



British School of Tenerife

Early Years Foundation Stage (EYFS) Safeguarding and Child Protection Policy

Academic Year: 2026–2027

Date of Policy: September 2026

Review Date: September 2027

Responsible Lead: Early Years Lead-Jenni Garnett

Designated Safeguarding Leads: Samantha Horsley-Lloyd and Kim Langdon

Deputy Designated Safeguarding Leads: Anita Pestaña (Secondary) and Soraya Williams (Primary)

1. Purpose of this Policy

At the British School of Tenerife (BST), safeguarding and promoting the welfare of children is everyone's responsibility.

This policy sets out the specific safeguarding arrangements for children aged **18 months to 5 years** within the Early Years Foundation Stage (EYFS), including Playgroup/Toddlers, Nursery and Reception.

This policy should be read alongside the school's **Child Protection and Safeguarding Policy (March 2026–March 2027)**. It does not replace the whole-school safeguarding policy. Instead, it explains how the school's safeguarding arrangements are applied in the EYFS and brings together the EYFS-specific policies and procedures that support children's safety and welfare.

The EYFS team recognises that young children may not always be able to explain that something is wrong. Safeguarding therefore includes observing children's behaviour, communication, play, relationships, emotional wellbeing and physical presentation, as well as listening carefully to what children say.

The welfare of the child is always the first priority.

2. Legislation, Guidance and Frameworks

BST will have regard to the current safeguarding and child protection requirements relevant to the school and EYFS.

This policy should be read alongside:

- The current **EYFS Statutory Framework for group and school-based providers**
- **Keeping Children Safe in Education 2026**
- **Working Together to Safeguard Children**
- Relevant Spanish legislation concerning the protection and welfare of children
- Spanish safeguarding and child protection procedures
- The school's current **Child Protection and Safeguarding Policy**
- The school's Staff Code of Conduct
- The school's safer recruitment procedures
- The school's Behaviour Policy
- The school's E-Safety/Online Safety Policy
- The school's Whistleblowing Policy
- Other relevant school and EYFS policies listed in Section 20 of this policy

The current EYFS framework sets the standards providers must meet to ensure children are kept healthy and safe. The strengthened safeguarding requirements applying from 1 September 2026 are reflected in this policy.

The school's current whole-school safeguarding policy identifies Samantha Horsley-Lloyd and Kim Langdon as the Designated Safeguarding Leads (DSLs), with Anita Pestaña and Soraya Williams as Deputy Designated Safeguarding Leads (DDSLs). Jenni Garnett, Early Years Lead, is also part of the Early Years safeguarding team and works closely with the DSLs to ensure safeguarding procedures are followed within the Early Years setting.

3. Our Safeguarding Principles

At BST EYFS:

1. The welfare of the child is paramount.
2. Safeguarding is everyone's responsibility.
3. Every child has the right to feel safe, valued, respected and listened to.
4. All concerns about a child's safety or welfare must be taken seriously.
5. Staff must act promptly when they have a concern.
6. Staff must never assume that someone else will report a concern.
7. Children must be protected from abuse, neglect, exploitation and harm.
8. Safeguarding includes protecting children's physical and emotional wellbeing.
9. Safeguarding is embedded in everyday EYFS practice.
10. Staff must maintain professional boundaries at all times.
11. Information about safeguarding concerns must be handled confidentially and shared appropriately.
12. Staff must be supported to understand their safeguarding responsibilities and know how to report concerns.

4. Safeguarding Leadership in EYFS

The whole-school Designated Safeguarding Leads have lead responsibility for safeguarding and child protection across BST.

Designated Safeguarding Leads

Samantha Horsley-Lloyd
Kim Langdon

Deputy Designated Safeguarding Leads

Jenni Garnett-Early Years
Anita Pestaña – Secondary
Soraya Williams – Primary

The DDSLs are trained to the same level as the DSLs and provide safeguarding cover when a DSL is unavailable.

The whole-school policy gives the DSLs responsibility for:

- managing safeguarding referrals;
- supporting staff;
- maintaining safeguarding knowledge and training;
- working with external agencies;
- participating in inter-agency meetings;
- overseeing safeguarding records;
- transferring child protection files;
- keeping safeguarding policies under review;
- ensuring staff are aware of current safeguarding arrangements.

The current whole-school policy states that the DSLs receive regular updates and training, including Prevent awareness training.

EYFS Lead

The Early Years Lead has day-to-day responsibility for ensuring that EYFS safeguarding procedures are understood and followed within the EYFS team.

The EYFS Lead will:

- promote a strong safeguarding culture within EYFS;
- ensure staff know who the DSLs and DDSLs are;
- ensure EYFS safeguarding procedures are followed;
- support staff when concerns arise;
- ensure concerns are reported promptly to the DSL/DDSL;
- monitor the implementation of EYFS safeguarding procedures;
- ensure EYFS policies remain current;
- identify safeguarding training needs within EYFS;
- work closely with the DSLs;
- ensure safeguarding information is shared appropriately;
- support staff with professional conduct and safer working practices.

The EYFS Lead does **not replace the DSL** and does not take responsibility for decisions that belong to the school's designated safeguarding team.

5. Key Person System

Every EYFS child will have a named key person in accordance with the EYFS requirements.

The key person will:

- build a positive and secure relationship with the child;
- know the child well;
- understand the child's normal behaviour and communication;
- notice changes in behaviour, mood or presentation;
- communicate appropriately with parents/carers;
- contribute to safeguarding and wellbeing observations;
- report concerns promptly to the DSL/EYFS Lead;
- support transitions and changes in the child's circumstances.

Safeguarding information will always be shared with the DSL when there is a concern.

6. Creating a Safe EYFS Environment

Safeguarding is embedded throughout the daily routine.

Staff will maintain appropriate supervision during:

- arrival;
- collection;
- indoor play;
- outdoor play;
- free-flow activities;
- transitions;
- toileting;
- nappy changing;
- personal care;
- snack;
- lunch;
- sleep/rest;
- trips and outings;
- movement between EYFS areas.

Staff will position themselves appropriately so that children are supervised while still being given opportunities for independence, exploration and learning.

Staff must remain alert to:

- unusual changes in behaviour;

- injuries or unexplained marks;
- changes in communication;
- changes in eating or sleeping;
- withdrawal or unusual anxiety;
- sexualised behaviour that is not developmentally appropriate;
- aggressive or distressed behaviour;
- regression;
- changes in relationships;
- comments made during play;
- signs that a child may be experiencing difficulties at home.

7. Supervision and Staffing

Children must be appropriately supervised at all times.

Staffing arrangements must take account of:

- children's ages;
- numbers of children;
- children's individual needs;
- additional needs;
- activities being undertaken;
- the environment;
- staff experience and qualifications;
- staff absences;
- staff breaks;
- outdoor activities;
- trips and transitions.

EYFS staff must follow the school's current requirements relating to staffing and supervision.

A child must never be left without appropriate adult supervision.

Where a member of staff leaves an area, responsibility for the children must be clearly handed over to another member of staff.

Staff must not leave children unattended in order to complete administrative tasks, use their personal phone or undertake non-essential activities.

8. Arrival, Handover and Collection

Safeguarding begins when children arrive at school and continues until they are safely handed over at the end of the day.

Staff must:

- know which children are expected;

- be alert to unexplained injuries or changes in presentation;
- follow the school's collection procedures;
- only release children to authorised adults;
- follow agreed arrangements where another adult is collecting;
- report concerns about collection arrangements to the DSL/EYFS Lead;
- follow the procedure if a parent/carer is late collecting;
- follow the missing child procedure where necessary.

Children must be handed over safely and securely.

Related policy:

EYFS Drop-Off and Collection Policy/Procedure

EYFS Collection Policy/Procedure

9. Attendance and Children Missing from Education

Attendance and absence can be safeguarding matters.

Staff should report:

- unexplained absence;
- repeated absence;
- unusual patterns of absence;
- significant changes in attendance;
- concerns about a child's home circumstances;
- concerns involving vulnerable children.

The school's attendance and safeguarding procedures must be followed.

The DSL will consider whether absence may indicate:

- neglect;
- abuse;
- exploitation;
- family difficulties;
- domestic abuse;
- mental health concerns;
- other safeguarding risks.

10. Recognising Abuse and Neglect

EYFS staff must be able to recognise the main categories of abuse:

- physical abuse;
- emotional abuse;

- sexual abuse;
- neglect.

Staff should also be aware of safeguarding risks including:

- domestic abuse;
- child sexual exploitation;
- child criminal exploitation;
- county lines;
- trafficking and modern slavery;
- radicalisation and extremism;
- female genital mutilation;
- forced marriage;
- honour-based abuse;
- online abuse;
- child-on-child abuse;
- bullying;
- serious violence.

Staff must remember that abuse may not always present as a clear physical injury.

A child's behaviour, play, communication or emotional presentation may provide important information.

The whole-school Safeguarding Policy contains detailed information about recognising abuse and indicators of abuse.

11. Responding to a Disclosure or Concern

If a child tells an adult something that causes concern, staff should:

1. Listen calmly.
2. Take the child seriously.
3. Allow the child to speak.
4. Do not promise confidentiality.
5. Do not ask leading questions.
6. Do not investigate the concern themselves.
7. Reassure the child that they have done the right thing by telling an adult.
8. Record the concern as soon as possible.
9. Report it immediately to the DSL/DDSL.

Staff should use the child's own words wherever possible when recording what has been said.

If a child is in immediate danger, staff must act immediately and seek appropriate emergency help.

12. Recording Safeguarding Concerns

All safeguarding concerns must be recorded clearly and promptly.

Records should include:

- date;
- time;
- child's name;
- factual description of the concern;
- what the child said, using their words where possible;
- observations;
- action taken;
- who was informed;
- date/time of referral;
- outcome or follow-up where known;
- name/signature of the person making the record.

Records must be factual and professional.

Staff should not include personal opinions or assumptions.

Safeguarding records must be stored securely and separately from the child's general educational records.

The DSL is responsible for ensuring safeguarding records are managed appropriately.

13. Confidentiality and Information Sharing

Safeguarding information must be treated confidentially.

However, confidentiality does not mean that information should be withheld when sharing is necessary to protect a child.

Information will only be shared with those who need to know and in accordance with safeguarding and data protection requirements.

Parents/carers will not automatically be informed of a safeguarding concern if doing so could:

- place the child at greater risk;
- compromise an investigation;
- place another person at risk;
- interfere with appropriate safeguarding action.

The DSL will make decisions about information sharing in accordance with the school's safeguarding procedures and applicable law.

14. Child Protection Records and Transfer

When a child moves to another school or setting, safeguarding information must be transferred securely and appropriately.

Where a child has a child protection file:

- it must be kept separately from the main educational file;
- the DSL will ensure the information is transferred securely;
- the transfer should be recorded;
- information should be shared with the receiving setting where necessary to safeguard the child.

The current whole-school policy specifically gives the DSL responsibility for transferring child protection files.

15. Children with SEND and Other Vulnerabilities

Children with SEND may be more vulnerable to safeguarding risks because of communication difficulties, dependency on adults or difficulty explaining what has happened.

Staff must:

- adapt communication appropriately;
- listen carefully to non-verbal communication;
- consider changes in behaviour;
- ensure children have appropriate ways to communicate concerns;
- never assume that challenging behaviour is simply related to a child's additional needs;
- report concerns promptly.

Additional consideration should be given to children who:

- have SEND;
- are learning English or other languages;
- are new to the school;
- have experienced significant family changes;
- are looked after or previously looked after;
- have a social worker;
- experience domestic abuse;
- may be experiencing neglect;
- have experienced trauma.

16. Early Help

The school recognises that not every safeguarding concern requires a child protection referral.

Where appropriate, the school may work with parents/carers and relevant external professionals to provide early support.

Early Help may be appropriate where a child or family is experiencing:

- difficulties at home;
- emotional or behavioural difficulties;
- attendance concerns;
- family separation;
- domestic difficulties;
- housing or financial difficulties;
- parental difficulties;
- other circumstances affecting the child's wellbeing.

The DSL will coordinate with appropriate professionals and services.

Because BST is located in Tenerife, the school's local Spanish safeguarding and family-support arrangements will be followed.

17. Allegations Against Staff and Other Adults

All allegations against staff, volunteers, contractors, supply staff or other adults working with children must be taken seriously.

Concerns may include allegations that an adult:

- has harmed a child;
- may have committed a criminal offence against a child;
- has behaved in a way that may pose a risk to children;
- has breached professional boundaries;
- has behaved inappropriately towards a child.

Staff must report concerns immediately through the school's safeguarding procedures.

Staff must not investigate allegations themselves.

The school's whole-school Safeguarding Policy and Staff Code of Conduct must be followed.

Where an allegation requires referral to an external safeguarding authority, the DSL will follow the appropriate Spanish/local safeguarding procedure.

18. Low-Level Concerns and Whistleblowing

Staff must report concerns about colleagues even where the concern does not appear to meet the threshold for an allegation.

Low-level concerns may include behaviour that:

- is inconsistent with the Staff Code of Conduct;
- does not meet expected professional standards;
- crosses professional boundaries;
- causes discomfort or concern.

The school will respond to low-level concerns appropriately and keep records where required.

Staff may also use the school's Whistleblowing Policy if they believe safeguarding concerns are not being dealt with appropriately.

Staff must never be discouraged from raising a safeguarding concern.

19. Child-on-Child Abuse

Children can cause harm to other children.

Staff must take all concerns seriously.

This may include:

- bullying;
- physical aggression;
- harmful sexual behaviour;
- sexual harassment;
- inappropriate sexualised behaviour;
- intimidation;
- discriminatory behaviour;
- online abuse;
- sharing inappropriate images.

Staff must not dismiss behaviour as:

- “just children playing”;
- “normal behaviour”;
- “just a joke”.

The age and developmental stage of children must always be considered.

All concerns must be reported to the DSL.

The school's Behaviour Policy and Child Protection and Safeguarding Policy must also be followed.

20. Physical Intervention and Reasonable Force

Staff should use positive behaviour strategies and preventative approaches wherever possible.

Physical intervention must only be used where necessary and proportionate to protect a child or another person from harm or to prevent serious damage.

Any incident involving physical intervention must be:

- reported;
- recorded;
- discussed with the appropriate senior member of staff;
- communicated to parents/carers where appropriate;
- reviewed to consider whether further action is needed.

Staff must follow the school's Behaviour Policy and any physical intervention procedures.

21. Intimate and Personal Care

EYFS staff may need to support young children with:

- toileting;
- nappy changing;
- changing clothes;
- accidents;
- personal hygiene;
- personal care.

Staff must:

- protect the child's dignity;
- explain what they are doing in age-appropriate language;
- encourage independence;
- follow agreed procedures;
- maintain professional boundaries;
- record and report any unusual concern;
- never use intimate care as a punishment;
- never photograph or record a child during personal care.

Related policies:

EYFS Nappy Changing Policy/Procedure

EYFS Toilet Training Policy/Procedure

EYFS Cleaning Child Procedure

EYFS Personal/Intimate Care Procedure

22. Safer Sleeping and Rest

Children who sleep or rest within EYFS must be supervised appropriately.

The EYFS Safer Sleeping Policy must be followed.

Staff must:

- follow the child's agreed sleep arrangements;
- carry out required checks;
- maintain appropriate supervision;
- follow safe sleeping positions and procedures;
- record sleep checks where required;
- respond immediately to any concern.

The current EYFS framework includes strengthened explicit safer-sleep requirements from 1 September 2026.

Related policy:

EYFS Safer Sleeping Policy

23. First Aid, Medical Needs and Medication

EYFS staff must follow the school's First Aid and Medical procedures.

Staff must understand:

- how to respond to an accident;
- how to summon first aid;
- how to respond to an emergency;
- how to record accidents;
- how to report head injuries;
- how to manage allergies;
- how to administer authorised emergency medication;
- how to respond to a medical emergency.

All staff must know where emergency first aid equipment is located.

Related policies:

EYFS First Aid and Medical Policy

EYFS Medicine Policy

EYFS Allergy Policy

EYFS Accident/Head Bump Procedure

24. Food, Drink and Allergies

Children must be protected from risks associated with food and drink.

Staff must be aware of:

- known allergies;
- individual medical plans;
- choking risks;
- food restrictions;
- safe food preparation;
- safe eating practices;
- appropriate supervision.

Staff must follow the EYFS Food and Drink Policy and Allergy Policy.

Related policies:

EYFS Food and Drink Policy

EYFS Allergy Policy

25. Mobile Phones, Cameras, Photography and Tapestry

The privacy and safeguarding of children must be protected whenever photographs, videos or digital information are used.

Staff must follow the EYFS Mobile Phones and Cameras Policy and Tapestry Policy.

Staff must:

- use only approved school devices/systems where required;
- follow parental permissions;
- never use personal mobile phones to photograph children;
- never store children's photographs on personal devices;
- never share children's photographs through personal social media;
- use Tapestry appropriately;
- maintain professional communication with parents.

Related policies:

EYFS Mobile Phones and Cameras Policy

EYFS Tapestry Policy

Whole-School E-Safety/Online Safety Policy

26. Online Safety

EYFS children may be exposed to online risks even at a young age.

Staff should promote safe and age-appropriate use of technology.

Safeguarding concerns may include:

- inappropriate online content;
- inappropriate communication;
- sharing images;
- online bullying;
- exposure to harmful material;
- inappropriate use of school devices.

Staff must report online safeguarding concerns to the DSL.

The school's E-Safety/Online Safety Policy must be followed.

27. Visitors, Volunteers and Contractors

All visitors and volunteers must follow the school's safeguarding procedures.

Visitors should:

- sign in and out;
- wear the appropriate visitor identification;
- be supervised where required;
- follow instructions from staff;
- never have unsupervised access to children unless the appropriate checks have been completed.

Volunteers and contractors must have the appropriate safeguarding checks for their role.

Staff must challenge anyone they do not recognise or who does not appear to be following visitor procedures.

28. Safer Recruitment

BST will follow the school's safer recruitment procedures.

Recruitment checks will be completed according to the role and applicable requirements.

These may include:

- identity checks;
- qualification checks;
- employment history;
- references;
- criminal record checks;
- Spanish criminal record/sexual offences certificates where required;
- overseas checks where applicable;
- checks relating to suitability to work with children;
- appropriate checks for agency staff;
- checks for volunteers and contractors.

The school's Single Central Record will be maintained in accordance with the school's recruitment procedures.

29. Missing Child Procedures

If an EYFS child is missing, staff must act immediately.

The **EYFS Missing Child Procedure** must be followed.

Staff must:

- inform the EYFS Lead/DSL immediately;
- secure the remaining children;
- search appropriate areas;
- check gates, exits and surrounding areas;
- contact the relevant senior staff;
- contact parents/carers where appropriate;
- contact emergency services where necessary;
- record the incident;
- review the incident afterwards.

The safety of the remaining children must also be maintained throughout the response.

Related policy:

EYFS Missing Child Policy/Procedure

30. Off-Site Visits and Outings

Safeguarding arrangements must be considered before every EYFS outing.

Risk assessments should consider:

- supervision;
- staffing;
- children's individual needs;
- first aid;
- medication;
- allergies;
- transport;
- emergency arrangements;
- lost/missing child procedures;
- toilets/personal care;
- appropriate adult supervision;
- volunteers;
- contact arrangements.

Volunteers must understand their responsibilities and must not be left in a position of responsibility for children unless the appropriate checks and arrangements are in place.

Related policy:

EYFS Risk Assessment Policy

Educational Visits/Outings Procedure

31. Outdoor Learning and Site Safety

Outdoor learning is an important part of EYFS, but children must remain appropriately supervised.

Staff must consider:

- boundaries;
- gates;
- climbing equipment;
- bikes;
- sand/water;
- plants;
- weather;
- sun exposure;
- slips/trips;
- unfamiliar adults;
- children leaving the designated area.

Outdoor areas must be checked regularly and unsafe equipment or areas must be reported.

32. Fire, Emergency and Lockdown Procedures

All EYFS staff must know what to do during an emergency.

This includes:

- fire evacuation;
- lockdown/security incidents;
- medical emergencies;
- missing children;
- severe weather;
- other significant emergencies.

Staff must know:

- evacuation routes;
- assembly points;
- emergency exits;
- how children will be supervised;
- who is responsible for registers;
- how visitors are accounted for;
- where emergency equipment is located.

Emergency procedures must be practised and reviewed as required.

33. Smoking, Vaping and Other Substances

Smoking and vaping are not permitted in EYFS areas or where they may expose children to harm.

Staff must follow the school's relevant Health and Safety/Smoking policy.

Any concerns regarding alcohol, drugs or substance misuse that may affect a person's ability to safely care for children must be reported through the appropriate safeguarding/HR procedure.

34. Domestic Abuse

Staff must recognise that domestic abuse within a child's home can affect the child's safety and emotional wellbeing.

Possible indicators include:

- changes in behaviour;
- anxiety;
- withdrawal;
- aggression;
- tiredness;
- regression;

- increased separation anxiety;
- comments made during play.

Concerns must be reported to the DSL.

The whole-school Safeguarding Policy includes domestic abuse procedures.

35. FGM, Forced Marriage and Honour-Based Abuse

Staff must understand that female genital mutilation, forced marriage and other forms of honour-based abuse are safeguarding concerns.

Any concern must be reported immediately to the DSL.

Staff must not attempt to investigate the concern themselves.

The whole-school Safeguarding Policy contains detailed procedures for these concerns.

36. Prevent, Radicalisation and Extremism

EYFS staff must be alert to concerns relating to radicalisation and extremism.

Staff should:

- promote respect and inclusion;
- challenge discriminatory behaviour;
- listen to children;
- report concerns;
- follow the school's Prevent procedures.

The DSLs are responsible for ensuring that relevant staff receive appropriate Prevent awareness training.

37. Private Fostering

Staff must be aware of private fostering arrangements.

A private fostering arrangement may involve a child under 16 (or under 18 if disabled) being cared for by someone who is not a parent or close relative for an extended period.

Staff must report any concern about a possible private fostering arrangement to the DSL.

The DSL will follow the appropriate local safeguarding procedure and inform the relevant authority where required.

The school's whole-school Safeguarding Policy includes a specific section on private fostering.

38. Looked-After Children and Children with a Social Worker

Children who are looked after or who have a social worker may have additional safeguarding and welfare needs.

The school will:

- identify relevant children;
- ensure appropriate staff know the child's safeguarding needs;
- work with the child's social worker;
- work with the designated teacher where applicable;
- share relevant information appropriately;
- support the child's wellbeing and educational progress.

The whole-school Safeguarding Policy states that the designated teacher and DSL should have details of the child's social worker and relevant local authority contact.

39. Mental Health and Emotional Wellbeing

Safeguarding includes children's emotional wellbeing.

Staff should be aware of changes in:

- mood;
- behaviour;
- confidence;
- relationships;
- eating;
- sleeping;
- communication;
- engagement in play.

Staff should provide a safe, supportive environment where children can express their feelings.

Concerns should be shared with the EYFS Lead/DSL.

Mental health concerns should not automatically be treated as safeguarding concerns, but staff must consider whether there may be an underlying safeguarding issue.

40. Equality, Inclusion and Respect

All children must be protected regardless of:

- age;
- gender;

- disability;
- race;
- culture;
- language;
- religion;
- family background;
- sexual identity.

The EYFS team promotes the school's values:

Commitment – Kindness – Honesty – Respect

Discriminatory or prejudicial behaviour must be addressed and reported where appropriate.

41. Safeguarding Staff Training

All EYFS staff must receive safeguarding training as required by the school.

Training will include, as appropriate:

- child protection;
- recognising abuse and neglect;
- reporting concerns;
- allegations against adults;
- low-level concerns;
- child-on-child abuse;
- Prevent;
- FGM;
- online safety;
- SEND safeguarding;
- safer working practices;
- whistleblowing;
- first aid and medical emergencies;
- EYFS-specific safeguarding requirements.

The current whole-school safeguarding policy requires staff working with children to read and understand the relevant KCSIE safeguarding information and complete the school's safeguarding declaration.

Staff will receive updates where new safeguarding information, procedures or risks arise between scheduled training sessions.

42. New Staff and Temporary Staff

All new staff must receive safeguarding induction.

Induction must include:

- the whole-school Safeguarding Policy;
- this EYFS Safeguarding Policy;
- names and contact details of DSLs/DDSs;
- staff responsibilities;
- reporting procedures;
- whistleblowing;
- staff Code of Conduct;
- mobile phone and photography procedures;
- confidentiality;
- emergency procedures;
- relevant EYFS policies.

Temporary staff, volunteers and agency staff must receive appropriate safeguarding information before working with children.

43. Staff Professional Conduct

All EYFS staff must maintain professional boundaries.

Staff must:

- treat children respectfully;
- use appropriate language;
- avoid favouritism;
- maintain appropriate physical contact;
- never humiliate or threaten a child;
- never use inappropriate language;
- never communicate with children through personal social media;
- never photograph children using personal devices;
- follow the Staff Code of Conduct.

Any concern about professional conduct must be reported.

44. Whistleblowing

Staff have a responsibility to raise safeguarding concerns.

Staff should first raise concerns through the school's safeguarding procedures where appropriate.

If a member of staff believes that a concern has not been dealt with appropriately, they may use the school's Whistleblowing Policy.

Staff must never be penalised for raising a genuine safeguarding concern in good faith.

45. Working with Parents and Carers

BST believes that positive relationships with parents and carers are important for children's safety and wellbeing.

The EYFS team will:

- communicate regularly with parents;
- share relevant information appropriately;
- listen to parents' concerns;
- encourage parents to share changes in circumstances;
- use Tapestry appropriately;
- work with parents when providing support;
- respect confidentiality.

However, safeguarding responsibilities take priority where there is a concern about a child's welfare.

46. Safeguarding and Tapestry

Tapestry may be used to support communication with parents and to share learning and wellbeing information.

Staff must:

- follow the school's Tapestry procedures;
- only upload appropriate information;
- maintain confidentiality;
- use professional language;
- report safeguarding concerns through the correct safeguarding route rather than relying solely on a Tapestry message;
- never use Tapestry as a replacement for direct safeguarding reporting.

47. Monitoring and Review

The EYFS Lead and DSLs will monitor the effectiveness of safeguarding arrangements within EYFS.

This may include:

- reviewing safeguarding records;
- checking that policies are current;
- reviewing incidents;
- reviewing accident/head bump records;
- monitoring attendance;
- checking staff training;
- checking safer recruitment arrangements;
- reviewing missing child incidents;
- reviewing allegations/low-level concerns;

- monitoring supervision;
- reviewing risk assessments;
- checking staff understanding;
- identifying training needs.

Safeguarding procedures will be reviewed following:

- a significant incident;
- a safeguarding concern;
- changes to legislation;
- changes to EYFS requirements;
- changes to school procedures;
- changes in local safeguarding arrangements.

48. EYFS Safeguarding Policy – Related Policies and Procedures

This policy should be read alongside the following documents.

Whole-School Policies

1. Child Protection and Safeguarding Policy
2. Staff Code of Conduct
3. Safer Recruitment/Recruitment Policy
4. Behaviour Policy
5. Anti-Bullying Policy
6. E-Safety/Online Safety Policy
7. Whistleblowing Policy
8. Health and Safety Policy
9. Risk Assessment Policy
10. First Aid Policy
11. Complaints Policy
12. SEND Policy
13. Attendance Policy
14. Data Protection/Confidentiality Policy
15. Educational Visits/Excursions Policy

EYFS Policies and Procedures

1. EYFS First Aid and Medical Policy
2. EYFS Safer Sleeping Policy
3. EYFS Mobile Phones and Cameras Policy
4. EYFS Tapestry Policy
5. EYFS Risk Assessment Policy
6. EYFS Accident/Head Bump Procedure
7. EYFS Missing Child Procedure
8. EYFS Collection Procedure
9. EYFS Drop-Off and Collection Procedure

10. EYFS Nappy Changing Procedure
11. EYFS Toilet Training Procedure
12. EYFS Cleaning Child Procedure
13. EYFS Food and Drink Policy
14. EYFS Allergy Policy
15. EYFS Medicine Policy
16. EYFS Illness Policy
17. EYFS Handwashing Procedure
18. EYFS Biting Procedure
19. EYFS Head Lice Procedure
20. EYFS Personal/Intimate Care Procedure
21. EYFS Outings/Educational Visits Procedure

49. Safeguarding Contacts

Designated Safeguarding Leads

Samantha Horsley-Lloyd
Kim Langdon

Deputy Designated Safeguarding Leads

Anita Pestaña – Secondary
Soraya Williams – Primary

EYFS Lead

Jenni Garnett – Early Years Lead

50. Staff Safeguarding Declaration

All EYFS staff are expected to confirm that they:

- have read and understood the whole-school Child Protection and Safeguarding Policy;
- have read and understood this EYFS Safeguarding and Child Protection Policy;
- know who the DSLs and DDSLs are;
- know how to report a safeguarding concern;
- know what to do if a child makes a disclosure;
- understand the importance of confidentiality;
- understand professional boundaries;
- understand the school's whistleblowing procedure;
- know how to respond to an emergency;
- understand their responsibility to safeguard children at all times.

Staff will sign the school's safeguarding declaration/confirmation as required.

51. Policy Statement

At British School of Tenerife, we believe that safeguarding must be part of everyday EYFS practice.

Our youngest children may communicate through words, actions, behaviour and play. It is therefore essential that all adults working with children know them well, listen carefully, notice changes and act when something does not feel right.

Safeguarding is not a separate task. It is part of everything we do.

Every child has the right to be safe, listened to, respected and protected.

Written by:	Jenni Garnett		
Agreed Date:	September 2026		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	September 2026		