**The Little Bumblebee Safeguarding Policy**

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# Introduction

* Nursery vision and ethos

At The Little Bumblebee Nursery, safeguarding is our utmost priority, reflecting our unwavering commitment to ensuring the safety, well-being, and holistic development of every child under our care. Our dedication to safeguarding is deeply rooted in our core values, vision, and overarching mission to provide a nurturing environment where children can thrive emotionally, socially, and academically.

In addition, as an organization, The Little Bumblebee Nursery is committed to fostering a comprehensive and enriching experience for children. Our organisation is dedicated to creating a positive and stimulating atmosphere, where children can grow, learn, and flourish. Through our unwavering commitment to excellence, we strive to make a lasting impact on the lives of the children we serve.

**Statement of Commitment:**

We believe that children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe, and to practice in a way that protects them. The welfare of children is paramount in all the work we do and in all the decisions we take.

At The Little Bumblebee Nursery, we aim to create an environment that is safe, and we are committed to doing everything in our power to protect children, promote their welfare, and support their families.

**Priority of Safeguarding:**

Safeguarding holds a position of paramount importance within our educational community. Recognizing the vulnerability of children and the profound impact that their early experiences have on their future, we prioritize safeguarding to create an environment where they can explore, learn, and grow without compromise. We firmly believe that every child deserves a safe and secure space in which to discover the joy of learning and develop the foundations for a successful and fulfilling life.

**Vision and Values:**

Our vision at The Little Bumblebee Nursery is to foster an inclusive and supportive community where each child is valued for their unique qualities. We embrace values such as respect, kindness, empathy, and diversity, and safeguarding is integral to upholding these principles. Through our commitment to safeguarding, we aim to create an atmosphere that not only protects children from harm but also promotes a culture of mutual respect and understanding among students, staff, and parents.

**Overall Aims in Promoting Safeguarding:**

The overarching aims of our Nursery in promoting safeguarding are multi-faceted. We strive to:

* Create a Secure Environment: Establish and maintain a physically and emotionally secure environment that promotes a sense of safety and trust for every child.
* Prevent Harm: Implement proactive measures to prevent harm, recognizing potential risks and addressing them swiftly and effectively.
* Empower and Educate: Empower children with the knowledge and skills to understand and respond to situations that may compromise their safety. We aim to educate both children and adults within our community on safeguarding principles.
* Build Partnerships: Foster strong partnerships with parents, caregivers, and external agencies to ensure a collaborative approach in safeguarding and promoting the welfare of children.
* Continuous Improvement: Continuously review and improve our safeguarding practices, staying informed about the latest developments and best practices in child protection.

**Purpose of this policy**

The purpose of this policy is to:

* Effectively safeguard children and promote their rights and welfare.
* Provide all staff and volunteers with clear rules to follow.
* Make all staff and volunteers aware of what is expected of them in terms of their approach,
* behaviour and actions.
* Evidence to The Little Bumblebee LTD users, parents and carers, the local community, partner organisations, the local authority and funding and commissioning bodies that The Little Bumblebee LTD is committed to safeguarding.

**Scope of this policy**

This policy applies to all The Little Bumblebee LTD staff and volunteers, including trustees,

sessional workers, students on work placements and anyone working on behalf of The Little Bumblebee LTD.

**Definitions**

Safeguarding and promoting the welfare of children is the process of:

* Protecting children from 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 life chances.

Child protection is the process of protecting individual children identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect.

* Key principles

Key Principles of Safeguarding:

1. **Shared Responsibility:**

Safeguarding is a collective responsibility shared by every member of our Nursery community. This includes not only staff but also volunteers, governors, and anyone else involved in the education and well-being of children. By fostering a culture of vigilance and shared commitment, we ensure that every individual plays an active role in creating a safe and secure environment for our students.

1. **Utilization of Child Protection Procedures:**

Our Nursery is committed to implementing both local and national child protection procedures as fundamental tools to ensure the protection of children. These established protocols guide our actions and responses, providing a standardized framework to address and prevent potential harm.

1. **Responsibility to Identify, Respond, and Report:**

Everyone who works with children within our Nursery acknowledges and understands their individual responsibility to identify, respond to, and report any signs of abuse or neglect. We emphasize the importance of prompt and appropriate action, ensuring that the well-being of the child is the top priority in all circumstances.

1. **Respect for the Voices of Children:**

The Nursery places immense value on the views and voices of every child within our community. We actively encourage open communication, listening to and respecting the perspectives of children. Creating an environment where children feel heard and understood is integral to our commitment to safeguarding, as it enables us to better address their needs and concerns.

1. **Equal Right to Safety:**

At The Little Bumblebee Nursery, we affirm that all pupils have an equal and unequivocal right to be safe. This right transcends any differences in disability, sex, sexual orientation, gender reassignment, or race. Our commitment to equality ensures that every child is treated with dignity and receives the same level of protection, irrespective of their individual characteristics.

These key principles underpin our approach to safeguarding, providing a foundation that guides our actions, policies, and interactions within the Nursery community. By upholding these principles, we collectively contribute to the creation of a safe and nurturing environment for every child in our care.

* Relevant legislation and guidance

At The Little Bumblebee LTD we recognise our legal responsibility to safeguard children and promote their welfare. We will therefore act within the framework set by the Children Act 1989 and The Children Act 2004. We will also follow the Working Together to Safeguard Children 2018 guidance (and any updates). As our safeguarding procedures, we adopt the Ealing Safeguarding Children Guidance 2022 (the Yellow Book).

Key documents include:

* [**Keeping Children Safe in Education**](https://www.twinkl.co.uk/r/azul8) (please note that this document is updated regularly so Nurseries should ensure that they are referring to the most recent version and that their policy reflects any changes).
* [**The Children Act 1989**](https://www.twinkl.co.uk/r/a4tmy) and [**2004 amendment**](https://www.twinkl.co.uk/r/k8w9p);
* [**Working Together to Safeguard Children (2018)**](https://www.twinkl.co.uk/r/11efd8);
* Section 175 of the [**Education Act 2002**](https://www.twinkl.co.uk/r/1dl27s);
* [**What to do if you’re worried a child is being abused: advice for practitioners**](https://www.twinkl.co.uk/r/fgs0j).
* Governors should also be aware of the relevant section within the latest version of the [**Governance Handbook**](https://www.twinkl.co.uk/r/ry1lc). There is a section within this that is dedicated to safeguarding and pupil welfare.

**Underlying principles and practices**

At (name of your organisation) we will safeguard children by:

* Following the Yellow Book in our day-to-day work.
* Appointing a Designated Safeguarding Lead for children and young people, a deputy and a lead trustee/board member for safeguarding.
* Listening to children and young people and respecting and valuing them at all times.
* Challenging discrimination and promoting the right to equal protection regardless of race, ethnicity, culture, religion, faith, gender, sexual orientation, disability, social or immigration status or any other element of diversity.
* Providing effective management to staff and volunteers through support, supervision and training.
* Recruiting staff and volunteers safely, ensuring that all necessary checks are made and safe recruitment good practice guidelines are followed.
* Responding to both child protection and non-child protection concerns immediately.
* In cases of doubt, questions or need for guidance, always seeking advice by calling ECIRS (020 8825 8000), or, in cases involving staff/volunteers, the Ealing Local Authority Designated Officer (LADO) on 020 8825 8930 or asv@ealing.gov.uk
* Working in partnership with children, their parents and carers, members of the local community and local statutory and voluntary organisations.
* Adhering to the attached Code of Behaviour for staff and volunteers at all times.
* Developing and implementing an effective online safety policy and related procedures.
* Ensuring that we have effective complaints and whistleblowing measures in place.
* Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
* Early help

All staff, volunteers and governors should be alert and be aware of the need for early help, including for children who are more vulnerable. All staff should be aware of any vulnerable children that they work with, in order to be aware of signs for early help.

**Early Help Awareness:**

At The Little Bumblebee Nursery, we recognize the importance of early help in addressing the needs of children who may be more vulnerable. All staff, volunteers, and governors play a crucial role in being alert and aware of potential signs that a child may require early help or additional support. Our commitment to early intervention is grounded in our dedication to promoting the well-being and positive development of every child.

Identifying Potentially Vulnerable Groups: Staff members are encouraged to be particularly mindful of the following potentially vulnerable groups, among others:

1. **Children with Special Educational Needs (SEN):**
* Those who may require additional support or accommodations to fully engage with the learning environment.
1. **Young Carers:**
* Children who take on significant caring responsibilities for a family member, which may impact their well-being and ability to participate fully in educational activities.
1. **Children with Health or Medical Needs:**
* Those who may have specific health conditions that require careful monitoring and support.
1. **Children from Disadvantaged Backgrounds:**
* Those facing economic challenges that may impact their access to resources and opportunities.
1. **Children with Behavioural or Emotional Challenges:**
* Those exhibiting signs of emotional distress or challenging behaviours that may indicate a need for additional support.

Local Procedures for Accessing Early Help: For information on local procedures and accessing early help in our area, please refer to the [insert name of local authority] Early Help services. The local authority's Early Help team can be contacted at [insert contact details]. Additionally, you can find relevant information and resources on the [insert link to the local Early Help services page].

Reporting Concerns:

If any member of our Nursery community identifies a child who may benefit from early help or additional support, they are encouraged to follow our internal reporting procedures. This involves notifying the designated safeguarding lead or another senior staff member, who will then initiate the appropriate actions, which may include collaboration with external agencies.

By fostering a heightened awareness of early help and providing clear guidance on local procedures, we aim to create a supportive and responsive environment that ensures the well-being of every child in our care. Our collective commitment to early intervention reflects our dedication to promoting positive outcomes for all children, especially those who may face additional challenges.

* Sharing information

Staff should never promise confidentiality to a pupil as it might be necessary to share information with others to keep them safe.

Staff should note that:

* ​the Data Protection Act (DPA) 2018 and UK GDPR does not prevent the sharing of information if this is necessary to keep children safe.
* concerns about sharing information should not compromise the process of protecting pupils from harm.
* if anyone has concerns or questions about sharing information, they should contact the Nursery’s designated safeguarding lead (DSL).

General information about DPA and GDPR can be found here:

[**The Data Protection Act - GOV.UK**](https://www.twinkl.co.uk/r/74gb7)

[**Guide to the General Data Protection Regulation - GOV.UK**](https://www.twinkl.co.uk/r/8j4db)

The Department for Education has provided additional guidance on information sharing for safeguarding practitioners. This can be found here:

​​[**Information sharing advice for safeguarding practitioners**](https://www.twinkl.co.uk/r/1k3ekc)

**Nursery Processes for Information Sharing:**

At The Little Bumblebee Nursery, our commitment to safeguarding extends to establishing clear and effective processes for information sharing. These processes are designed to ensure the safety and well-being of our pupils while adhering to legal and ethical standards. Here is an elaboration on our Nursery's processes for information sharing:

**Internal Communication Protocols:**

Within our Nursery or trust, we have established secure communication channels to facilitate the sharing of information among staff members. This includes regular team meetings, secure digital platforms, and documented procedures for reporting and discussing concerns.

**Designated Safeguarding Lead (DSL) Responsibilities:**

Our DSL plays a central role in overseeing information sharing. They are a point of contact for staff members who may have concerns or questions about sharing information. The DSL ensures that the process aligns with our safeguarding policies and legal obligations.

**Training and Awareness:**

All staff members undergo regular training on information sharing protocols. This includes an understanding of the legal framework, the importance of confidentiality, and the necessity of sharing information when it is in the best interest of the child. This training ensures that our staff is well-equipped to make informed decisions regarding information sharing.

**Documentation and Record-Keeping:**

We maintain detailed records of any concerns, actions taken, and communications related to safeguarding. This documentation is securely stored and easily accessible to authorized personnel. Proper record-keeping is crucial for accountability and ensuring that information is accurately represented.

**Local Safeguarding Partners and Outside Agencies:**

Our Nursery has established partnerships with local safeguarding agencies and relevant outside organizations. We have defined processes for sharing information with these partners when necessary. This may include coordinating with social services, healthcare professionals, or law enforcement, depending on the nature of the concern.

**Parental Communication:**

We recognize the importance of open and transparent communication with parents. Our processes include clear guidelines on when and how information will be shared with parents, ensuring that they are informed about any concerns related to their child's well-being.

**Data Protection Policy Integration:**

Our Nursery's data protection policy is seamlessly integrated into our information sharing processes. This ensures that information is handled and stored in compliance with data protection regulations, with a focus on safeguarding the privacy and rights of individuals.

**Regular Review and Updates:**

Our information sharing processes are subject to regular review to ensure they remain current and effective. Updates are made in response to changes in legislation, best practices, or local procedures, guaranteeing that our Nursery stays at the forefront of safeguarding efforts.

For more detailed information on our Nursery's processes for information sharing, please refer to our [Nursery's data protection policy] (insert link to the Nursery's data protection policy). We believe that a proactive and well-defined approach to information sharing is fundamental to our collective responsibility for the safety and welfare of our pupils.

# Types and Signs of Abuse

This section explains the different types of child abuse that pupils could experience, along with a definition of each. This includes neglect, sexual abuse, physical abuse and emotional abuse.

It should be noted that the signs of abuse within this policy are intended as examples; the lists are not exhaustive. Equally, just because a pupil is demonstrating one or more of the signs indicated, it does not necessarily mean that they are being abused.

* General signs of abuse

Some of the signs of abuse are the same, regardless of the type of abuse that the child is experiencing. Examples include (but are not limited to):

* changes in behaviour, such as angry outbursts, aggressive behaviour or becoming withdrawn or anxious.
* changes in eating habits.
* sleep problems or experiencing nightmares.
* continence problems, such as bed-wetting or soiling themselves.
* appearing afraid of particular individuals or making excuses to avoid people.
* self-harming.
* suicidal thoughts.
* knowing about topics and issues that are not appropriate for their age.
* not receiving adequate or timely medical care or treatment for injuries.
* frequent absences from Nursery.
* lacking social skills and/or having few friends.
* running away from home or going missing.
* Neglect

Neglect is the failure to meet a child’s basic needs. Neglect is the most common form of child abuse and often takes place at the same time as other types of abuse.

Neglect can be difficult to recognise but it is important to be aware of and act on any indicators of neglect. Examples include a failure to:

* provide adequate food, clothing and shelter.
* receive appropriate medical and dental care.
* ensure that a child is accessing regular education.
* provide supervision that is appropriate to their age and stage of development.
* meet their emotional needs – for example, to feel safe and loved.

The potential signs of neglect include (but are not limited to):

* being unclean or ‘smelly’.
* being hungry frequently.
* losing weight or being underweight.
* wearing inappropriate clothing.
* reports of a child being left alone or unsupervised for a period of time that is unsuitable for their age or stage of development.
* untreated injuries, medical conditions or dental issues.
* poor language, communication or social skills.
* not having many friends.
* regularly complaining of tiredness.
* not asking for medical help, e.g., when they have fallen over on the playground.
* Physical abuse

Physical abuse is abuse that causes physical harm to a child. It may involve hitting, shaking, throwing, burning/scalding, drowning, suffocating, poisoning or otherwise. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Bruising and cuts are common on children, but it is important to view all injuries in a wider context and to be aware that some injuries may have been inflicted, rather than being accidental.

The indicators of physical abuse include (but are not limited to):

* unexplained marks or bruising, or an explanation which is inconsistent with the injury.
* multiple bruises.
* burns, e.g., from a cigarette or mirroring the shape of an object.
* scalds.
* bite marks.
* broken skin.
* physically flinching from physical contact or touch.
* not wanting to get changed.
* Emotional abuse

Emotional abuse is the emotional maltreatment of a child which causes adverse effects on the child’s emotional development. It may involve telling a child that they are worthless or unloved, inadequate, or making them feel that they are not valued.

Emotional abuse may also include:

* not giving the child opportunities to express their views, deliberately silencing them, or belittling what they say or how they communicate.
* age or developmentally inappropriate expectations being imposed on children that are inappropriate for their age of stage of development.
* serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse can be hard to identify due to there being no physical signs. It should be recognised that a child who appears well looked after could still be suffering from emotional abuse.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The indicators of emotional abuse may include (but are not limited to):

* rocking.
* sulking.
* hair twisting.
* being unable to play.
* experiencing sudden speech disorders.
* being fearful of making a mistake.
* being withdrawn, anxious or depressed.
* self-harm.
* being fearful of a parent being spoken to about their changes in behaviour.
* Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities. It can take the form of physical contact and/or non-contact activities.

**Physical contact** includes assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing.

**Non-contact activities** include children looking at, or being involved in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by men, women or other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and there is a separate section about this later in this policy.

Upskirting The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force in 2019. Upskirting is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Pupils of any gender can be victims of sexual abuse. Any child reporting sexual abuse needs to be taken seriously and listened to.

Signs of sexual abuse include (but are not limited to):

* pain or itching in the genital area.
* stomach pains.
* discomfort sitting down or walking.
* sexually transmitted diseases.
* bruising or bleeding in the genital area.
* vaginal discharge or infection.
* pregnancy.
* having inappropriate sexual knowledge for their age.
* sexual drawings or language.
* bed-wetting.
* having secrets which they say they cannot tell anyone.
* having unexplained money suddenly.
* not being allowed to have friends.

# Specific Safeguarding Issues

* Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. An abuser will gain the trust of a child or control them through blackmail or violence.

CSE can happen in person or online. A child exploited online may be forced to:

* distribute sexual images of themselves.
* film or livestream sexual activities.
* engage in sexual conversations.

The indicators of potential CSE can include (but are not limited to):

* going missing.
* not attending Nursery.
* having sexual knowledge that is inappropriate for their age.
* using drugs or alcohol.
* having unexpected gifts or money that they will not explain the source of concerns regarding sexual health.
* becoming isolated from family and friendship groups.
* struggling with trust.
* declining emotional wellbeing.
* Child Criminal Exploitation (CCE)

Child Criminal Exploitation is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into criminal activity.

This can include children being involved in transporting drugs or money (county lines), working in cannabis factories, shoplifting or pickpocketing, as well as being forced or manipulated into committing crime, such as vehicle crime or threatening/committing serious violence to others. Children can be trapped in this kind of exploitation by being threatened with violence or coerced into debt. Children may also be coerced into carrying weapons or may begin carrying a knife for protection from others.

The indicators of potential CCE can include (but are not limited to):

* going missing or travelling for unexplained reasons.
* not attending Nursery.
* using drugs or alcohol.
* being involved with gang activity or exhibiting signs of this, such as wearing clothing/accessories or using slang associated with gangs.
* having unexpected gifts or money that they will not explain the source of.
* committing ‘petty’ crime, such as shoplifting.
* carrying a weapon.
* becoming isolated from family and friendship groups.
* unexplained injuries and refusal to seek medical help.
* declining emotional wellbeing.
* Serious violence

Children and young people can be involved with, and be at risk from, serious violent crime. This can be linked to Child Criminal Exploitation but can also occur separately.

The indicators of potential serious violent crime can include (but are not limited to):

* regular or increased absence from Nursery.
* decline in academic performance or behaviour.
* change in friendships or relationships, often involving older individuals or groups.
* signs of self-harm.
* being involved with gang activity.
* signs of assault or unexplained injuries.
* significant change in wellbeing.
* any potential indicators of CCE.

Approach to Avoiding and Handling Serious Violence:

At The Little Bumblebee Nursery, we are dedicated to providing a safe and nurturing environment for all children. Our approach to avoiding and handling serious violence is comprehensive and proactive, emphasizing prevention, intervention, and collaboration. Here is an overview of our approach:

1. **Prevention through Education:**
* We prioritize education and awareness to prevent serious violence. This includes age-appropriate discussions with children about conflict resolution, empathy, and respectful communication. Teaching children these skills equips them to navigate social interactions positively.
1. **Promoting a Positive and Inclusive Environment:**
* Our nursery fosters a culture of respect, kindness, and inclusivity. By promoting positive values, we aim to create an atmosphere where children feel safe, valued, and supported. This environment reduces the likelihood of aggressive behaviors.
1. **Implementing a Well-Defined Behavior Policy:**
* We have a clear behaviour policy in place that sets expectations for acceptable conduct. This policy is communicated to both children and parents, outlining the consequences of inappropriate behavior. Consistent enforcement ensures a safe and orderly environment.
1. **Early Identification and Intervention:**
* Our staff is trained to identify signs of potential conflict or aggression early on. By recognizing warning signs, we can intervene promptly, addressing the underlying issues and preventing the escalation of conflicts.
1. **Collaboration with Parents and Caregivers:**
* We maintain open communication with parents and caregivers, keeping them informed about their child's behavior and any concerns related to aggression. Collaborative efforts ensure a consistent approach to addressing and preventing serious violence both at home and in the nursery.
1. **Supporting Children with Special Needs:**
* We recognize that some children may require additional support due to special needs or challenging circumstances. Our approach involves working closely with parents, external professionals, and support services to tailor interventions that address the unique needs of each child.
1. **Training for Staff:**
* Our staff receives ongoing training in behavior management, conflict resolution, and de-escalation techniques. This ensures that they are well-equipped to handle challenging situations and contribute to the prevention of serious violence.
1. **Partnership with External Agencies:**
* In cases where serious violence is a concern, we collaborate with external agencies, such as local authorities, counseling services, or child protection organizations. This partnership allows for a comprehensive and multidisciplinary approach to addressing the root causes of violence.
1. **Continuous Review and Improvement:**
* Our approach to avoiding and handling serious violence is subject to continuous review. We regularly assess the effectiveness of our strategies, seeking opportunities for improvement and adaptation based on evolving best practices and insights from our experiences.

By combining these elements, we strive to create a secure and supportive environment where children can thrive emotionally, socially, and intellectually, free from the impact of serious violence. Our commitment is unwavering, and we prioritize the safety and well-being of every child in our care.

* Domestic abuse

Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional abuse. It can be an isolated incident, or a series of incidents and children can be victims. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

The indicators of potential domestic abuse can include (but are not limited to):

* becoming anxious, withdrawn, or depressed.
* sleep difficulties.
* bed-wetting.
* complaining of physical symptoms, such as tummy aches.
* behavioural issues, such as aggression or behaving in a much younger manner than their actual age.
* low sense of self-worth or self-esteem.
* self-harm.
* alcohol or drug abuse.
* Female Genital Mutilation (FGM)

Female Genital Mutilation involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

The Nursery understands that staff have a mandatory duty to report to the police if they believe an act of FGM has been carried out on a girl under the age of 18. Failure to do this could result in disciplinary action for staff.

The signs of FGM include (but are not limited to):

* being absent from Nursery.
* not taking part in PE lessons.
* appearing to be in pain or have restricted movements.
* regularly going to the toilet for prolonged amounts of time.
* unauthorised absence from Nursery, especially holidays planned to countries which are known to practise FGM.

Section 5B(11) of the Female Genital Mutilation Act 2003, inserted under section 74 of the [**Serious Crime Act 2015**](https://www.twinkl.co.uk/r/13t2sz), specifies that if staff suspect that FGM has been carried out on a pupil under 18 years of age, they have a statutory duty to report this to the police.

Statutory guidance on Female Genital Mutilation can be found here:

[**Multi-agency statutory guidance on female genital mutilation - GOV.UK**](https://www.twinkl.co.uk/r/1kmb7w)

* Forced marriage.

It is a criminal offence to force a person to marry in England and Wales. Young men and women can be at risk in affected ethnic groups. Forced marriage is distinct from arranged marriages.

Evidence shows that the issue of forced marriage affects certain sectors of communities. It typically affects girls in the age range of 14-16 years old. However, it can affect boys. One sign of forced marriage is a lengthy absence which is often unexplained.

Any member of staff with concerns regarding forced marriage should report this immediately to the DSL, who should raise the concern with the police.

* Child-on-child abuse

The Nursery understands that abuse can take place from one child to another child. Child-on-child abuse can take a number of forms including (but not limited to):

* bullying, including discriminatory bullying and cyberbullying.
* physical abuse.
* sexual harassment, including online sexual harassment.
* causing someone to engage in sexual activity without consent.
* upskirting.
* consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery).

Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can be both physical and verbal and can occur online and/or face to face.

Staff should take a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable and should not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and encourage people to falsely believe that it is acceptable.

Staff should also challenge physical behaviour, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. They should recognise, acknowledge and understand the scale of harassment and abuse, and understand that even if there are no reports, it does not mean it is not happening.

**Prevention and Response to Child-on-Child Abuse:**

At The Little Bumblebee Nursery, we prioritize the safety and well-being of every child in our care. Our approach to addressing child-on-child abuse is multifaceted, encompassing preventive measures, clear processes for identification and intervention, confidential reporting mechanisms, and comprehensive support for all involved parties. Here is an overview of our strategies:

1. **Preventive Measures:**
* We implement preventive measures to reduce the likelihood of child-on-child abuse. This includes ongoing education on respectful behavior, empathy, and personal boundaries. Through age-appropriate discussions and activities, we aim to create a positive and supportive culture within the nursery.
1. **Clear Processes for Identification and Intervention:**
* Our staff is trained to identify signs of child-on-child abuse promptly. Any concerns are reported to the designated safeguarding lead (DSL), who initiates a thorough investigation. We have clear procedures in place for assessing the severity of the situation, involving relevant authorities if necessary, and implementing appropriate interventions.
1. **Confidential Reporting Mechanisms:**
* Pupils and others in our nursery can report concerns about child-on-child abuse confidentially. We provide multiple reporting channels, such as designated staff members, suggestion boxes, and anonymous reporting systems, ensuring that individuals feel comfortable coming forward with their concerns.
1. **Comprehensive Support for All Involved Parties:**
* Our Nursery is committed to providing support for victims, perpetrators, and any others affected by child-on-child abuse. This support may include counseling services, referral to external agencies, and collaboration with parents or guardians. We prioritize the well-being and emotional recovery of all parties involved.
1. **Acknowledgment of Gender Dynamics:**
* We acknowledge that child-on-child abuse can happen to pupils of any gender. While it is recognized that girls may be more likely to be victims, we emphasize that child-on-child abuse is unacceptable, irrespective of gender. Our commitment to addressing such incidents is unwavering, and we take all cases seriously, conducting investigations and implementing necessary interventions.
1. **Education and Awareness Campaigns:**
* We conduct educational campaigns within the nursery community to raise awareness about child-on-child abuse. This includes discussions on consent, healthy relationships, and the importance of reporting concerns. By fostering a culture of vigilance and open communication, we empower pupils and staff to play an active role in preventing and addressing such incidents.
1. **Regular Review and Improvement:**
* Our processes for addressing child-on-child abuse are subject to regular review to ensure their effectiveness. Feedback from staff, pupils, and parents is actively sought, and adjustments are made as needed to enhance our approach.
* Radicalisation and extremism

The Department for Education defines extremism, radicalisation and terrorism as follows:

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to a radical ideology. All Nursery staff must be aware of changes in pupils’ behaviour which could indicate that they may be at risk. Staff should use their professional judgement in identifying students who might be at risk of radicalisation and always act proportionately and seek support if they are concerned.

The requirement for all staff, volunteers and governors to adhere to and understand their duties to prevent radicalisation is set out in the Prevent guidance which was published in 2015 and is updated regularly:

[**Statutory guidance on the Prevent duty**](https://www.twinkl.co.uk/r/1lwstm)

Nurseries should use mechanisms to establish the risk of radicalisation for the children in the Nursery, ensure that staff understand the risk and understand how to deal with these issues. The importance and implementation of the Prevent duty needs to be communicated to and understood by all staff, volunteers and governors.

Signs of radicalisation include (but are not limited to):

* being unwilling to listen to different points of view.
* becoming obsessive about conspiracy theories.
* changes in appearance and clothing.
* converting to a new religion.
* changes in hobbies or pastimes.
* becoming secretive.
* spending a lot of time online or on the phone.
* changing friends or becoming isolated.
* showing an interest in extremist organisations.
* accessing extremist content online.
* expressing unusual views.
* making discriminatory comments.
* becoming unwilling to engage with people from different groups, religions, etc.

**Preventing Radicalisation:**

At The Little Bumblebee Nursery, we are committed to creating a safe and inclusive environment for all children. Our approach to preventing radicalisation involves a range of specific actions, including awareness-raising initiatives, monitoring online activity, and clear procedures for reporting suspected radicalisation. Here are the specific actions we take:

1. **Raising Awareness:**
* We incorporate age-appropriate education on tolerance, diversity, and respect within our curriculum. Through discussions, activities, and materials, we aim to foster an understanding of diverse cultures, beliefs, and perspectives, promoting a sense of unity and community within the nursery.
1. **Promoting Critical Thinking:**
* We encourage critical thinking skills among our pupils, empowering them to question information, analyse perspectives, and make informed decisions. By fostering a culture of open dialogue, we create an environment where children feel comfortable expressing their thoughts and asking questions.
1. **Staff Training:**
* Our staff undergoes training on recognising signs of radicalisation and extremism. This includes understanding the vulnerabilities that may make individuals susceptible to radical influences. Training also covers the appropriate response and reporting procedures.
1. **Monitoring Online Activity:**
* We closely monitor online activity within the nursery, particularly when children have access to digital devices. This includes age-appropriate supervision, filtering content, and promoting responsible online behaviour. Any concerning online activities or content related to radicalisation are reported and addressed promptly.
1. **Partnership with External Agencies:**
* We collaborate with external agencies, such as local authorities and counter-radicalisation initiatives, to stay informed about the latest developments and best practices in preventing radicalisation. This partnership enhances our ability to address potential risks effectively.
1. **Clear Reporting Procedures:**
* We have clear procedures in place for reporting suspected radicalisation. Staff members are trained to identify signs of concern, and a designated point of contact is responsible for coordinating any necessary actions. These procedures are communicated to all staff, pupils, and parents.
1. **Community Engagement:**
* We actively engage with the local community to build positive relationships and promote a sense of belonging. Community involvement contributes to a supportive environment that counters isolation and fosters a sense of identity within the wider community.
1. **Educational Workshops and Guest Speakers:**
* We organise educational workshops and invite guest speakers to address the nursery community on topics related to tolerance, diversity, and the dangers of radicalisation. These events provide opportunities for open discussions and further enhance awareness.
1. **Regular Reviews and Updates:**
* Our approach to preventing radicalisation is subject to regular reviews and updates. As the landscape of extremism evolves, we adapt our strategies to ensure their ongoing relevance and effectiveness.

Through these specific actions, we aim to create a nursery environment that is resilient to radicalisation, promoting values of tolerance, understanding, and unity among our diverse community.

* Online safety and the use of mobile and smart technology

Staff Mobile Phone and social media Policy

1. **Mobile Phone Usage:**

Staff members are permitted to bring mobile phones into the workplace; however, adherence to the following guidelines is crucial:

1. **Secure Storage:**
* Mobile phones must be placed in the designated staff mobile phone box before any contact with children.
* Phones will be stored securely in a locked area and returned to the staff member at the end of their shift or during breaks.
1. **Media Usage Prohibition:**
* Under no circumstances should staff use their mobile phones or personal media devices to capture photographs or videos of the children.
1. **Ownership Responsibility:**
* All mobile phones brought into the nursery are at the owner's risk. The nursery holds no liability for damage or theft of personal phones.
1. **Emergency Contact Information:**
* Staff are encouraged to provide family and friends with the nursery's main line number for emergency contact purposes.
1. **Consequences of Policy Breach:**
* Any staff member found to be in violation of this policy will be considered to have committed an act of gross misconduct.
* Disciplinary measures will be implemented in accordance with the guidelines outlined in the staff handbooks.

**Social Media Policy**

This policy encompasses the use of all forms of social media, including but not limited to Facebook, LinkedIn, Twitter, Wikipedia, all social networking sites, and internet postings such as blogs. It is applicable for both business and personal use, whether during office hours or otherwise. The policy extends to the use of social media on our IT facilities, as well as personal equipment owned by staff. Staff members are expected to exercise discretion when using social media platforms, refraining from sharing any information or images related to nursery activities or children in their care. This policy is established to ensure the safety, security, and privacy of the children attending our nursery. Staff cooperation is vital in upholding these standards. For further details on disciplinary procedures, staff members are advised to refer to their handbooks.

* Pupils with SEND or medical needs.

Children with special educational needs and/or disabilities (SEND) are three times more likely to be abused by their peers. Therefore, it is important that Nurseries ensure that measures are taken to keep these pupils safe from harm.

1. **Protecting Pupils with SEND and Medical Needs:**
* At The Little Bumblebee Nursery, we are dedicated to ensuring the safety and well-being of all our pupils, with a particular focus on those with special educational needs and/or disabilities (SEND) and medical needs. Recognizing that children with SEND are more vulnerable to abuse, we implement specific measures to safeguard these pupils. Here are the measures we take:
1. **Individualized Support Plans:**
* We develop individualized support plans for pupils with SEND and medical needs. These plans outline specific accommodations, interventions, and safety measures tailored to the unique requirements of each child. These plans are created in collaboration with parents, caregivers, and relevant healthcare professionals.
1. **Staff Training and Awareness:**
* Our staff receives specialized training in understanding and meeting the needs of pupils with SEND and medical conditions. This includes training on recognizing signs of distress or discomfort and responding appropriately. Staff members are also informed about specific medical procedures or interventions required for certain pupils.
1. **Designated Support Staff:**
* We designate specific staff members to provide additional support to pupils with SEND and medical needs. These support staff members are trained to assist with mobility, communication, and other specific requirements outlined in individual support plans.
1. **Accessibility and Inclusivity:**
* Our nursery environment is designed to be accessible and inclusive. We ensure that physical spaces are adapted to accommodate mobility aids, and we provide resources that cater to various learning styles and communication needs.
1. **Effective Communication with Parents and Healthcare Professionals:**
* We maintain open and transparent communication with parents, caregivers, and relevant healthcare professionals to ensure a holistic understanding of each pupil's needs. Regular updates and meetings are scheduled to discuss progress, concerns, and any adjustments required to support the child effectively.
1. **Buddy Systems and Peer Support:**
* We implement buddy systems and peer support initiatives to encourage positive interactions between pupils with SEND and their peers. This fosters a sense of inclusivity and helps prevent bullying or abusive behaviors.
1. **Personalized Safeguarding Measures:**
* Personalized safeguarding measures are implemented based on the vulnerabilities identified in individual risk assessments. These measures may include additional supervision, communication support, or specific interventions to prevent potential harm.
1. **Regular Review of Support Plans:**
* Individual support plans are regularly reviewed to ensure they remain relevant and effective. Any changes in a pupil's medical or developmental needs are promptly addressed, and adjustments to support plans are made as necessary.
1. **Promoting a Culture of Inclusion and Understanding:**
* We actively promote a culture of inclusion, understanding, and empathy within the nursery community. Educational activities and discussions are conducted to raise awareness about diversity, fostering an environment where all pupils feel valued and supported.

Through these measures, we strive to create a nurturing and secure environment where pupils with SEND and medical needs can thrive and participate fully in all aspects of nursery life. Our commitment is unwavering, ensuring that every child, regardless of their individual needs, receives the support and protection they require.

# Safeguarding Roles and Responsibilities

All staff and volunteers who work directly with children must read Part one of the most recent version of [**Keeping Children Safe in Education**](https://www.twinkl.co.uk/r/azul8). Staff and volunteers who do not work directly with children can read Annex A (a summary of Part one), where this is considered to be appropriate.

* Nursery staff

The safeguarding responsibilities of staff within the Nursery include:

* understanding their role in and duty to safeguard children.
* providing a safe environment in which children can learn and thrive.
* listening to the views, feelings and opinions of children within the Nursery.
* having knowledge of and being alert to the signs of abuse.
* being knowledgeable about child protection and have the skills and understanding to identify any child in need of early help.
* understanding that children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful.
* being aware of what to do if a child tells them about being abused, neglected, or exploited and have the skills and knowledge to respond to this swiftly.
* reassuring victims that they are being taken seriously and will be supported and kept safe.
* being aware of the role of the Nursery’s designated safeguarding lead (DSL), who this person is and how and when they should be contacted.
* being aware who the nominated governor is for child protection and safeguarding.
* following the Nursery’s policies and procedures for recording and reporting safeguarding concerns.
* being aware of whistle-blowing procedures and knowing where to seek further advice and support.
* being able and prepared to deal with any safeguarding concern, including knowing who to speak to and understanding how to deal with sharing information and confidentiality issues.
* being aware of all of the Nursery’s policies and know how these relate to safeguarding.
* being aware of national and local guidance and legislation that related to safeguarding.

receiving appropriate training about safeguarding and child protection (including online safety) and receive updates at least annually or as required.

* being able to recognise physical abuse, emotional abuse, sexual abuse, and neglect, as well as specific safeguarding issues including (but not limited to):
* alcohol and substance misuse
* bullying
* Child Criminal Exploitation
* child-on-child abuse
* Child Sexual Exploitation
* county lines
* gang involvement
* gender-based violence
* hate crimes.
* domestic abuse
* fabricated or induced illness
* faith abuse
* Female Genital Mutilation
* forced marriage.
* mental health issues
* missing children
* modern slavery and human trafficking
* poor parenting
* private fostering
* online abuse/cyberbullying
* radicalisation and extremism
* serious violence
* teenage relationship abuse
* upskirting
* seeking advice when they feel they need support or guidance to recognise the signs or understand the issues set out about above.
* being aware that safeguarding concerns can be linked to or caused by factors in a child’s wider environment outside of the family, such as sexual and criminal exploitation, and serious youth violence, which is sometimes referred to as contextual safeguarding.
* being aware of extremism and radicalisation and their Prevent duties.
* knowing that if a child is missing from education, this poses a safeguarding risk.
* knowing what to do if they suspect a child is missing from education or about to leave the country and following the correct procedures.
* recognising that children can abuse children.
* understanding the impact that trauma and adverse childhood experiences can have on children, including the impact it can have on behaviour, educational outcomes and mental health.
* understanding and being alert to the specific vulnerable groups, such as those with SEND, or with other health conditions.
* being aware that looked-after children and young carers are more vulnerable, and being alert to their safety, wellbeing, and welfare.
* being aware of the relationship between mental health issues and abuse.
* understanding the barriers that prevent children from reporting safeguarding issues.
* understanding that often safeguarding issues overlap and that a child might experience multiple forms of abuse.
* Nursery Manager

The safeguarding responsibilities of the headteacher include:

* being responsible for the implementation of this policy and all related policies and procedures.
* ensuring the Nursery offers a safe environment by ensuring that it has a health and safety policy and procedures which meet statutory responsibilities for the safety of the Nursery community.
* liaising with the DSL and report to the governing body regularly regarding the effectiveness of safeguarding and related policies and their implementation.
* ensuring that the DSL is allocated appropriate time, training and resources to fulfil all of their functions.
* ensuring that contingency arrangements are in place in the event that the DSL isn’t available.
* ensuring that everyone within the Nursery community is aware of this policy and that it is implemented effectively.
* ensuring that everyone has appropriate training to enable them to protect children and that they receive regular updates (at least annually).
* appointing a designated teacher to promote the educational achievement and welfare of students who are looked-after and previously looked-after and ensure that this person has appropriate training.
* ensuring that the Nursery has a robust system for gathering all appropriate checks in relation to all staff, volunteers, and visitors, including Section 128 checks for Nursery governors.
* ensuring that safer recruitment practices are followed when recruiting for posts, and act as a case manager when an allegation is made against a member of staff or volunteer.
* ensuring that visitors to the Nursery are given relevant safeguarding information.
* ensuring that all visitors follow a signing in and out procedure within Nursery.
* ensuring that pupils receive adequate supervision, including making sure that relevant staffing ratios are met where relevant.
* being aware of the need to learn from serious case reviews and thematic learning reviews.
* The designated safeguarding lead (DSL)

The DSL, who should be a member of the senior leadership team (SLT), is the lead for child protection and safeguarding in the Nursery. The safeguarding responsibilities of the DSL include:

* undertaking the training required to fulfil their role effectively, in line with statutory requirements.
* ensuring that all staff are aware of key policies regarding safeguarding and that relevant policies are available on the Nursery website.
* ensuring that all staff are aware of the role that they have to play in safeguarding and child protection and are supported and adequately trained to fulfil this role.
* being available in term time, including being contactable online if they are not physically in Nursery during term time, to provide advice and support on child welfare, safeguarding and child protection matters.
* being the point of contact for staff who have a concern about a child’s welfare, safeguarding, or a child protection issue.
* acting as a point of contact for local safeguarding partners.
* taking part in and contributing to strategic discussions and multi-agency meetings and supporting other staff to do so where relevant.
* liaising with other staff to ensure that pupils are safeguarded effectively.
* ensuring that account is taken of the risk to children outside of their families and considering whether children are at risk of exploitation and/or serious violence.
* managing referrals to the children’s services or other agencies (such as the police if a crime has been committed), or to the Channel programme, or the Disclosure and Barring Service (where someone has been dismissed or has left because of the harm they have caused or the risk of harm they pose).
* liaising with other agencies and partners in cases where early help is considered the most appropriate response and contributing to any ongoing support and further assessments.
* working in close partnership with social care and social workers.
* being aware of which pupils have or have previously had a social worker and promoting their academic progress and attainment.
* ensuring that actions the Nursery takes (or proposes to take) do not jeopardise an ongoing investigation.
* where there has been an allegation/report of sexual violence, the DSL will advise the Nursery how to proceed, including undertaking an immediate risk assessment of need.
* where there has been an allegation against a member of staff which is judged to meet the threshold for referral to the Local Authority Designated Officer (LADO), ensuring the child is not at risk and determining whether or not the case should be referred to children’s social care as a suspected abuse case.
* being aware of local protocols and arrangements in respect of the Prevent duty.
* being aware of local arrangements for early help.
* responding to any safeguarding concerns in line with local and national requirements.
* keeping accurate, detailed and secure written records of safeguarding issues, including any actions that have been taken and how these have been followed up.
* ensuring that child protection records are kept up to date, stored securely and only shared with those who need to know in line with data protection legislation.
* ensuring that staff are aware of national and local safeguarding protocols and procedures.
* supporting staff to complete accurate and detailed records of any concerns that they have.
* providing support for staff so that they are confident about safeguarding, child protection and welfare issues.
* supporting staff to implement any reasonable adjustments or extra support needed to assist pupils who have been affected by abuse, recognising that, even where statutory services support has ended, the child can suffer long-term consequences.
* helping staff to understand the links between safeguarding and academic/pastoral support.
* fostering a culture of listening and making sure the wishes and feelings of the children are considered.
* ensuring that effective links are built with parents and carers to foster a culture of engagement and open and honest communication.
* working with partner agencies and building links to promote the safety and welfare of pupils at the Nursery.
* supporting the Nursery with fulfilling its Prevent duty and keeping up to date with the latest guidance in relation to Prevent.
* considering how safeguarding issues can impact on other issues within the Nursery, e.g., attendance, attainment, pupil wellbeing etc.
* where at-risk pupils transfer Nurseries, ensuring that the new Nursery is given the information needed to keep the child and others safe, including both victims and perpetrators.

ensuring that the Nursery’s child protection policy and procedures are reviewed annually and always remains up to date and monitoring the implementation and effectiveness of said policies and procedures.

# Processes and Procedures

* Reporting concerns

At The Little Bumblebee Nursery, we prioritize the well-being and safety of our children. Our reporting procedures are designed to be comprehensive, transparent, and effective, ensuring that concerns are addressed promptly and appropriately. This section outlines our processes, including early help, reporting concerns to the Designated Safeguarding Lead (DSL), referrals to social care, record-keeping, and the management of allegations against staff.

1. **Early Help Processes:**
* Our nursery recognizes the importance of early intervention. Staff members are encouraged to be vigilant and responsive to any signs that a child may require additional support. Early help processes include internal discussions among staff, involving the DSL, and, if necessary, seeking guidance from external agencies to develop a coordinated plan of support.
1. **Procedures for Reporting Concerns to the DSL:**
* Staff members follow a clear and well-established procedure when they have a concern about a child. This involves reporting the concern promptly to the designated safeguarding lead (DSL). The DSL, in turn, is responsible for coordinating appropriate actions, conducting further investigations if needed, and liaising with external agencies when necessary.
1. **Referrals to Social Care:**
* If, following an assessment, there is a belief that a child is at risk of harm or in need of additional support, the nursery will make referrals to social care. This process is managed by the DSL, who ensures that all relevant information is provided to support the referral and that the family is kept informed, maintaining open communication throughout.
1. **Processes for Maintaining Accurate Records:**
* Accurate and detailed record-keeping is a key aspect of our safeguarding procedures. The nursery maintains comprehensive records of concerns, actions taken, and communications related to safeguarding. These records are securely stored and easily accessible to authorized personnel, ensuring a thorough and transparent documentation trail.
1. **Management of Allegations Against Staff:**
* Allegations against staff are taken seriously and managed in accordance with established procedures. Any concerns or allegations are reported directly to the DSL, who will follow the nursery's policy for managing such situations. This may involve internal investigations, involvement of external agencies, and adherence to employment and child protection procedures.
1. **Confidentiality and Sensitivity:**
* The nursery places a high value on confidentiality and handles all safeguarding concerns with sensitivity. Information is shared on a need-to-know basis, ensuring that only relevant individuals are involved in the process. Staff members are reminded of the importance of confidentiality throughout these procedures.
1. **Regular Training and Review:**
* Staff members receive regular training on reporting procedures and safeguarding protocols. The effectiveness of these processes is subject to regular reviews to identify opportunities for improvement, ensuring that our nursery remains at the forefront of best practices in child protection.

By implementing these robust reporting procedures, we aim to create a secure and responsive environment where concerns are addressed promptly, and the welfare of every child is prioritized. Our commitment to safeguarding is unwavering, and we continually strive to enhance the effectiveness of our procedures through ongoing training and review processes.

* Recruitment

At The Little Bumblebee Nursery, we uphold stringent safer recruitment practices to ensure the safety and well-being of the children under our care. Our commitment to creating a secure environment is reflected in the comprehensive procedures we follow when recruiting new staff members. This section outlines the checks and measures undertaken during the recruitment process, emphasizing transparency, accountability, and adherence to relevant regulations.

**Recruitment Process**

1. **Recruitment Officer:**
* Mojdeh, the Nursery Manager, is responsible for overseeing the recruitment process. Mojdeh ensures that all recruitment activities align with our commitment to safeguarding and promoting the welfare of children.
1. **Job Description:**
* A detailed job description is provided for each position, clearly outlining the responsibilities and expectations. The job description emphasizes the staff member's role in safeguarding and promoting the welfare of children.
1. **Advertising:**
* Job posts are advertised widely, including information on the role, required qualifications, skills, and experience. The advertisements explicitly state that an enhanced Disclosure and Barring Service Certificate (DBS) will be required for the post.
1. **Applications:**
* Applicants are required to submit an up-to-date DBS certificate, and any gaps in employment history must be explained. The screening process begins at the application stage.
1. **References:**
* Two references are mandatory for all applicants, with at least one reference from the applicant's current or most recent employer. Written references are followed up by a telephone call to verify authenticity.
1. **Identity Verification:**
* The applicant's identity is confirmed through photographic proof, such as a passport or driving licence.
1. **Qualification Verification:**
* Original documents supporting the applicant's qualifications are verified.
1. **Right to Work Verification:**
* The applicant's right to work in the UK is confirmed through scrutiny of appropriate documents.
1. **Health and Physical Capacity:**
* Verification of the applicant's health and physical capacity to undertake the role is part of our screening process.
1. **DBS Checks:**
* Mojdeh, as the person in charge of the DBS process, ensures strict adherence to the policy for enhanced DBS checks. This includes checks for all staff members, volunteers, and students in contact with children.
1. **Training and Responsibilities:**
* A member of the interviewing panel receives safer recruitment training, ensuring that the recruitment process aligns with best practices in safeguarding.
1. **Volunteer Recruitment:**
* Volunteers are recruited with the same level of scrutiny and attention to safeguarding as paid staff. Volunteers are appropriately supervised to ensure the safety of children.
1. **Single Central Record and Regulations:**
* Details of the information recorded on the Nursery's single central record comply with The Nursery Staffing (England) Regulations 2009.
1. **Relevant Legislation and Documents:**
* We operate in accordance with The Rehabilitation of Offenders Act 1974 and Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines 'regulated activity' concerning children.

This section of the policy complements our recruitment policy, providing transparency on the checks and procedures followed during the recruitment process. We ensure that all staff members, paid or volunteer, contribute to our commitment to creating a secure and supportive environment for the children at The Little Bumblebee Nursery.

* Training and induction
1. **Training and Induction:**
* At The Little Bumblebee Nursery, we prioritize comprehensive training to ensure that all staff members are fully aware of their safeguarding obligations and equipped with the knowledge and skills to keep pupils safe. Our commitment to continuous improvement is reflected in the following training initiatives and induction procedures:
1. **Child Protection Procedures and Safeguarding Policy:**
* All staff members are thoroughly familiar with the Nursery's child protection procedures and safeguarding policy. These documents serve as foundational resources that guide staff in their responsibilities to ensure the safety and well-being of the children in our care.
1. **Safeguarding Training during Induction:**
* Safeguarding training is an integral part of the induction process for all new staff members. This ensures that from the outset, every team member is well-versed in the Nursery's approach to safeguarding, understanding their roles and responsibilities in creating a secure environment.
1. **Regular Safeguarding Updates and Training:**
* Ongoing professional development is crucial in maintaining a high standard of safeguarding. Therefore, all staff members receive regular updates and training sessions on both general safeguarding principles and specific issues relevant to our nursery context. These sessions aim to enhance awareness and address emerging challenges in child protection.
1. **DSL and Deputy Safeguarding Leads Training:**
* The Designated Safeguarding Lead (DSL) and any deputy safeguarding leads undergo in-depth safeguarding training at least every two years. This advanced training ensures that those in leadership positions have a comprehensive understanding of current best practices and are equipped to provide guidance to the wider staff team.
1. **Governors Safeguarding Training:**
* Safeguarding training is incorporated into the induction process for governors, providing them with a foundational understanding of the nursery's approach to child protection. Regular training sessions are conducted to keep governors informed about evolving safeguarding practices and regulations.
1. **Parental Support and Awareness:**
* We recognize the importance of involving parents in our safeguarding efforts. Parents are supported to understand safeguarding issues through informational sessions, written materials, and open communication channels. This collaborative approach ensures that parents feel confident in the nursery's commitment to their child's safety.
1. **Pupil Education and Support:**
* Pupils are offered age-appropriate education and support to empower them to recognize and respond to situations that may compromise their safety. Our approach includes engaging activities, discussions, and resources that promote a culture of openness and vigilance among pupils.

By implementing these comprehensive training and induction procedures, we aim to create a nursery community where every member is actively involved in safeguarding, contributing to the well-being of our children. Our commitment extends beyond compliance, fostering a culture of continuous learning and shared responsibility for the safety and security of all at The Little Bumblebee Nursery.

* Volunteers and visitors to Nursery

**Management of Risks Posed by Volunteers and Visitors:**

At The Little Bumblebee Nursery, we recognize the importance of managing potential risks posed by volunteers and visitors to ensure the safety and well-being of the children in our care. Our procedures are designed to create a secure environment while maintaining an inclusive and welcoming atmosphere. Here are the specific measures in place:

1. **Volunteer Recruitment and Supervision:**

Volunteers undergo a thorough screening process similar to that of staff, including the submission of an up-to-date Disclosure and Barring Service Certificate (DBS). Their roles and responsibilities are clearly defined, and they are appropriately supervised to ensure compliance with safeguarding practices.

1. **Visitor Management:**

Visitors to the nursery, including parents, contractors, and other guests, are required to sign in at the reception. A staff member oversees visitor registration, ensuring that individuals entering the premises are authorized and have a legitimate reason for their visit.

1. **Supervision of Volunteers and Visitors:**

Volunteers and visitors are supervised while on nursery premises, particularly when they are in close proximity to children. Staff members are vigilant in ensuring that interactions between volunteers/visitors and children are appropriate and in line with safeguarding policies.

1. **Awareness of Policies and Procedures:**

Volunteers and visitors receive a briefing on the nursery's safeguarding policies and procedures upon arrival. This includes information on child protection, appropriate behavior, and the importance of confidentiality. Any concerns or questions raised by volunteers and visitors are addressed promptly.

1. **Restricted Access Areas:**

Certain areas of the nursery are restricted to authorized personnel only. Volunteers and visitors are guided to accessible areas and are not permitted in restricted zones without appropriate supervision.

1. **Emergency Procedures:**

Volunteers and visitors are informed of emergency procedures, including evacuation routes and assembly points. In the event of an emergency, they are expected to follow the guidance of nursery staff to ensure the safety of themselves and the children.

1. **Communication with Parents:**

Parents are informed in advance of any planned visits or activities involving volunteers or visitors. This transparent communication ensures that parents are aware of who is interacting with their children and underlines our commitment to openness.

1. **Reporting Mechanism:**

Staff members are encouraged to report any concerns or unusual behavior observed in volunteers or visitors to the designated safeguarding lead (DSL). The DSL will then initiate appropriate follow-up actions in line with nursery policies.

1. **Feedback and Evaluation:**

The nursery encourages feedback from staff, parents, and volunteers regarding their experiences. This information is used to continually evaluate and enhance our procedures, ensuring that they remain effective and responsive to the evolving needs of our nursery community.

By implementing these measures, we strive to strike a balance between maintaining a welcoming environment and safeguarding the well-being of the children. Our commitment is to provide a secure and nurturing space where volunteers and visitors contribute positively to the nursery community while adhering to robust safeguarding practices.

* Links to related policies

In this section you should link to any other relevant policies that the Nursery may have. Examples include:

* anti-bullying policy
* attendance policy
* behaviour policy
* complaints policy
* data protection and GDPR policy
* information about the designated teacher for looked-after and previously looked-after children.
* intimate care policy
* first aid policy
* health and safety policy
* online safety policy
* relationships and sex education policy
* safer recruitment policy
* SEND policy.
* staff code of conduct
* whistleblowing policy
* Key Contacts

**Key Roles and Contact Details for Referrals - Ealing Local Authority:**

At The Little Bumblebee Nursery, we understand the importance of clear communication and collaboration with local authorities to safeguard the well-being of children. The following key roles and contact details are provided for making referrals to Ealing Local Authority:

**Designated Safeguarding Lead (DSL)/ Nursery Manager:**

* Name: Mojdeh Najafpoor
* Telephone: 07463 916 323
* Email: info@little-bumblebee.co.uk

**Deputy Designated Safeguarding Lead:**

* Name: Marzieh Aarabi
* Telephone: 07447496290
* Email: info@little-bumblebee.co.uk

**Local Authority Children's Services:**

* Ealing Children's Integrated Response Service (ECIRS)
* Telephone: 020 8825 8000
* Email: ECIRS@ealing.gov.uk

**Local Authority Designated Officer (LADO)**

* Name: Natalie Cernuda
* Email: asv@ealing.gov.uk
* Contact: 07890 940 241

**Local Police - Non-Emergency:**

* Ealing Local Police - Non-Emergency
* Telephone: [Local Police Contact Number]
* Email: [Local Police Email Address]

**Local Early Help Services:**

* Ealing Help Assessment and Plan (EHAP)
* Telephone: 020 8825 5588
* Additional Pastoral Roles (if applicable):

Please note that these contact details are provided for the purpose of making referrals related to safeguarding concerns. It is important to use these contacts responsibly and in accordance with established nursery policies and local authority procedures. If additional pastoral roles exist within the nursery, their contact details can be added to this list for comprehensive reference.

Staff members are expected to familiarize themselves with these key roles and contact details, ensuring that they are prepared to take appropriate action in the event of safeguarding concerns. Regular updates and reminders will be provided to staff to ensure the information remains current and accessible.

* Policy management and review
* The Little Bumblebee will review this policy annually. In cases of relevant legal or procedural changes, we will review this policy accordingly. The policy should be made available on the Nursery website, with paper copies provided by the Nursery upon request.
* The policy should be approved, signed and dated and the date for review noted.
* The policy should be provided to and followed by all staff and volunteers.

This policy statement was adopted on 21/12/2023.

This policy was last reviewed on: 21/12/2023.

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| --- | --- |
| Reviewed By: Mojdeh Najafpoor | Date: 21/12/2023 |
| Signed:A handwritten oval shape with a black line  Description automatically generated with medium confidence | Next Review Date: 21/12/2023 |