

Adult Roles and Responsibilities Policy *(this policy includes Early Years Foundation Stage, Before and After School Provision)*

1 Introduction

The DfE Teachers' Standards (2012) and revised EYFS (March 2012 and April 2017) place a high emphasis on adults being clear about their roles and responsibilities in supporting the education and care of children attending Grangewood Independent. Staff are required to be appropriately qualified and experienced. The safeguarding and welfare requirements help providers to ensure that staff and volunteers are suitable persons to fulfil the requirements of their roles in looking after children and supporting their education and care.

2 Aims and objectives

This policy aims to ensure there is clarity among and between all staff regarding their roles and responsibilities, resulting in a consistent approach to the education and care of all children at Grangewood.

The objective of this policy is to ensure children are supported to achieve their potential through the roles undertaken by adults using both child-initiated and adult-led learning and development opportunities.

3 Adult roles and responsibilities

Adult roles and responsibilities are clearly set out in all job descriptions which each member of staff is presented with as part of the recruitment process. All staff will be supported to understand and achieve these through their initial induction to their role (on commencing their employment at the School).

- 3.1** Roles and responsibilities are a high focus during appraisal and supervision and meetings.
- 3.2** Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). If your circumstances change you **must** inform the school.
- 3.3** All staff **must** inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school.
- 3.4** The Headteacher and SLT will continue to monitor and support staff so they are able to effectively deliver their roles and responsibilities on an ongoing basis through:
 - providing support and training to ensure staff are able to meet identified needs based on ongoing observations by the school leadership, and in the EYFS department regular supervision sessions for all staff and volunteers;
 - allocating, as available and as appropriate, a sufficient part of our budget for the training of the staff, holding annual appraisals for all teaching staff and regular supervision meetings for all staff and volunteers in the EYFS;
 - monitoring the health and well-being of staff and their ongoing physical and mental capacity to undertake their role responding to any identified issues which may arise;

- ensuring that where staff are on sick or holiday leave, effective and appropriate staff cover is organised so that required ratios are maintained;
- the provision of internal and external training so staff are able to confidently deliver a wide and balanced curriculum; and in the EYFS classes, an appropriate balance between adult-led and child-initiated learning opportunities;
- the provision of internal and external training so staff are able to hygienically, safely and confidently support students with snack, lunch and food handling;
- the provision of regular (every three years) external training to ensure staff are able to competently administer emergency first-aid in all classes, including EYFS (PFA);
- ensuring that appropriately challenging and stage-appropriate learning environments, both indoors and outdoors, are established and maintained by the staff team;
- ensuring that high quality and effective induction training takes place for all staff;
- providing in-house support for quality planning, observation, assessment, and record keeping and guidelines are in place which enable all staff and volunteers to understand their role in observing, recording, monitoring, planning and evaluating children's progress to support early intervention if concerns arise;
- providing clear guidelines and internal support for working in partnership with parents/carers and families;
- ensuring staff understand and can competently implement the school policy, and procedures, in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB) to safeguard children.
- providing staff with a clear explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting;
- ensuring that clear guidelines are in place with regard to the confidential recording of child protection issues and that procedures are in place and maintained for storing confidential data;
- making available training to enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way (including any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to, or be at risk of, female genital mutilation);
- ensuring staff know how to report inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images (making reference to, 'What to do if you're worried a child is being abused: Advice for practitioners');
- providing annual Prevent Duty training, in line with the LSCB, and KCSIE part one and appendix A (2018) (*Working Together to Safeguard Children 2015, and the Prevent Duty Guidance 2015*);
- taking immediate action where staff are believed to be under the influence of drink or drugs, which affects their ability to undertake their role, by suspending them from their role and later taking further appropriate action;

- ensuring that the Head Teacher and all staff are aware of the implications of the Data Protection Act 1998 and GDPR in so far as it affects their roles and responsibilities within the School.

3.3 For EYFS, the role of the Key Person is dealt with in a separate policy.

4 Monitoring and review

4.1 This policy was agreed and implemented 19th February 2016 and is due for review annually.

4.2 There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

Signed:

Date: