

1. Procedure Aim

Busybugs abides by the duty of care to safeguard and promote the welfare of children, and is committed to the safeguarding practice that reflects statutory responsibilities, government guidance and complies with best practice requirements.

- We recognise that the welfare of children is paramount in all the work we do, and in all the decisions we take.
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation have an equal right to protection from all types of harm and abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children, young people, their parents/carers and other agencies is essential in promoting children’s welfare.

Purpose:

Busybugs will:

- Protect children and young people who receive Busybugs service from harm. This includes the children of adults who use our services.
- Provide staff and volunteers, as well as children and their families, with the overarching principles that guide our approach to safeguarding

This policy applies to anyone working on behalf of Busybugs, including senior managers and the board of trustees, paid staff, volunteers, sessional workers, agency staff and students. Failure to comply with our policy and related procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

Definitions:

The Children Act 1989 definition of a child is: anyone who has not yet reached their 18th birthday, even if they are living independently, are a member of the armed forces or is in hospital.

Safeguarding: Describes how we keep ALL children safe

Child Protection: Describes the actions we take for children affected or who are likely to be at risk of significant harm.

Child Abuse: is when a child is harmed by an adult or another child. It can be over a period of time but can also be a one-off action. It can happen in the child’s home/ family (intrafamilial), outside the home (contextual) or on-line (digital Safeguarding).

There are 5 main categories of abuse, which are: sexual, physical, emotional, domestic abuse and neglect (SPEND). It is important to be aware of more specific types of abuse that fall within these categories, they are:

- Bullying and cyberbullying
- Child sexual exploitation
- Child criminal exploitation
- Child trafficking
- Domestic abuse
- Emotional abuse
- Female genital mutilation
- Grooming

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

- Neglect
- Non-recent abuse
- Online abuse
- Physical abuse
- Sexual abuse

Safeguarding children:

Safeguarding children is defined in

Working Together to Safeguard Children 2023 as:

- Protecting children’s maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcome

Legal Framework:

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation is available from <https://learning.nspcc.org.uk/>

Thresholds:

Busybugs refer to and seek guidance from the Threshold Framework held by Stoke-on-Trent Safeguarding Children Partnership.

The Threshold Framework ‘Accessing the right help at the right time’ is the overarching document for the whole of the children’s workforce. This multi-agency threshold framework is a guidance tool that all agencies, professionals and volunteers can use to consider how best to meet the needs of individual children and young people. The Threshold Framework is available on the Stoke-on-Trent Safeguarding Children Partnership website <https://safeguardingchildren.stoke.gov.uk>

It is important to remember that the Threshold Considerations:

- Does not replace professional judgement or decision making
- Children, young people and their families rarely fall neatly into one level
- Families may not always remain at a fixed position on the Threshold Framework
- The lines between each level are not always clear, and there will always be room for different interpretations

There are 5 levels of need to consider, which are

Level 1:- universal

Level 2:- universal Plus

Level 3: - School lead

Level 4: - Supporting lead

Level 5: - Social work

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

Busy Bugs Nursery is committed to providing a safe and secure environment for all our staff, children, parents, learners and visitors, whilst recognizing the need to work together effectively with other agencies.

‘Every child deserves the best possible start in life and the support that enable them to fulfil their potential. A secure, safe and happy childhood is important in its own right.’ Statutory Framework for the Early Years Foundation Stage (EYFS) Safeguarding at the Busy Bugs is considered everyone’s responsibility and as such our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential. We recognise the contribution it can make in ensuring that all children registered or who use our setting feel that they will be listened to, and appropriate action taken. We will do this by working in partnership with other agencies in accordance with Working Together to Safeguard Children July 2023 and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities that will help to equip our children with the skills they need.

This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

www.gov.uk/government/publications/working-together-to-safeguard-children

2. Procedure Statements

2.1 Responsibilities and expectations

- The Manager should also ensure that the policy is made available to parents and carers if requested.
- It is the responsibility of the Directors/Manager to ensure that all staff and volunteers are properly checked (DBS), to make sure they are suitable to work with the children who attend our setting, setting has procedures for handling allegations of abuse made against members of staff (including Students) or volunteers.
- The manager is to ensure the safe and appropriate use of cameras, mobile phones, technology and online equipment within the setting.
- Nursery Manager to ensure the Counter Terrorism and Security Act 2015 which places a duty on early years and childcare providers “to have due regard to the need to prevent people from being drawn into terrorism” (The Prevent Duty) is implemented, taking into account the Local Safeguarding Children’s Board ‘Prevent’ policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS.
- If staff or parents have concerns for a child’s safety the settings designated safeguarding lead (DSL) is **Mussarrat Bashir** and the deputy safeguarding lead is **Kellee Clark**. They are available at all times either in person or by telephone during the nursery operating hours 8-5pm should concerns arise. Please speak to either person for advice if needed.
- In the event that a Designated Safeguarding Lead is unavailable then contact should be made with the Integrated Front Door (IFD) on 01782 235100 or Emergency Duty Team (Stoke) on 01782 234234, Emergency Duty Team (Staffs) 08456 042886 (out of hours), Staffordshire Police 03001 234455.

The responsibilities for the Designated Safeguarding Leads (DSL) are: -

- To ensure that all safeguarding issues raised in the setting are effectively responded to, recorded and referred to the appropriate agency.
- Be responsible for arranging the whole settings safeguarding training for all staff and volunteers who work with the children and young people. The DSL must ensure that the whole settings safeguarding training takes place at least every three years; which they can

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

deliver in-house provided they are linked in to the support and quality assurance process offered by the Local Authority and the Local Safeguarding Children’s Board.

- To attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all safeguarding case conferences, reviews, core groups or meetings where it concerns a child in our care and to contribute to multi-agency discussions to safeguard and promote the child’s welfare.

Nursery Management responsibilities include: -

- For ensuring the acceptable, safe use and storage of all camera technology, images, and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures. This includes mobile phone, cameras and other electronic devices with imaging and sharing capabilities as well as social networking policy & recording device Policy
- Implementing the Fundamental British Values.

All Safeguarding concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you must tell a Designated Safeguarding Lead.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH (Multi Agency Safeguarding Hub), Social Care, Safeguarding Referral Team, Co-operative working, or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting’s Designated Person in the first instance. Any records made should be kept securely on the Child’s Protection file.

2.2 Procedures to follow to check the suitability of new recruits

To ensure the suitability of new recruits in early years settings, a thorough and multi-faceted approach is crucial. This includes robust background checks, verification of qualifications, and careful evaluation of references, all while adhering to legal requirements and safeguarding principles.

Here's a breakdown of the key procedures:

1. DBS Checks and Other Criminal Record Checks:

Enhanced DBS Check:

Obtain an enhanced Disclosure and Barring Service (DBS) check with a children’s barred list check for all individuals engaging in regulated activity with children.

Overseas Checks:

If the candidate has lived or worked abroad, conduct criminal record checks from those countries.

Update Service:

Encourage candidates to register for the DBS Update Service to allow for ongoing monitoring of their criminal record status.

2. Qualification Verification:

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

Early Years Qualifications: Verify the candidate's Early Years qualifications are genuine and meet the requirements for the role and staff-to-child ratios.

Awarding Body Verification: Contact the awarding body to confirm the authenticity of qualifications.

DfE Checking Service: In England, use the Department for Education's checking service to verify qualifications and their eligibility for the role.

3. Reference Checks:

Direct Contact:

Obtain references directly from the referees provided, ensuring they are from a senior person with appropriate authority.

Reference Content:

Ask referees about the candidate's suitability and ability to work with children, their knowledge of child protection, and any concerns they may have.

Reference Verification:

Verify the information on the application form against the reference, following up on any discrepancies.

Reasons for Leaving:

Establish the reason for the candidate leaving previous positions, especially those involving work with children, and address any concerns.

4. Other Checks:

Identity Verification:

Verify the candidate's identity to ensure they are who they claim to be.

Disqualification Declaration:

Ensure the candidate completes a declaration that they are not disqualified from working with children.

Household Disqualification:

Verify that no one in the candidate's household is disqualified from working with children.

Medical Advice:

If the candidate is taking medication that could affect their ability to care for children, advise them to seek medical advice.

Online Searches:

Consider conducting online searches to identify any publicly available information that may be relevant.

5. Safeguarding and Equality:

Safer Recruitment Policy: Ensure a robust and clearly defined "Safer Recruitment Policy" is

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

in place.

Non-Discrimination: Ensure that all recruitment processes are fair, transparent, and free from discrimination.

Equality and Diversity:

Incorporate respect for diversity and equality into recruitment policies.

6. Legal Compliance:

EYFS Requirements: Ensure all procedures align with the requirements of the Early Years Foundation Stage (EYFS) framework.

Safeguarding Vulnerable Groups Act: Adhere to the Safeguarding Vulnerable Groups Act 2006.

By implementing these procedures, early years providers can significantly enhance their ability to identify suitable candidates and safeguard the well-being of children in their care.

2.4 Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our setting it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care and internet safety etc. However, it must be acknowledged that technology itself will not present the greatest risk, but the behaviours of individuals using such equipment will. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alerted to the need to consult further.

Physical Abuse

Physical Abuse may involve... hitting, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing Physical harm to a child. This may result in the symptoms described below. Aside from direct physical contact, physical abuse can also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This was previously known as Munchausen’s Syndrome by Proxy.

Signs and indicators of Physical Abuse

Physical indicators:-

- Bruises/marks
- Broken or fractured bones
- Effects of poisoning, such as vomiting, drowsiness or seizures
- Breathing problems from drowning, suffocation or poisoning
- Burns or scalds
- Bite marks
- Scarring

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

Emotional and behaviour indicators:-

- Jumpiness
- Over apologising
- Aggression
- Hyper-vigilant
- Over-reaction
- Lack of friendship
- Isolated
- Covering up
- Tired
- Depression
- Lack of thought/ future language

Parent/carer

- No medical visits
- Contradicting “stories “
- Answering for the child
- Aggressive responses
- Distant from child/ over compensating
- Distant from services
- Uncomfortable/always late
- Not keeping routine appointments.

Head injuries

Head injuries in babies and toddlers can be signs of abuse so it’s important to be aware of these. Nationally these have increased dramatically during periods of lockdown. Visible signs include:

- Swelling and or bruising
- Fractures
- Being extremely sleepy or unconscious
- Breathing problems
- Seizures
- Vomiting
- Unusual behaviour, such as being irritable or not feeding properly

Our existing injury forms ask about times of injury occurred and also if any signs of concussion were evident after the event.

Non mobile babies- Remember the term “no cruising, no bruising”, if a baby is less than six months of age or older but not independently mobile and a bruise or injury is found the professional working with that child should always enquire as to how the baby has sustained the injury. Details of the injury and explanation should be recorded. If the baby seems well and there are no indicators for a medical reason for the bruise professionals involved should make a referral to Children’s Social Care, unless there is very good evidence that the explanation given or history is true. At Busybugs we like to be open and honest with our parents in everything that we do, so it is important to discuss any concerns we have for non-mobile babies and the reason behind discussing this further with Children’s Social Care, unless we feel that could pose any further risk to the baby.

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

Common sites for non-accidental injuries are: -

- Ears, especially pinch marks involving both sides of the ear
- The **“triangle of safety”** (ears, side of face and neck, top of shoulders): accidental injuries in this area are unusual
- Inner aspects of arms
- Back and side of trunk, except directly over bony spine
- Black eyes, especially bilateral
- Soft tissue of cheeks
- Intra-oral injuries
- Forearms when raised to protect self
- Chest and abdomen
- Any groin or genital injury
- Inner aspects of thighs
- Soles of feet

We must remember that concerns are raised by

1. Injuries to both sides of the body
2. Injuries to soft tissue
3. Injuries with particular patterns
4. Any injury that does not fit the explanation
5. Delays in presentation
6. Untreated injuries

Emotional Abuse

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child’s development. It is also where a child’s need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. It may involve conveying to children that they are worthless or unloved, inadequate or valued insofar as they meet the needs of another person. It may feature inappropriate expectations being imposed on children, relative to their actual development or age.

Physical indicators

- Self-harming
- Bed wetting
- Eating concerns- too much/ lack of appetite

Emotional and behavioural signs/ indicators

- Appear unconfident or lack of self-assurance
- Struggle to control their emotions
- Act in a way that’s inappropriate for their age
- Very low self-esteem or excessive self-criticism
- Withdrawn behaviour or fearfulness
- Lack of appropriate boundaries with strangers; too eager to please
- Have difficulty making or maintaining relationships

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

- Reluctance for contact with parents
- Separation/attachment concern

Parent/carer

- Asking “negative” questions
- Mental health problems
- Known drug/alcohol abuse
- Stressed interactions
- Avoidance/ non-contact
- Lack of “atonement” with child
- “Self” centred/preoccupied with other issues
- Unfair comparison with siblings/ favouritism

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

Signs and indicators of Sexual Abuse

Physical indicators

- Bruised arms/inner thighs/genital or anal areas
- Bleeding, discharge, pains or soreness in their genital or anal areas
- Sexually transmitted infections
- Pregnancy
- Difficulty in walking or sitting

Emotional and behavioural

- Avoiding being alone with or frightened of people or person they know well
- Knowledge of sexualised language or sexual behaviour not related to their age/ stage of development
- Nightmares and bed wetting
- Regressive behaviours- toileting
- Changes in their mood, feeling irritable and angry
- Changes in eating habits
- Alcohol or drug misuse
- Self-harm

Parent/carer

- Manipulative-pretending to be perfect family
- Unusual amount of time spent with child alone
- Aggressive/bullying
- Favouritism towards specific child
- Overtly interested in own or other children

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children of both genders and all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/ family.

Recognition can be difficult, unless the child discloses any information and is believed. There may be no physical signs and indications are likely to be emotional/ behavioural

Intra-familial sexual abuse can be masked by other signs of abuse e.g., neglect.

Neglect

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs which can significantly harm their health and development. It can be broken down into four categories of neglect.

1. Physical neglect- a child’s basic needs, such as food, clothing or shelter, are not met or they aren’t properly supervised or kept safe
2. Emotional neglect- a child doesn’t get the nurture and stimulation they need. This could be through ignoring humiliating, intimidating or isolating them.
3. Medical neglect- a child isn’t given proper health care. This includes dental care and refusing or ignoring medical recommendations
4. Educational neglect- a parent doesn’t ensure their child is given an education

Neglect is rarely a single incident or crisis which draws attention to the family. It is a repeated, persistent, neglectful behaviour which causes incremental damage over a period of time.

- It can be an act of omission or commission
- Neglect which constitutes significant harm is that which is:
 - persistent
 - cumulative
 - chronic or acute
 - resistant to intervention

To evident neglect use impact chronologies and outcome focused plans.

Graded care profile 2 (training is available for this)

This is a comprehensive evidence-based tool for evaluating levels of care given to children in Staffordshire and Stoke-on-Trent that everyone needs to be aware of.

It is effective in helping identify whether a child is at risk of neglect and runs alongside an Early Help Assessment.

The tool does ask for information from a professional going into the family home, but please be mindful that you might be asked to contribute to the tool or start the tool and ask other organisations to support you.

Signs and indicators of neglect

Physical indicators

- Hungry or not given money for food
- Dirty/smelly/unkempt
- Physically underdeveloped
- Poor language/social skills

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

- Lack of fine/gross motor skills
- Untreated medical conditions and dental issues
- Repeated accidental injuries, often caused by lack of supervision
- Inappropriate clothing
- Weight loss/gain
- Tired/sleepy

Emotional and behavioural

- Withdrawn/apathetic
- Alone/isolated
- Inability to socialise
- Being bullied and/or bullying behaviour- aggression
- Stealing
- Mood fluctuation/ attention seeking behaviour
- Grades slipping
- Attachment issues/ disengagement
- Hiding- reluctant to leave school

Parent/carerer

- May present as submissive and/or aggressive
- Not interested in child needs
- Denial and/or excuses
- Lack of boundaries
- Pre-occupied with drugs /alcohol/ mental/ Domestic Violence
- Treating child as an adult

Domestic Abuse

Domestic abuse is not one of the categories of abuse, but children who witness domestic abuse are victims in their own right- Domestic Abuse Act 2021

Prolonged or regular exposure to domestic abuse can have a serious impact on a child’s development and emotional wellbeing, even when a parent tries to protect their children.

Domestic abuse is any incident or pattern of incidents that include controlling of an individual. This can include, coercive and threatening behaviour, being violent or abusive between those aged 16 or over who are or have been in an intimate relationship or a family member, regardless of gender or sexuality. It is important to remember that domestic abuse:

- *Can happen inside and outside the home
- * Can happen over the phone, on the internet and on social networking sites
- * Can happen in any relationship and can continue even after the relationship has ended
- * Both men and women can be abused or abusers.

This abuse can be direct or indirect through someone else such as a child. Types of domestic abuse can include:-

Physical harm

Force against a person in a way that injures or dangers that person. Domestic abuse rarely starts with physical abuse and may occur when a perpetrator feels that they are being challenged. This cam includes kicking, hitting, punching, cutting, race (including in a relationship)

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

Emotional

This includes verbal, emotional and mental abuse. This abuse can be both verbal or non-verbal communication. The impact of this can be deeper and longer lasting than physical abuse.

Economic

In addition to physical and emotional abuse, perpetrators may also hurt others through finances, constantly monitoring or controlling what is spent.

Psychological

Emotional and mental, often subtle, and the victim may not recognise they are being abused. This kind of abuse will wear the victim down and is often carried out over a long period of time.

Sexual

Any situation where a person feels forced to participate in safe or unsafe sex or degrading sexual activity, even when it's with a partner with whom they've had or is otherwise having consensual sex.

Coercive behaviour

Are acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. Threats to kill someone or harm them, or threatening another family member or pet.

Controlling behaviour

Are acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence and regulating their everyday behaviour. Such as controlling finance, controlling behaviour, like telling them where they can and can't go, what they can wear. Reading their emails, text messages, or letters.

The impact Domestic Abuse can have on children and young people are:-

- Short/long term cognitive behavioural and emotional impact
- Mental health/ emotional wellbeing
- Difficulty sleeping/bed wetting
- Suffer with nightmares/ flash backs
- Easily startled
- Behavioural issues in and out of school
- Developmental problems
- Change in behaviour or interactions with others
- Substance misuse
- Display abusive behaviours

Harmful Traditional Practices

At Busy Bugs Nursery, we are determined to ensure that all necessary steps are taken to protect children, young people and adults from harm. Harmful traditional practises are forms of violence that have been committed in certain communities and societies for such a time that the perpetrators believe them to be acceptable cultural practices. The most common forms of harmful traditional practices include:

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

- Forced or early marriage- where one or both parties of a formal or non-formal union are under the age of 18 or where one or both parties do not consent to a marriage and pressure or abuse is used.
- ‘Honour’ based violence- a collection of practices used mainly to control behaviour of women and girls within families and social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of ‘honour’.
- Female genital mutilation (FGM)- different types of procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

Communities supporting FGM justify the practice for a variety of reasons. These may be:

- Sexual control of men over women
- Preservation of virginity
- Custom and tradition
- Family honour
- Hygiene or cleanliness
- Mistaken belief that FGM is a religious requirement

There are factors that may indicate a child may be at risk of FGM. As with all other aspects of safeguarding they may form part of a collective picture of concern. For example:

- The family originates from a community known to practice FGM and / or information is shared of intention to travel to their country of origin;
- A parent requests permission for a child to travel overseas for an extended period during the academic year;
- A parent seeks to withdraw their child from learning about FGM;
- A child expresses anxiety about a special ceremony or traditional custom;
- Another family member is known to have previously undergone FGM.

FGM is often performed by a “cutter” who has no medical training, using instruments such as knives, scalpels, scissors, glass or razor blades.

Less common forms of ‘honour’ based violence include:

- Spirit possession- where belief in magic or witchcraft may be used to create fear in children to make them more compliant when suffering abuse such as trafficking or sexual exploitation.
- Breast ironing (breast flattening)- when young girls breasts are damaged over time to flatten them and delay their development. Sometimes an elastic belt or binder is used to stop them from growing. It is incorrectly believed by the abuser to make the victim less womanly and protect them from sexual assault.

Risks outside the home (Contextual Safeguarding)

This can also be known as “contextual Safeguarding”, which is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature controlling and coercive behaviour, violence and abuse.

Parents and carers have little influence over these contexts, and young people’s experiences

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

of extra-familial abuse can undermine parent-child relationships.

Such abuse includes:

- **Child exploitation- criminal and sexual**
- **Child trafficking**
- **Online/digital abuse**
- **Harmful Cultural Practices**
- **Radicalisation**

- **Child on Child Abuse-** Children and young people are capable of abusing each other, this abuse can include bullying including cyber bullying, gender-based violence, grooming, inappropriate or harmful sexualised play, sexual assaults. Should an allegation of abuse be made against another child all children involved (whether perpetrator or victim) will be treated as being "at risk". Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to children's social care. The concern may indicate that one or more of the children concerned may be in need of additional support by local agencies and in those cases the DSL should follow local inter-agency procedures.

- **Online/Digital-** Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices. When creating safe environments for children you must consider online safety as it provides platforms that can facilitate harm to them.

Online abuse can happen anywhere online that allows digital communication such as:

- Social networks
- Text messages and messaging apps
- Email and private messaging
- Online gaming
- Online chats
- Live streaming sites

This can then provide scope and opportunities for Cyberbullying, sexting, emotional abuse, sexual abuse and sexual exploitation to occur. (Please refer to Safeguarding Children and Protecting Professionals in Early Years Settings:- Online Safety Considerations for managers Feb 2019, which is displayed on the safeguarding board upstairs by the staff toilet)

Whilst there are many benefits to accessing the internet there are also many risks including:

- Exposure to and sharing of explicit material including sexting
- Grooming
- Radicalisation
- Exploitation
- Identity theft
- Cyber bullying
- Cyber hacking

**Grooming
Definition**

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

- To prepare or train (someone) for a particular purpose or activity
- When someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit or abuse them.

Children and young people who are groomed can be sexually abused, exploited or trafficked.

Anybody can be a groomer, no matter their age, gender or race. Grooming can take place over a short or long period of time-from weeks to years.

Groomers may also build a relationship with the young person's family or friends to make them seem trustworthy or authoritative.

Child exploitation- This can be either sexual (CSE) or criminal (CCE) and is when an individual or group take advantage of a child or young person under the age of 18 by coercing, manipulating or deceiving them into sexual or criminal activity in exchange for something the victim wants or needs and/or the increased status or financial gain of the perpetrators.

Grooming, trafficking, violence and/ intimidation and coercion all come under CE (Child Exploitation)

Anybody can be a perpetrator of exploitation, no matter their age, gender or race. The relationship could be framed as friendship, someone to look up to or romantic.

Types of Child Sexual Exploitation- CSE

CSE can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time.

When a child is sexually exploited online, they might be persuaded or forced to:

1. Send or post sexually explicit images of themselves
2. Film or stream sexual activities
3. Have sexual conversations

These images or conversations might be used as threats to force a young person to take part in other sexual activity. They may also share the images and videos with others or circulate them online.

Gangs use sexual exploitation:

1. To exert power and control
2. For initiation
3. To use sexual violence as a weapon

This can be within their own gang or as a way of gaining power and control over a rival gang. T3 is the known gang around our area.

Child Exploitation- Criminal Exploitation

Criminal exploitation is where children and young people are manipulated and coerced into committing crimes- this usually includes gang activity.

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

- Exploiting a child into committing crimes is abusive.
- Children who are targeted can also be groomed, physically abused, emotionally abused, sexually exploited or trafficked.
- Children involved in gangs often commit crimes themselves and sometimes they aren't seen as victims by adults and professionals, despite the harm they have experienced
- It is important to spot the signs and act quickly if you think a child is being groomed or is becoming involved with a gang.

Signs of child exploitation

Sexual abuse

- Unhealthy or inappropriate sexual behaviour
- Being frightened of some people, places or situations
- Being secretive
- Sharp changes in mood or character
- Having money or things they can't or won't explain
- Physical signs of abuse, like bruises or bleeding in their genital or anal area
- Alcohol or drug misuse
- Sexually transmitted infections
- Pregnancy

Criminal Exploitation

- Frequently absent from and doing badly in school
- In a relationship or hanging out with someone older than them
- Being angry, aggressive or violent
- Having unexplained money and buying new things
- Wearing clothes or accessories in gang colours or getting tattoos
- Using new slang words
- Committing petty crimes like shop lifting or vandalism
- Unexplained injuries and refusing to seek medical help
- Carrying weapons or having a dangerous breed of dog
- **Trafficking**:- children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.
Children are trafficked for:
 1. Sexual exploitation
 2. Benefit fraud
 3. Forced marriage
 4. Domestic slavery like cleaning, cooking and childcare
 5. Forced labour in factories or agriculture
 6. Committing crimes, like begging, theft, working on cannabis farms or moving drugs.

Signs of child trafficking

1. Spend a lot of time doing household chores

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

2. Rarely leave their house or have no time for playing
3. Be orphaned or living apart from their family
4. Live in low-standard accommodation
5. Be unsure which country, city or town they're in
6. Can't or are reluctant to share personal information or where they live
7. Not registered with a school or a GP practice
8. Have no access to their parents or guardians
9. Be seen in inappropriate places like brothels or factories
10. Have money or things you wouldn't expect them to have
11. Have injuries from workplace accidents
12. Give a prepared story which is very similar to stories given by other children

- **County Lines:-** police term for urban gangs exploiting young people into moving drugs from a hub which is normally a large city into other markets- suburban areas and market and coastal towns- using dedicated mobile phone lines or "deal lines".

Organised criminal gangs groom children and young people because they're less suspicious and are given lighter sentences than adults.

- **Radicalisation-** This is the process by which an individual can be influenced by external and internal factors producing increasingly extremist views, ideals and aspirations to disrupt society. This can lead to violent extremism (*vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs. Also calls for the death of members of our armed forces is regarded as extremist*) or terrorism (*terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause*). The Governments counter terrorism scheme is called Prevent.
- **Terrorism:** - is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.
- **Extremism:** - Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

Prevent Duty:

Some organisations in England, Scotland and Wales have a duty, as a specified authority under section 26 of the Counterterrorism and Security Act 2015, to identify vulnerable children and young people and prevent them from being drawn into terrorism. This is known as the Prevent duty. These organisations include:

- Schools
- Registered childcare providers
- Local authorities
- Police
- Prisons and probation services
- NHS trusts and foundations
- Other organisation may also have Prevent duties if they perform delegated local

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

authority functions.

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. More information available on the Stoke-on-Trent Safeguarding Children Partnership website <https://safeguardingchildren.stoke.gov.uk/>

If you are concerned about someone in relation to radicalisation and extremism and want to make a referral, contact the West Midlands Counter Terrorism Unit: Preventandchannel/preventandchannel/Stoke-on-Trent

If you require further guidance or wish to share information
Email: prevent@staffordshire.police.uk

[If immediate danger calls 999](#)

2.5 What to do if you are concerned

Whistleblowing:

It is important that people within Busybugs have the confidence and support to come forward and speak or act if they have concerns that have not been addressed by the escalation policy. Additional knowledge, advice and guidance must be sought from designated safeguarding leads at all times.

Whistleblowing occurs when a person raises concerns about dangerous or illegal activity, or any wrong-doing within their organisation. This includes concerns about another employee or volunteer. There is also a requirement by Busybugs to protect whistle-blowers. (Whistleblowing policy).

Further information on 'Managing allegations against adults that work with children' visit Stoke-on-Trent Safeguarding Children Partnership website (<https://safeguardingchildren.stoke.gov.uk/>)

NSPCC- Whistleblowing Advice Line (0800 028 0285)
Ofsted

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Designated Safeguarding Lead. Where those concerns relate to a Designated Safeguarding Lead however, this should be reported to the Proprietor.

The following safeguarding priorities are also addressed and monitored, staff have access to further information on these concerns through their Level 1 Safeguarding training and the document- Inspecting safeguarding in early years, education and skills:

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

- Reassure them that they have done the right thing in telling you
- Do not investigate or ask leading questions
- Let them know that you will need to tell someone else
- Do not promise to keep what they have told you a secret
- Inform your Safeguarding Designated Officer as soon as possible
- Write it exactly how the child has said it.
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the setting safeguarding record log forms. The member of staff who the allegation has been disclosed to is responsible for completing the form and passing it in to the Manager/ Designated Safeguarding Lead.
- Follow the TED approach, “tell me, explain, describe” if the child is developmentally able to.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working, or may come into contact with children and young people whilst in our setting. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people or other concerned adults. Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event.
- The child is unable to recognize that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognize that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

Actions to take regarding allegations against a person in position of trust

- Report your concern to your Designated Safeguarding Officer/ Designated Lead for Allegations
- Do not discuss this with other staff
- The person/staff member must not be told that a disclosure has been made about them at this stage
- Your Designated Lead for Allegations will refer it to the Local Authority Designated Officer (**LADO**) by calling **01782 235100** and report to Ofsted regardless of if the outcome is founded/unfounded.
- Any concern regarding child protection in the event of an allegation should also be referred to the **Integrated Front Door (IFD)**

Concerns about a child

Your concerns might come from observation, knowledge of the family/environment/culture, something you hear or a direct disclosure from a child. Recognising signs and symptoms of abuse is important. Our beliefs, values and theories have the potential to influence observable facts. Staff must ensure that these do not confuse or cloud the necessary objective view of the situation in terms of significant harm. You need to be able to separate fact from opinion and backing up opinion with evidence and or professional knowledge and experience is vital.

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

Heightened risk factors which may cause concerns are:-

- Private fostering
- Young carers
- Highly mobile families
- Children under one year
- The toxic trio (mental health, substance misuse and domestic abuse)
- Vulnerable families/social exclusion
- Children and young people with disabilities
- Bullying/cyberbullying
- Self-harm and suicidal thoughts
- Peer Group
- Care experienced young people
- Children missing from education
- Attitudes to physical punishment
- Safer networking/ E Safety

Where to refer when you are concerned about a child

Integrated Front Door (IFD) 01782 235100

IFD will no longer accept written referrals (with the exception of referrals from emergency services). Instead, the service will focus on early conversations with families and professionals leading to earlier support.

LADO- LADO referrals come into IFD either on the LADO referral forms into the IFD mailbox or by phone. These are screened by IFD and then passed onto the LADO team for a decision regarding threshold

Emergency Duty Team (outside office hours) 01782 234234

If a child is at immediate and serious risk call 999

Notifying Ofsted and outside agencies

Ofsted and local child protection agencies should be notified of any serious accident or injury to, or the death of, any child while in their care, and act on any advice from those agencies.

Ofsted defines a serious injury or accident that **must** be notified as:-

- Anything that requires resuscitation
- Admittance to hospital for more than 24hours
- A broken bone or fracture
- Dislocation of any major joint, such as the shoulder, knee, hip or elbow
- Any loss of consciousness
- Severe breathing difficulties, including asphyxia
- Anything leading to hypothermia or heat induced illness

You **must** report to Ofsted if a child suffers any loss of sight, whether it is temporary or permanent.

You must also notify about any:

- Penetrating injury to the child's eye

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

- Chemical or hot metal burn to the child’s eye

Minor injuries

You **do not** need to tell Ofsted about minor injuries, even if treated at a hospital (for less than 24 hours). These include:

- Animal and insect bites, such as a bee sting that doesn’t cause an allergic reaction
- Sprains, strains and bruising, for example if a child sprains their wrist tripping over their shoelaces
- Cuts and grazes
- Minor burns and scalds
- Dislocation of minor joints, such as a finger or toe
- Wound infections

2.6 Training

Busybugs will ensure an appropriate level of safeguarding training is available to its trustees, employees, volunteers and any relevant persons linked to the organisation who requires it (e.g., contractors). We will book staff onto the Safeguarding training delivered by the local authority. This training will be updated every 2 years. All staff will be quizzed regularly during day to day working, supervisions, one to ones and observations.

For all employees who are working or volunteering with children, this requires them as a minimum to have awareness training that enables them to:

- Understand what safeguarding is and their role in safeguarding children
- Understand the difference between safeguarding children and child protection
- How to spot the signs of abuse and neglect
- How to respond to the indicators of abuse and neglect and keep children safe
- Understand dignity and respect when working with children
- Have knowledge of the Safeguarding Children Policy

Stoke-on-Trent Safeguarding Children Partnership provide safeguarding training for private and voluntary sectors. Professionals – Multi-agency Training, Stoke-on-Trent Safeguarding Children Partnership website

[\(https://safeguardingchildren.stoke.gov.uk/\)](https://safeguardingchildren.stoke.gov.uk/)

2.7 Current Safeguarding Issues

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Busybugs does not condone practices that are illegal and which are harmful to children. Examples of particular practices are: physical chastisement, witch craft.

Risk Assessment – Our staff follow nursery policy and procedures and risk assessments are kept up to date, we follow the Key Person approach to build a relationship with the families in our setting and to keep open lines of communication. If staff have concerns for the welfare of a child, then our normal safeguarding policy would be followed.

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

IFD would be contacted on 01782 235100, the non-emergency police number 101.
Staffordshire Prevent Team 01785 232054 staffordshire.police.uk/prevent.

- If a child is absent from nursery and no contact is made from the parent, nursery staff will conduct a safe and well call, calling the parent to obtain a reason why their child has not attended nursery. If there are any concerns raised staff will follow safeguarding procedure.
- If a parent informs the nursery that they are going on holiday and the nursery have concerns for the child the destination and dates of travel will be documented.

Confidentiality & Information Sharing:

Busybugs expects all employees, volunteers and trustees to maintain confidentiality. Information will only be shared in line with the General Data Protection Regulations (GDPR) and Data Protection.

However, information should be shared with the Local Authority if a child is deemed to be at risk of significant harm* or contact the police if they are in immediate danger, or a crime has been committed. For further guidance on information sharing and safeguarding see [Busybugs Confidentiality and Information Sharing policies].

*Please see Stoke-on-Trent Safeguarding Children Partnership Threshold Framework – ‘Accessing the right help at the right time’ for definition

7 Golden Rules for Information Sharing

1. Remember that the Data Protection Act and Human Rights law are not a barrier to sharing information
2. Be open and honest
3. Seek advice if in any doubt
4. Share with informed consent where appropriate
5. Consider safety and well-being
6. Necessary, proportionate, relevant, accurate, timely and secure
7. Keep a record

Consent:

Whilst professionals should in general discuss any concerns with the child, the parents/carers and where possible seek their agreement to making referrals to Stoke-on-Trent Integrated Front Door (IFD), this should only be done where such discussion and agreement-seeking will not place the child or others at increased risk of suffering significant harm. For more information see the Threshold Framework on the Partnership website <https://safeguardingchildren.stoke.gov.uk/>

Consent/agreement is not required for child protection referrals; however, you, as the referring professional, would need to where possible discuss with, and inform parents or carers that you are making a referral as stated above, unless you feel by alerting them you could be putting that child or others at risk.

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

Recording & Record Keeping:

A written record must be kept about any safeguarding concerns. This must include details of the person involved, the nature of the concern and the actions taken, decision made and why they were made.

All records must be signed and dated. All records must be securely and confidentially stored in line with General Data Protection Regulations (GDPR). [Busybugs procedures on recording keeping]

Ensure all records are:-

- Confidential and kept secure
- Communicated clearly and appropriately
- Separate fact from opinion
- Relevant
- Clearly written dated with time and signed
- Accurate
- Immediate and indicate action taken
- Free from speculation
- Free from jargon abbreviations

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve Every Child Matters outcome as non-disabled child. Disabled children do however require additional action. This is because they experience greater risks and ‘created vulnerability’ as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009). Busy Bugs Nursery will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this, we will ensure that our staff and volunteers receive the relevant training to raise awareness.

Safer Recruitment and Selection

There is a duty under Section 11 of the Children’s Act 2004 for Busybugs to be committed to safe employment and safe recruitment practices, that reduce the risk of harm to children from people unsuitable to work with them or have contact with them.

Busybugs has policies and procedures that cover the recruitment of all trustees, employees and volunteers. Busybugs safe recruitment and selection procedures and code of conduct.

Social Media:

All employees and volunteers should be aware of Busybugs social media policy and procedures and the code of conduct for safeguarding children on digital platforms.

Use of Mobile Phones, cameras & Other Digital Technology:

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

This includes cameras, mobile telephones, tablets and any recording devices including smartwatches and more recently sunglasses. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem required to safeguard children.

All employees, trustees and volunteers should be aware of Busybugs policy and procedures regarding the use of mobile phones and any digital technology and understand that it is unlawful to share images and content on any digital platform without the explicit consent of the person with parental responsibilities. Personal mobile phones should be either turned off or on silent and not accessed during working hours. Mobile phones can only be used on a designated break and this must be away from the children. Mobile phones should be stored safely in the designated area at all times during working hours. No personal device is allowed to be connected to the nursery Wi-Fi at any time.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches and/or fit bits during working hours. We use mobile phones supplied by the nursery to provide a means of contact in certain circumstances, such as outings.

This policy should be used in conjunction with our online safety policy to ensure children are kept safe when using the nursery devices online telephones (landline & mobile)

Mobile phones have become an integral part of our lives today and can be very useful in ensuring the children's' safety during outings. However, protecting the children from harm is our priority and it is important to be vigilant against the misuse of mobile phones. This includes: staff becoming distracted by their mobile phone and anyone taking photographs and videos of children with them.

The recording, taking and sharing of images, video and audio on any mobile phone is not permitted under any circumstances for any individual entering the setting.

Within the setting

As the nursery has a landline which is manned and available at all times; and in order to maintain a high level of professionalism; mobile phones must be kept in the manager's office and used only during breaks. This is to protect the children from misuse but also to protect the staff from any potential situation that could be misinterpreted.

Outside the setting

The nursery has a mobile phone to be used on an outing, and should be switched on and audible at all times. They are to contact the nursery or a child's parents/carers in an emergency only and do not have the facility to take photos or videos of the children. In the event that the nursery's mobile phones that are used for outings aren't usable, the staff will take their own mobile phones, for use in the case of an emergency, they must not make or receive personal calls as this will distract them. They will not be used to take photographs of the children.

Staff Personal Mobile Phones/smartwatches/fit bits

- Personal Mobile phones/smartwatches/fit bits belonging to Busybugs staff and volunteers are not used on the premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored in the nursery office.
- Personal mobile phones may only be used in privacy of the staff room, where there are no children present.

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

The nursery staff and volunteers ensure that the work telephone number is known to immediate family and other people who need to contact them in an emergency.

Parents and Visitors mobile phones

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child’s day. Parents and visitors are requested not to use their mobile phones whilst on the premises. If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside.

We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Visitors are requested to leave their mobile phones or smart watches in the safety of the office where they will be locked away safely.

Photographs and videos

At Busy Bugs Nursery we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings (including CCTV) taken of children in our nursery are only done with prior written permission from each child’s parent and only share photos with parents in a secure manner. We obtain this when each child is registered and we update it on a regular basis to ensure that this permission still stands.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child’s learning journey; for display purposes; for promotion materials including our nursery website, brochure and the local press; and for use on social media platforms, we use. We ensure that parents understand that where their child is also on another child’s photograph, but not as the primary person, that may be used in another child’s learning journey.

If a parent is not happy about one or more of these uses, we will respect their wishes and find alternative ways of recording their child’s play or learning.

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g., cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents’ wishes are met and children are safeguarded.

Parents are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the nursery premises without the prior consent of the manager. During special events, e.g., Christmas or leaving parties, staff may produce group photographs to distribute to parents on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites/areas without permission from parents of all the children included in the picture.

Reporting concerns of misuse

If anyone suspects the misuse of mobile phones or disregard for any of the policy they should follow the safeguarding procedure set out in the child protection policy. In the case an allegation or a suspicion is raised, the manager reserves the right to check staff’s personal mobile phone in order to check content.

If a member of the public tries to take photos or recording of the children, staff will ask them to stop and to remove photos taken from the device, even if they are known to the child.

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

Further Guidance

NSPCC and CEOP Keeping Children Safe Online training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/

Escalation:

Professional providing services to children and their families should work cooperatively across all agencies, using their confidence, skills and experience to make a robust contribution to safeguarding children and promoting the welfare within the framework of discussions, meetings, conferences and case management.

On occasions situations may arise where there is professional disagreement in relation to safeguarding a child. Resolution is an integral part of professional joint working to safeguard children and this policy seeks to identify how such resolution can be achieved where there are professional differences of opinion.

All professionals have a responsibility to work together and to help to prevent disagreements from escalating where possible. This policy identifies a non-exhaustive list of potential areas of disagreement, guidance and resolving disputes and procedures to be followed when disputes cannot be resolved through discussion and negotiation between professionals at front line level.

Related Setting Policies

'...safeguarding covers more than the contribution made to safeguarding in relation to individual children. It also encompasses issues such as child health and safety and bullying.....and a range of other issues, for example, arrangements for meeting the medical needs of children ...providing first aid, setting security, drugs and substance misuse, etc.

There may also be other safeguarding issues that are specific to the local area or population' Safeguarding Children and Safer Recruitment in Education. Staff have access to further information on these concerns through their Level 1 Safeguarding training and the document- Inspecting safeguarding in early years, education and skills.

- Promoting positive behaviour
- Dealing with discriminatory behaviour, bullying including online and prejudice-based bullying
- Racist, disability, homophobic and transphobic abuse
- Gender based violence/violence against women or girls
- Sexual harassment
- Radicalisation/extremist behaviour
- Child sexual exploitation and trafficking
- Child criminal exploitation including county lines
- Risks using technology and social media
- Up-skirting
- Domestic abuse
- Female genital mutilation

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		

- Forced marriage
- Poor parenting/homelessness
- Honour based violence
- Confidentiality
- Drugs and Alcohol misuse (included in arrivals and departures)
- Mobile phone and social networking (E-safety)
- ICT and Internet Safety Policy
- Health and Safety
- Inclusion and Equality
- Visits and Outings
- Complaints and compliments
- Allegations (included above)
- Intimate Care
- Safe Recruitment of staff
- Sharing of information

Legislation relating to this policy:

- Children Act 1989, 2004
- School Standards and Framework act 1998
- Safeguarding Children and Safer Recruitment in Education Guidance DfES 2007
- Every Child Matters
- Statutory Framework for the Early Years Foundation Stage 2008
- Working Together to Safeguard Children 2018

What is the role of Effective Practice Co-ordinator?

To embed the Early Help and Prevention Strategy and to monitor, improve and coordinate early help practice and delivery across the partnership within the context of the Thrive model, leading in the development and management of locality-based Family Hubs. To develop and deliver training to cross sector early help professionals within a defined locality. To develop and lead on the delivery of evidence based and bespoke group work programmes for parents within a defined locality that meet local need. To support the local delivery of the Supporting Families Programme including training front line managers and practitioners to support whole family working, evidencing good family and individual level outcomes and working collaboratively across the partnership to embed future changes to the Programme.

**Multi-agency Safeguarding Stoke-On-Trent
Multi Agency Safeguarding Hub (MASH) 101**
www.safeguardingchildren.stoke.gov.uk

Integrated Front Door – IFD 01782 235100
LADO (Local Authority Designated Officer) 01782 235100
For support out of office hours (5.00pm-8.30pm) call the Emergency Duty Team 01782 234 234
Advice and Access team 01782 232200

Effective Practice Co-ordinator- Nicola Phillips (Nicola.Phillips@stoke.gov.uk)

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		



**Busybugs Nursery
Safeguarding Procedure**

Page	28 of 28
Issued	03.09.18

Staffordshire Children’s Advice & Support Service.
First Response team 0800 1313126
first@staffordshire.gov.uk
Emergency Duty “Out of Hours”
0845 604 2886 (public)

The Office for Standards in Education, Children’s Services and Skills (OFSTED)
0300 123 1231

Ofsted Whistle blowing hotline
0300 123 3155
whistleblowing@ofsted.gov.uk

REV NO	1	2	3	4	5	6	7	8
DATE	28/03/22	25/3/23	26/6/24	13/11/24	8/5/25	11/11/25		