

## A One-Minute Guide to developing a Safeguarding and Child Protection Policy.

*The requirements for all Early Years providers to have a safeguarding policy is clearly outlined within the EYFS for group and school-based providers which states:*

*3.5 Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.*

*3.6 Safeguarding policies must include:*

- *The action to be taken when there are safeguarding concerns about a child.*
- *The action to be taken in the event of an allegation being made against the member of staff.*
- *How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.*

An effective **safeguarding policy** encompasses several crucial elements to ensure the safety and well-being of individuals. In line with the requirements of the EYFS here are the key components that should be included within your settings policy.

### Writing your policy

Components	Explanation	Group and School based settings EYFS Links
<b>Clear Statement of Intent:</b>	The policy should begin with a concise and unequivocal statement that outlines the organisation's commitment to safeguarding. It sets the tone for the entire policy. Within the aims of your policy, you should set out how you will meet your commitment to keeping children safe.	3.1, 3.2, 3.3, 3.5, 3.6
<b>Definitions.</b>	Clearly define terms related to safeguarding and child protection this should include different types of abuse and neglect, including wider safeguarding forms of abuse and safeguarding issues such as exploitation, online safety, Prevent and domestic abuse. You may also wish to clarify what is policy and what is a procedure.	3.5, 3.6, 3.7, 3.24
<b>Roles and Responsibilities.</b>	Detail the roles and responsibilities of different individuals within the organisation. This includes the Designated Safeguarding Lead, staff members, and volunteers. Everyone should understand their obligations and how to report concerns. Specify the scope of the policy including who it applies to (e.g., employees, volunteers, and parents).	3.4, 3.7, 3.8, 3.24, 3.25, 3.29
<b>Responding to Concerns.</b>	Describe the process for responding to safeguarding concerns. This includes immediate actions to protect the individual, who in your organisation leads on safeguarding concerns (this should be the DSL), conducting investigations (if the concern is about a staff member or volunteer), involving relevant authorities (e.g., police, social services, LADO, Children and Families Front Door). Your policy also needs to be in line with Warwickshire's policies and procedures.	3.6, 3.7, 3.8, 3.13, 3.15, 3.17, 3.63, 3.72
<b>Reporting Procedures.</b>	Clearly outline the steps for reporting safeguarding concerns. Specify how to report incidents, who to contact, and the confidentiality protocols. Encourage a culture of openness, trust, and transparency.	3.6, 3.7, 3.8, 3.20, 3.24
<b>Record Keeping.</b>	Stress the importance of accurate and confidential record keeping. Document incidents, actions taken, and outcomes. Records are essential for accountability and learning.  Records need to be kept regarding medicines, recruitment, complaints made, staff and children's personal details and information. Use section 3 of the EYFS 2024 to ensure you include all areas where record keeping applies.	3.14, 3.15, 3.53, 3.54, 3.76, 3.77, 3.78, 3.79, 3.80, 3.81, 3.86, 3.83, 3.86
<b>Training.</b>	Regularly train staff and volunteers on your safeguarding policies and procedures. Ensure they recognise signs of abuse, understand their reporting responsibilities, and know how to respond appropriately.	3.24, 3.26, 3.27, 3.28
<b>Partnerships working.</b>	Highlight the need for collaboration with external agencies, such as social services, law enforcement, and healthcare providers. Effective safeguarding often involves multi-agency cooperation.	3.4, 3.5, 3.7, 3.8
<b>Relationship to other policies and procedures.</b>	Your safeguarding policy will include many aspects of safeguarding including, Prevent, British Values, Safer Recruitment, Supervision, PFA, staff code of conduct and SEND. <b>(Please use section 3 in its entirety to ensure you include all aspects of the safeguarding and welfare requirements with the EYFS 2024)</b>	3.5, 3.6, 3.9, 3.13, 3.14, 3.22, 3.21, 3.27, 3.29, 3.61, 3.64, 3.76

**Remember, an effective safeguarding policy is not static; it evolves to adapt to new challenges, guidance, and emerging risks. You must prioritise the safety and well-being of all individuals within your establishment and review your policy regularly.**

## Developing a secure understanding of Safeguarding policies and procedures and promoting safeguarding awareness in your Early Years Provision

Effective strategies to promoting safeguarding awareness amongst staff and maintain a safe and supportive environment include:

Components	Explanation
<b>Training</b>	Conduct regular <b>safeguarding training sessions</b> for all staff members. These sessions should cover topics such as recognising signs of abuse, reporting procedures, and confidentiality. Use real-life scenarios to enhance understanding. The Safeguarding Awareness training resources produced by Warwickshire Early Years Team can be used to support with this along with <a href="#">7 minute briefings</a> and <a href="#">one minute guides</a>
<b>Induction</b>	Introduce safeguarding as part of your <b>employee induction process</b> . New staff members should understand your policies and their responsibilities <b>before</b> they commence their employment.
<b>Policy Communication</b>	Ensure that your <b>safeguarding policy</b> is accessible to all staff. Distribute it electronically or in print, and make sure everyone has read it and understands it thoroughly.
<b>Designated Safeguarding Lead (DSL)</b>	Appoint a trained <b>DSL / Deputy DSL</b> who is knowledgeable about safeguarding. This person should be a point of contact for staff, providing guidance, answering questions, and handling concerns. Ensure your DSL/ Deputy DSL keeps their knowledge up to date through accessing DSL Update training and DSL Network meetings.
<b>Regular Reminders and questioning</b>	Send out <b>regular reminders</b> via email, posters, or staff meetings. Highlight key points from the safeguarding policy and emphasise reporting channels and procedures. Use hot spot questioning and staff quizzes to gain an insight into staffs understanding of policies and procedures. Shape training and meetings to address any gaps in knowledge which arise through questioning.
<b>Safeguarding Scenarios and lesson learnt briefings</b>	Share <b>safeguarding</b> scenarios and discuss how staff should respond in different situations. Encourage an open discussion. Share safeguarding scenarios and discuss with staff how they should respond in different situations. Share lesson learnt briefings, discuss the lessons which can be learnt from these and review practise and provision in relation to these discussions. <a href="#">Safeguarding Warwickshire Lessons-learnt-briefings</a>
<b>Role-Specific Training</b>	Tailor the training you provide for specific roles. For example, assistants, volunteers, and administrative staff may have different safeguarding responsibilities. In addition, consider medical conditions and individual care plans.
<b>Collaboration with External Agencies.</b>	Invite representatives from <b>Local Authorities</b> , Police, or child protection agencies to provide training or workshops. Their expertise adds credibility and demonstrates developing effective practice.
<b>Promote a Culture of Vigilance.</b>	Encourage staff to be <b>observant and vigilant</b> . If something seems not right, they should report it promptly. Trust your instincts and follow procedures, make it clear we all have a duty of care to safeguard children, children's welfare is our collective responsibility
<b>Incorporate Safeguarding within supervision meetings and Appraisals.</b>	Include safeguarding as a <b>discussion point within supervision meetings</b> and as a <b>performance evaluation criterion within appraisal</b> . Encourage an open dialogue and confidentiality during supervision meetings so staff can share and discuss any concerns they hold. Recognise staff's roles and responsibilities within their supervisions.

***Remember, safeguarding is everyone's responsibility.***

Here are some valuable resources for staff to enhance their understanding of safeguarding:

[Early years foundation stage \(EYFS\) statutory framework](#)

[Warwickshire safeguarding website](#)

[NSPCC Resources:](#)

[Safeguarding network.](#)

[Safe in Warwickshire](#)

['Safeguarding children and protecting professionals in early years settings: online safety considerations'](#)