THE DIOCESE OF SHEFFIELD ACADEMIES TRUST

EYFS Safeguarding, Welfare & Care Policy

This policy sits alongside the whole school's safeguarding policy.

Policy Statement

We are committed to safeguarding and promoting the welfare of all children. We recognise that children learn best when they feel safe, valued and protected from harm. Safeguarding is everybody's responsibility, and all staff, volunteers and children play an active role in keeping children safe.

This policy applies to the whole setting including EYFS provision, staff, volunteers, external professional and visitors.

The **Early Years Foundation Stage (EYFS) Statutory Framework** sets out the legal welfare requirements that all early years providers **must** follow to ensure children's safety, wellbeing, and development.

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1. Legal and Statutory Framework

This policy is written with reference to:

- EYFS Statutory Framework
- Keeping Children Safe in Education (KCSIE) 2025
- Children Act 1989 & 2004
- Working Together to Safeguard Children
- Prevent Duty Guidance
- Information Sharing Guidance
- Human Rights Act 1998
- Equality Act 2010
- DSAT Attendance Policy
- Food in Schools Policy
- DSAT Health and Safety Policy

2. Key Safeguarding Principles

- The child's welfare is paramount
- All children – regardless of age, disability, gender, race, religion, sexual orientation or background – have the right to equal protection from harm.

- Safeguarding includes child protection, online safety, safer recruitment, health and safety, supervision, emotional wellbeing and early help.
- All staff use professional curiosity, noticing changes in behaviour, emotional presentation, hygiene, or attendance.
- Safeguarding concerns must be acted on immediately.

3. Safeguarding and Child Protection

Schools must:

- Have clear safeguarding policies in line with local procedures, KCSIE 2025, and Working Together.
- Designate a trained DSL available during opening hours.
- Ensure all staff know how to respond to concerns, disclosures, abuse, neglect, and child-on-child harm.
- Maintain secure and confidential safeguarding records.
- Refer concerns to children's social care without delay.
- Support Early Help pathways and work with multi-agency partners.
- Follow safer working practice and the staff code of conduct.
- Never use personal mobile phones or other recording devices when working directly with children.
- Monitor vulnerable pupils and families.

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4. Suitable People

Schools must ensure:

- All staff are suitable to work with children (enhanced DBS check, barred-list check, at least 2 references (verified by phone), full employment history checks – with explanations for gaps, online searches completed).
- Identity, right-to-work and qualifications checked.
- Safer recruitment procedures are applied, with safeguarding-focused interview questions and someone on the panel that is safer recruitment trained.
- Students/volunteers never count in ratios.
- Ongoing suitability checks are completed, including annual declarations.
- Staff receive regular induction and supervision.
- Record all staff on the Single Central Register (SCR).

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5. Staff Qualifications, Training, Support & Skills

You must ensure:

- All EYFS rooms have a member of staff with a full and relevant qualification.
- At least one paediatric first aider (PFA) is in class and available at all times.

- Staff receive:
    - Safeguarding training
    - Safeguarding and child protection policies
    - Prevent Duty awareness
    - Whistleblowing
    - Behaviour management training
    - EYFS routines such as safe eating, toileting, hygiene, intimate care and sleep
    - Supervision training (sight and sound)
- Ongoing professional development is provided.

In line with KCSIE and EYFS, staff are trained to recognise:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child-on-child abuse (including harmful sexual behaviour)
- Domestic abuse
- Online harm
- Grooming
- Radicalisation and extremism
- Fabrication and induced illness
- County lines
- Honour-based abuse (including FGM)

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6. Key Person System

Every child must have a **key person** who:

- Builds relationships with the child and parents.
- Observes, assesses, and supports learning and wellbeing.
- Maintains individual records.
- Ensures the child's needs are met at all times.

Staff understand that changes in behaviour, tiredness, withdrawn behaviours, or distress may indicate safeguarding concerns. We support children through:

- Key personal relationships
- Consistent routines
- Emotional literacy support
- Working with parents and professionals to support mental health and emotional wellbeing

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7. Staff-to-Child Ratios

Statutory minimums:

***3-4 year-olds (FS1)*:**

1:8 with level 3
(For children aged three and over in nursery classes where there is no person with Qualified Teacher Status,
Early Years Professional Status, Early Years Teacher Status no instructor, and no suitably qualified overseas trained teacher, working directly with children:
• There must be at least one member of staff for every eight children.
• At least one member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.
• At least half of all other staff must hold an approved level 2 qualification.

OR

1:13 with a school teacher or EYT/QTS
(At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status)

***Reception Class in Primary Schools (FS2)*:**

- Class sizes follow school staffing structure
- 1:30 with a teacher
- Mixing with nursery-age children requires EYFS ratios for younger children

Students, apprentices, and volunteers are not included in ratios.

This includes at social times, such as lunchtime or playtime.

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8. Safe Supervision

EYFS 2025 emphasises **constant supervision**:

- Children must be within **sight and/or sound** of staff at all times.
- Supervision must be **purposeful, active, and risk-based**.
- Staff must position themselves to observe all children.

This includes:

- Snack and lunchtimes
- Toileting and nappy changing
- Outdoor play
- Transitions

- Sleep and rest time
- Trips and outings

Children must **never** be left unsupervised with staff whose suitability has not been checked.

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9. Managing Children's Behaviour

Schools must:

- Use **positive, consistent behaviour guidance**.
- Never use punishment, humiliation, or physical force.
- Have a named behaviour lead.
- Ensure behaviour expectations are developmentally appropriate.

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10. Child Health

Schools must promote health through:

- Healthy eating
- Physical activity
- Good hygiene
- Adequate rest and sleep
- Oral health education (statutory EYFS requirement)

They must:

- Not administer medication without parental consent.
- Maintain medication plans for individual children.
- Follow food safety and allergy procedures.

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11. Safe Eating & Mealtime Requirements

- Children must **sit down while eating and drinking**.
- Staff must **sit with children** during meals/snacks, modelling safe eating and social interaction.
- Choking risks must be reduced through adequate food preparation (e.g., quartered grapes) see food & drink/safe eating policy.
- Safer eating protocols must be in place for children with SEND or dietary needs.

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12. Safe Sleeping Procedures

The setting follows current safer sleep guidance to reduce the risk of Sudden Infant Death Syndrome (SIDS).

Monitoring and Supervision:

• Sleeping children remain within sight and/or hearing of staff at all times.
• Children are physically checked on regularly.
• Checks include breathing, colour and temperature.

13. Managing Illness & Accidents

Settings must:

- Maintain an up-to-date **first aid policy**.
- Record accidents and injuries.
- Inform parents the same day of any accident, injury, or first aid given.
- Take action where injuries raise safeguarding concerns.
- Report serious accidents to Ofsted/RIDDOR.
- Appropriate first aiders are always present – at least one paediatric first aider

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14. Intimate Care, Nappy Changing & Toileting

EYFS requires:

- Carried out by vetted, trained staff.
- Dignity and privacy for the child.
- Hygiene procedures (gloves, washing hands, disposal).
- Staff to follow safeguarding steps if unusual marks or bruising are seen.
- Written records of toileting/nappy changes.
- Two adults nearby and within sight/sound for safety.
- Intimate care policy reviewed annually.
- Parents complete intimate care forms, which are regularly reviewed (see intimate care policy).

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15. Premises, Environment & Equipment

The environment must be:

- Safe and secure
- Clean and hygienic
- Well maintained
- Adequately lit, heated, and ventilated

- Suitable for age and stage of development
- Risk assessed daily
- Play equipment annual inspection
- Construction area has appropriately weighted building materials

Children are protected from choking hazards through the careful selection, supervision and maintenance of age appropriate toys and resources. All toys and equipment used within the setting comply with the requirements of the **Toy (Safety) Regulations 2011** and the **General Product Safety Regulations 2005**, ensuring they meet recognised safety standards. Wherever possible, toys display recognised safety marks such as the **CE Marking** or the **UKCA Marking**, and may also carry the **British Standards Kitemark**, indicating compliance with relevant safety standards. Staff regularly check resources to ensure they are clean, intact and free from small detachable parts that could present a choking risk. Particular care is taken with items containing **Button batteries**, which are kept securely enclosed within products and never accessible to children due to the serious risk they pose if swallowed. Damaged toys or those considered unsafe are removed immediately, and children are always supervised during play to reduce the risk of choking or injury.

Schools must prevent unauthorised access and ensure safe storage of hazardous substances.

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16. Risk Assessment

Risk assessments are required for:

- Activities
- Environments
- Sleep routines
- Meal/snack times
- Outings
- Use of large play equipment
- Changing

Risk assessments must be **dynamic, recorded, and reviewed** regularly, and undertaken for indoors and outdoors.

Daily checklists are undertaken to ensure the environment is safe.

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17. Outings

Schools must ensure:

- Written permission from parents
- Adequate supervision, often above minimum ratios
- Emergency contact details taken

- Robust risk assessments completed and followed
- First aid kit and any pupil medications are taken on outings

Children must remain within **constant sight and sound** at all times.

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18. Information & Records

The setting must maintain, update, and securely store:

- Child details and emergency contacts
- Attendance records
- Safeguarding records, chronologies for each child with concerns
- Records of disclosures, referrals and actions
- Early help assessments
- Records are transferred when a child moves setting
- Accident and incident logs
- Medication and health plans
- Staff training and suitability records

At least **two emergency contacts** per child are required.

All records are kept securely and confidentially, in line with GDPR and data protection laws.

19. Online Safety

We recognises that safeguarding includes protecting children from inappropriate online content and risks. We are committed to ensuring that all digital devices and internet access used within the setting are safe and secure.

We have appropriate filtering systems in place to block access to harmful, inappropriate, or unsuitable content. These systems are regularly reviewed to ensure they remain effective and age-appropriate for Early Years children.

Monitoring systems are in place to oversee the use of technology by both staff and children. Internet activity may be monitored to ensure compliance with our safeguarding and acceptable use policies. Any concerns identified through monitoring will be reported immediately to the Designated Safeguarding Lead (DSL) and managed in line with safeguarding procedures.

Children’s access to technology is always supervised by a member of staff. Devices are used for planned, educational purposes only. Staff receive regular training to ensure they understand online safety risks and their responsibilities in maintaining a safe digital environment.

We work in partnership with parents to promote online safety and share guidance on keeping children safe when using technology at home.

Although young children may not use digital devices unsupervised, the setting protects them by:

- Preventing unsupervised access to the internet
- Staff do not use personal devices for work
- Secure storage of photos and data
- Parental consent for images
- Continual Filtering and monitoring

20. Parental Engagement

Providers must keep parents informed about:

- Learning
- Progress
- Accidents
- Illness
- Safeguarding concerns (unless this increases risk)

Partnership with parents is essential for safeguarding. We recognise early intervention prevents escalation. Staff raise concerns early so the DSL can:

- Provide targeted in-setting support
- Speak with parents
- Refer to Early Help or family support agencies

Safeguarding referrals may be made with or without parent consent where necessary.

22. Information Sharing

We share information:

- When it is the child's best interests
- To protect a child from harm
- With relevant professionals and agencies

Information is shared securely and proportionately.

23. Complaints Procedure

All EYFS providers must have:

- A written complaints procedure
- Clear response timelines
- Records of all complaints
- Information available to parents

Complaints involving safeguarding must follow statutory referral routes.

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24. Allegations Against Staff or Volunteers

Concerns are reported to:

- The DSL
- If the concern is about the DSL, this can be made to Nevine Towers, Strategic Safeguarding Lead, or Alison Bradley, Director of People and Culture – part of the DSAT Central Team
- The Local Authority Designated Officer (LADO)

Low-level concerns are recorded and monitored.

25. Whistleblowing

Staff must report concerns about unsafe practice or culture. We follow:

- The school's Whistleblowing Policy
- LA or NSPCC Whistleblowing services

No one will suffer any detriment for raising genuine concerns.

26. Monitoring and Reviews

This policy is:

- Reviewed annually, or sooner if guidance changes
- Shared with all staff
- Part of the staff induction
- Evaluated following an incidents or inspections