Schools' permission.

The use of cameras in swimming pools and changing rooms is strictly forbidden.

The Schools will organise the taking of photographs at all key events at both Schools and these will then be made available on the Schools' website for parents to access.

2. The taking of images (video and stills) by staff from the Schools within the Schools' campuses or on trips organised by the Schools, for use in the Schools' publications, for the purposes of record keeping, marketing, publicity, or to provide copies for parents.

On the signing of the School Acceptance Form, parents agree to allow the Schools to take photographs of their children and for these images to be used in the Schools' publicity materials and on the Schools' website.

Section 8 (k) of the School Acceptance Form reads: "Parents give consent to the use of photographs of their children in publications (including electronic media) that record school news or promote the school. In the case of electronic media, the School will try to avoid identification by name of pupils that appear in pictures."

The Schools will ensure that the use of these images is appropriate by adhering to the following guidelines:

- No photograph of a pupil under the age of 11 will be released for publication that includes the pupil's full name; first names only will be used, unless prior written consent from the parent has been given.
- No photos taken at the Schools will be sanctioned for use in media image libraries without prior permission from parents.
- Where parents have expressly asked for their children's images not to be used in the media, the Schools will respect this request absolutely.

Staff should not under any circumstances upload photographs of pupils at school events or on trips (and featuring pupils or any identifying feature that could link the image with the school) to any online public platform (such as

Facebook) unless they have been designated to do so. Photographs should be sent to the Marketing Team who will upload the images onto the appropriate platforms.

From time to time the Schools are asked for permission by television companies to film on the Schools' premises. Permission is usually granted where the content is uncontroversial (in the Schools' opinion). This type of filming does not involve any pupils.

Where individual pupils are interviewed for promotional purposes of Truro Prep and Truro School, permission will be sought by the Schools from parents prior to filming.

3. The taking of images at Truro Prep and Truro School by pupils.

Pupils in the EYFS are not allowed to take cameras on trips. At the Prep School, pupils are not permitted to bring their own cameras or any image recording device into school or for use on school trips, unless given permission to do so by a teacher and then only for use in defined schools activities or lessons. Pupils are not permitted to use mobile phones as cameras (mobiles are not permitted within school or on trips).

At the Senior School pupils can bring in and use their phones as cameras only with permission from the leader of the lesson or activity. Pupils are permitted to use their own video recording or motion / sound recording equipment on trips with permission.

At both the Prep and Senior Schools, the use of webcams is allowed, but only within structured lessons or activities and under the direct supervision of a member of staff, using school equipment and through the school network.

The use of cameras in dormitories, changing rooms, swimming pools or bedrooms is strictly forbidden and pupils will be briefed of this in the pre-trip briefing by the member of staff in charge of the trip.

4. The use of cameras, including the use of mobile phones as cameras, by staff members in school.

Staff are not permitted under any circumstances to use mobile phones (with in-built cameras) to take photos or video images in school (or on trips) without the express permission of the headmaster or Head of Pre-Prep.

Where staff want to take photographs or capture video images either in school or whilst on trips, they are encouraged to use one of the school cameras or tablets, whose content can be downloaded immediately after the event into the school network photo archive. PHOTOS EXCHANGE as soon as is possible and then immediately deleted from the original device.

These cameras/ tablets are available in the school office or in the Pre-Prep. Staff should not under any circumstances upload photographs of pupils at school events or on trips (and featuring pupils or any identifying feature that could link the image with the school) to any online public platform (such as Facebook) unless they have been designated to do so. Photographs should be sent to the Marketing Team who will upload the images onto the appropriate platforms.

5. The use of Photo and video footage to support pupil learning

In the EYFS Learning journeys and Summary PowerPoints are treated as personal data as each journey relates to an individual, identifiable child.

- Where possible blanket consent is requested from parent and carers for group images and footage to be included in the learning journeys of other children. Parents and carers are given the opportunity to view any images before they are included in any learning journey and are given the option to restrict their consent.
- Parents and carers are reminded not to share, distribute or display these images containing other children without the relevant permission or consent from their parents. These images are not to be shared via social media.
- Parents are encouraged to contribute information to this learning journey, by including some information and photographs, which show what their child enjoys doing at home.

- Learning journeys should remain on site at all times. If learning journeys are taken off site, this is only with prior agreement with the Head of Pre-Prep.

O. The Use of Physical Restraint

Our policy on physical restraint is compliant with the LA's 'Physical Restraint in Schools' guidance along with guidance from the Department for Education.

We have a procedure in place for recording each significant incident in which a member of staff uses force on a pupil, and for the reporting of these incidents to the pupil's parents as soon as practicable after the incident. Wherever possible such events are also recorded and signed by a witness.

Parents of pupils in the Early Years Foundation Stage will be informed as soon as reasonably practicable and no later than the end of the same day if any form of physical restraint has been used on their child by a member of staff.

A member of staff who has used appropriate physical restraint will have a reasonable defence to any legal action against them, if:

- (a) the purpose of the physical intervention was to avert an immediate danger of injury to any person;
- (b) or an immediate danger to the property of any person ("person" includes the pupil);
- (c) or to prevent the committing of a criminal offence;
- (d) or where a young person's conduct leads to behaviour that prejudices good order and discipline;
- (e) and no more force was used than was reasonably necessary in the circumstances. Staff that are likely to need to use physical intervention are appropriately trained. Physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

P. Personal Care

Pupils in the EYFS at Truro Prep are encouraged to develop a high level of self-care and independence. Providing personal care is a regulated activity and only qualified staff may change or toilet children. Staff encourage pupils to attend to his/her needs wherever possible and safe to do so. Staff will provide supervision and guidance intervening only where necessary. In the event of toileting accidents the child is changed immediately with dignity and in a calm manner. This personal care is provided in an area where the child has privacy and wherever practicable by the child's focus worker or classroom staff. Staff respect the cultural needs of pupils.

Q. Accidents/injuries

If a child develops any health problem or suffers an injury during the time that he/she is in our care we will keep a record and inform the parent upon collection or by phone.

If a child sustains an injury out of our care parents must inform us so that we can log it and both sign and date it.

In an emergency, we have a duty of care to act in loco parentis and will ensure that the child receives necessary emergency police, medical, social care they may needs

R. Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support the children, their families and staff by:

- a) Taking all suspicions and disclosures seriously.
- b) Responding sympathetically to any request from a member of staff for time out to deal with distress or anxiety.
- c) Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- d) Storing records securely.
- e) Offering details of help lines, counselling or other avenues of external support. Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- f) Cooperating fully with relevant statutory agencies.

S. Children with special educational needs and disabilities

Staff working in the EYFS are aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. They will be alert to indicators of possible abuse such as changes in behaviour, mood and or injury and are aware that children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.

T. Safeguarding Guidance and Contacts

- **'Working Together to Safeguard Children', March 2015**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- **'Keeping Children Safe in Education', September 2016**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **Disqualification under the Childcare Act 2006 and Childcare (Disqualification) Regulations 2009**
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- **'What To Do If You Are Worried A Child Is Being Abused', March 2015**
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- **Information Sharing advice for practitioners, March 2015**
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- **The South West Safeguarding and Child Protection Procedure**
<http://www.swcpp.org.uk/>
- **Child Protection and Online Protection Agency**

Appendix 1: Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. The setting will ensure all staff understands their responsibilities in being alert to indicators of abuse and their responsibility for referring any concerns to the Safeguarding and Child Protection designated person using the four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect set out below:

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);

- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Working Together to Safeguard Children 2013

Indicators of abuse and what you might see

It is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the Safeguarding and Child Protection designated person. We are aware that it is our responsibility to report concerns, but that it is not our responsibility to investigate or decide whether a child has been abused. We are aware that this could take a number of forms, for instance:

- A child has an unexplained injury, bruise or mark.
- A child has an injury, bruise or mark and the explanation given for how it was caused is not consistent with the injury.
- There are significant changes in a child's behaviour.
- The child shows signs of significant neglect, including untreated medical conditions.
- The child makes comments that give you cause for concern.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding and Child Protection designated person to decide how to proceed. The setting does not need absolute proof that the child is at risk to make a referral. This is a reference document that you should adapt for your own provision.