

**Busikids**

**2025/2026 Policies**

**Safeguarding section**

# Safeguarding Children and Child Protection Policy

## PART 1: Safeguarding children and child protection procedures

### **Introduction**

Busikids is dedicated to the support, development and promotion of high-quality care and education for the benefit of our children, families and community. We are committed to safeguarding children and promoting their welfare through building a safer organisational culture.

All staff, students and volunteers have a responsibility for safeguarding children, being vigilant and identifying and reporting any safeguarding concerns, in line with this and supporting policies, including:

Acceptable internet use policy	Online safety policy
Attendance policy	
CCTV policy	Promoting positive behaviour policy
Data protection and confidentiality policy	Recruitment, selection and suitability of staff policy
Emergency lockdown policy	Respectful intimate care policy
Inclusion and equality policy	Social networking policy
Late collection and non-collection of children policy	Special educational needs and disabilities (SEND) policy
Lone working policy	Staff code of conduct
Looked after children policy	Supervision of children policy
Low-level concern policy	Supervision of visitor's policy
Missing child from nursery policy	Volunteers' policy
Missing child from outings policy	Whistleblowing policy
Mobile phone and electronic device use policy	Young workers policy
Nappy changing policy	

We ensure all staff, students and volunteers have the necessary knowledge and skills to carry out their duties and are confident to implement these policy and procedures on an ongoing basis to support them in promoting and safeguarding the welfare of children. This is achieved through recruitment and induction processes and by offering ongoing training and support to all staff, appropriate to their specific role, in line with the criteria set out in Annex C of the EYFS.

This policy is reviewed annually to ensure it remains in line with statutory guidance. Its effectiveness is monitored through staff and stakeholder reviews, appraisals and feedback to ensure appropriate knowledge and awareness is in place.

It is the responsibility of every staff member, student and volunteer to report any breaches of this policy to the Designated Safeguarding Lead (DSL).

### **Policy intention**

The policy makes it clear that all staff, students and volunteers have a responsibility to safeguard children and young people and to protect them from harm. It aims to raise awareness of how to safeguard and promote the welfare of children and provides procedures should a child protection issue arise.

This policy applies to all children up to the age of 18 years whether living with their families, in state care, or living independently (*Working together to safeguard children*).

Safeguarding and promoting the welfare of children, in relation to this policy, is defined as:

- Protecting children from maltreatment
- Preventing the 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 outcomes.

(*Working together to safeguard children*)

Child protection is an integral part of safeguarding children and promoting their overall welfare. In this policy, child protection shall mean:

- The activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm.

To safeguard children and promote their welfare we will:

- Develop a safe organisational culture where staff are confident to raise concerns about professional conduct
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- Share information with other agencies as appropriate.

We promote:

- Always listening to children
- Positive images of children
- Children developing independence and autonomy as appropriate for their age and stage of development
- Safe and secure environments for children
- Tolerance and acceptance of different beliefs, cultures and communities
- British values
- Providing intervention and help for children and families in need.

We have a duty to act quickly and responsibly in any instance that may come to our attention. If in any doubt about what constitutes a safeguarding concern, refer to the Designated Safeguarding Lead (DSL). If there is a concern, never do nothing (Laming, 2009), always do something, including sharing information with any relevant agencies. Safeguarding is everybody's responsibility.

The nursery aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develop and build children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families, including the additional potential impact of the trio of vulnerabilities on children and Adverse Childhood Experiences (ACEs)
- Ensure that all staff feel confident and supported to act in the best interest of the child, maintaining professional curiosity around welfare of children, sharing information, and seeking help that a child may need at the earliest opportunity
- Ensure that all staff are trained at least every two years and updated regularly with child protection training and procedures and kept informed of changes to local and/or national procedures, including thorough annual safeguarding updates

- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Hampshire County Council
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that staff identify, minimise and manage risks while caring for children
- Follow clear whistleblowing procedures by taking any appropriate action relating to poor or unsafe practices and allegations of serious harm or abuse against any person working with children including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by Hampshire County Council.

### **Designated Safeguarding Lead (DSL)**

The DSL has overall responsibility for the Safeguarding children and child protection policy and procedures. It is their role to ensure that the policy and procedures are implemented to safeguard and promote the welfare of children. They are responsible for coordinating safeguarding and child protection training for staff across the organisation.

There is always at least one designated person on duty during the opening hours of the setting. The designated persons receive comprehensive training, consistent with the training criteria provided in Annex C of the EYFS, at least every two years and update their knowledge on an ongoing basis, but at least once a year. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

<b>Designated Safeguarding Lead</b>	Charlotte Angel
<b>Deputy Designated Safeguarding Lead</b>	Leanne Shaw
<b>Deputy Designated Safeguarding Lead</b>	Louise Fuller
<b>Deputy Designated Safeguarding Lead</b>	Julie Hardy
<b>Deputy Designated Safeguarding Lead</b>	Michaela Bland
<b>Deputy Designated Safeguarding Lead</b>	Toni Collier

In the unlikely event of the DSL or Deputy DSL absence and to ensure immediate action can be taken, contact the Local Safeguarding Partnership (LSP).

### **The role of the DSL**

The role of the DSL is to:

- Monitor and update the Safeguarding children and child protection policy and procedures in line with new legislation and to ensure it is effective. This will be done by making sure that everyone understands the correct procedures during their individual annual review
- Ensure updates and new legislation are reflected in our services as soon as they are known
- Act as a source of support, advice and expertise for all staff, students, volunteers, children and parents who have child protection concerns
- Ensure detailed, accurate, secure written records of concerns and referrals
- Review all written safeguarding reports
- Assess information provided promptly, carefully and refer as appropriate to external agencies
- Provide signposting to other organisations
- Consult with statutory child protection agencies and regulatory bodies where required
- Make formal referrals to statutory child protection agencies or the police, as required.

In addition, the DSL is required to:

- Keep up-to-date with good practice and national requirements for safeguarding and child protection
- Provide information on safeguarding and child protection for the setting
- Raise awareness of any safeguarding and child protection training needs and implement where necessary
- Retain up-to-date knowledge of local child protection procedures, including how to liaise with local statutory children's services agencies and with the local safeguarding partners to safeguard the children.

The DSL does not investigate whether or not a child has been abused or investigate an allegation or disclosure. Investigations are for the appropriate authorities, usually the police and social services.

### **Sharing low-level concerns**

On occasion, inappropriate, problematic or concerning behaviour by staff or other adults is observed but does not meet the threshold for significant harm. This may be classed as a 'low-level' concern, although this does not mean that it is insignificant.

See Low-Level Concerns Policy for full details

We define a low-level concern as:

- Any concern, no matter how small, that an adult working with children may have acted in a way that is inconsistent with our Staff code of conduct policy, including inappropriate behaviour outside of work
- A concern that may be a sense of unease or a 'nagging doubt' and does not meet the harm threshold or is serious enough to refer to the LADO.

We encourage a culture of openness, trust and transparency, with clear values and expected behaviour, monitored and reinforced by all staff. All concerns or allegations, however small, will be shared and responded to. All concerns will be shared with the DSL, or other nominated person, as in our reporting procedures. We encourage concerns to be shared as soon as reasonably practicable and preferably within 24 hours of becoming aware of it. However, it is never too late to share a low-level concern.

It is not expected that staff will be able to determine whether the behaviour in question is a concern, complaint or allegation before sharing the information. If the DSL is in any doubt as to whether the information meets the harm threshold, they will consult the LADO.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or appear compromising to others. If this occurs, staff are encouraged to self-report to the DSL. Equally, a member of staff may have behaved in a manner which, on reflection, falls below the standards set in our Staff behaviour policy. If this occurs, staff are encouraged to self-report to the DSL. We encourage staff to be confident to self-refer and believe it reflects awareness of our standards of conduct and behaviour.

When the DSL receives the information, they will need to determine whether the behaviour:

- Meets, or may meet, the harm threshold (and so contact the LADO)
- Meets the harm threshold when combined with previous low-level concerns (and so contact the LADO)
- Constitutes a 'low-level' concern
- Is appropriate and consistent with the law and our Staff behaviour policy.

The DSL will make appropriate records of all information shared, including:

- With the reporting person
- The subject matter of the concern
- Any relevant witnesses (where possible)
- Any external discussions such as with the LSP or LADO
- Their decision about the nature of the concern
- Their rationale for that decision
- Any action taken.

This constitutes a record of low-level concern. We retain all records of low-level concerns in a separate low-level concerns file, with separate concerns regarding a single individual kept as a chronology. These records are kept confidential and held securely, accessed only by those who have appropriate authority. Records will be retained at least until the individual leaves their employment.

If the low-level concern raises issues of misconduct, then appropriate actions following our Disciplinary procedures will be taken. Records will be kept in personnel files as well as in the low-level concerns file.

### **Monitoring children's attendance**

As part of our requirements under the statutory framework, we must follow up on absences in a timely manner. See our Attendance policy for further details about the processes we will take to implement this requirement.

We are required to monitor children's attendance patterns and trends to ensure they are consistent and no cause for concern. We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time, the parents will be contacted to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family.

If contact cannot be established then we would assess if a home visit were required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities, including the police, in order for them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the Local Authority children's social care team to ensure the child remains safe and well.

### **Informing parents**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Authority children's social care team, police or LADO does not allow this to happen.

This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

### **Support to families**

The nursery takes every step in its power to build up trusting and supportive relationships among families, staff, students and volunteers within the nursery.

The nursery will continue to welcome a child and their family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

### **Confidentiality**

Confidentiality must not override the right of children to be protected from harm. However, every effort will be made to ensure confidentiality is maintained for all concerned if an allegation has been made and is being investigated.

If uncertain about whether sensitive information can be disclosed to a third party, contact the DSL or call the Information Commissioner's Office helpline on 0303 123 1113. They will provide advice about the particulars relating to each individual case, including information which can and cannot be shared.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

### **Record keeping and data protection**

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate and in line with guidance of the Local Authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

The nursery keeps appropriate records to support the early identification of children and families which would benefit from early help. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

Our Data protection and confidentiality policy will be applied with regards to any information received from an individual. Only persons involved in the investigation should handle this information although any investigating body will have access to all information stored in order to support an investigation.

## PART 2: Definitions of abuse

### **Definition of significant harm**

The Children Act 1989 introduced the concept of significant harm as *'the threshold that justifies compulsory intervention in family life in the best interests of children'*. It gives LAs a duty to make enquires to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Whilst there are no absolute criteria to rely on when judging what constitutes significant harm, consideration should be given to:

- The severity of the ill-treatment, including the degree of harm
- The extent and frequency of abuse and/or neglect
- The impact this is likely to have, or is having, on the child involved.

This may be a single traumatic event, such as a violent assault, suffocation or poisoning, or it can be a combination of events (both acute and long-standing) that impairs the physical, intellectual, emotional, social or behavioural development of the child.

### **Definitions of abuse and neglect**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or, more rarely, a stranger.

Perpetrators of abuse can be an adult, or adults, another child or children.  
(*What to do if you're worried a child is being abused: Advice for practitioners, 2015 and Working together to safeguard children*)

The signs and indicators listed below may not necessarily indicate that a child has been abused, but can help to indicate that something may be wrong, especially if a child shows a number of these symptoms, or any of them to a marked degree.

### Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

**Emotional states:** Fearful, withdrawn, low self-esteem.

**Behaviour:** Aggressive, habitual body rocking.

**Interpersonal behaviours:**

- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parent disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

### Child-on-child abuse

Child-on-child abuse is also known as peer-on-peer abuse; children are included as potential abusers in our policies. Child-on-child abuse may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. Reporting procedures in these instances remain the same although additional support from relevant agencies may be required to support both the victim and the perpetrator. Children who develop harmful behaviours are also likely to be victims of abuse or neglect.

If **child-on-child abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

If **physical abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Fabricated or induced illness (FII)**

This abuse is when a parent fabricates the symptoms of, or deliberately induces, illness in a child. The parent may seek out unnecessary medical treatment or investigation. They may exaggerate a real illness and symptoms, or deliberately induce an illness through poisoning with medication or other substances, or they may interfere with medical treatments. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

**FII** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

### **Female genital mutilation (FGM)**

FGM is a procedure where the female genital organs are injured or changed with no medical reason. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy, according to the community.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother, and/or death (definition taken from the *Multi-agency statutory guidance on female genital mutilation*). Other consequences include shock, bleeding, infections (tetanus, HIV and hepatitis B and C) and organ damage.

**FGM** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures. In addition, there is a mandatory duty to report to police any case where an act of FGM appears to have been carried out on a girl under the age of 18.

### **Breast ironing or breast flattening**

Breast ironing, also known as breast flattening, is a process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. These actions can cause serious health issues such as abscesses, cysts, itching, tissue damage, infection, discharge of milk, dissymmetry of the breasts, severe fever.

**Breast ironing/flattening** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

### **Emotional abuse**

*Working together to safeguard children* defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.' Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur separately.

Examples of emotional abuse include:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed, such as interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- A child seeing or hearing the ill-treatment of another.

A child may also experience emotional abuse through witnessing domestic abuse or alcohol and drug misuse by adults caring for them. In England, The Domestic Abuse Act (2021) recognises in law that children are victims of emotional abuse if they see, hear or otherwise experience the effects of domestic abuse.

Signs and indicators may include delay in physical, mental and/or emotional development, sudden speech disorders, overreaction to mistakes, extreme fear of any new situation, neurotic behaviour (rocking, hair twisting, self-mutilation), extremes of passivity or aggression, appearing to lack confidence or self-assurance.

If **emotional abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Sexual abuse**

Sexual abuse involves forcing, or enticing, a child to take part in sexual activities. Sexual abuse does not necessarily involve a high level of violence and includes whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or 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. Adult males are not the sole perpetrators of sexual abuse; women also commit acts of sexual abuse, as do other children. This policy applies to all children up to the age of 18 years.

Action must be taken if staff witness symptoms of sexual abuse including a child indicating sexual activity through words, play or drawing, having an excessive preoccupation with sexual matters or having an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls or toys or in the role-play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

Additional signs of emotional and physical symptoms are shown below.

<b>Emotional signs</b>	<b>Physical signs</b>
<ul style="list-style-type: none"><li>• Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age or stage of development</li></ul>	<ul style="list-style-type: none"><li>• Bruises</li><li>• Bleeding, discharge, pains or soreness in their genital or anal area</li></ul>

<ul style="list-style-type: none"> <li>• Personality changes, such as becoming insecure or clingy</li> <li>• Regressing to younger behaviour patterns, such as thumb sucking or bringing out discarded cuddly toys</li> <li>• Sudden loss of appetite or compulsive eating</li> <li>• Being isolated or withdrawn</li> <li>• Inability to concentrate</li> <li>• Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer</li> <li>• Becoming worried about clothing being removed.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexually transmitted infections</li> <li>• Pregnancy.</li> </ul>
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If **sexual abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### Neglect

*Working together to safeguard children* defines neglect as ‘the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.’

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve adults involved in the care of the child failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect them from physical harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment
- Respond to their basic emotional needs.

An NSPCC briefing (July 2021) found neglect to be the most common form of abuse, with one in ten children in the UK having been neglected. Concerns around neglect have been identified for half of children who are the subject of a child protection plan or on a child protection register in the UK. Younger children are more likely than older children to be the subject of a child protection plan in England because of neglect, although research suggests that the neglect of older children is more likely to go overlooked.

Signs of neglect include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child’s growth or hurt them), arriving at nursery in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed. A child may be persistently hungry if a caregiver is withholding, or not providing enough, food. A child who is not receiving the attention they need at home may crave it from other adults, such as at nursery or school.

If **neglect** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### Domestic abuse

The definition of domestic abuse from the Domestic Abuse Act, 2021 is:

*Behaviour of a person (A) towards another person (B) is ‘domestic abuse’ if:*

- A and B are each aged 16 or over and are personally connected to each other
- The behaviour is abusive.

*Behaviour is 'abusive' if it consists of any of the following:*

- *Physical or sexual abuse*
- *Violent or threatening behaviour*
- *Controlling or coercive behaviour*
- *Economic abuse (any behaviour that has a substantial adverse effect on B's ability to acquire, use or maintain money or other property and/or obtain goods or services)*
- *Psychological, emotional or other abuse.*

*It does not matter whether the behaviour consists of a single incident or a course of conduct.*

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity and domestic abuse can happen at any stage in a relationship.

Signs and symptoms of domestic abuse include:

- Changes in behaviour (for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.)
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress (for example, clothes to hide injuries that do not suit the weather)
- Stalking, including excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Where incidents of domestic abuse are shared by our own staff, students or volunteers we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

**If domestic abuse is suspected, then any concerns must be reported in line with our safeguarding procedures.**

### **Contextual safeguarding**

As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures, we will work in partnership with parents and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

### **Child sexual exploitation (CSE) and Child criminal exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation (*Keeping children safe in education*).

### **Child sexual exploitation (CSE)**

CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into **sexual** activity. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also

**If involvement in county lines is suspected, then any concerns must be reported in line with our safeguarding procedures.**

occur through the use of

technology and may be without the child's immediate knowledge such as through others copying videos or images they have created and posted on social media.

Signs and symptoms include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if it is suspected they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language beyond that expected for their age or stage of development
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal** activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Other examples include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Signs and symptoms of CCE are similar to those for CSE.

**If CSE or CCE is suspected, then any concerns must be reported in line with our safeguarding procedures.**

### **County Lines**

The National Crime Agency (NCA) defines county lines as gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers live in a different area to the dealers, so drug runners are needed to transport the drugs and collect payment.

Perpetrators often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. A child is targeted and recruited into county lines through schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and symptoms include:

- Changes in dress style
- Unexplained, unaffordable new things (for example, clothes, jewellery, cars etc.)
- Missing from home or school and/or significant decline in performance
  
- New friends with those who don't share any mutual friendships with the victim, gang association or isolation from peers or social networks
- Increase in anti-social behaviour in the community including weapons
- Receiving more texts or calls than usual
- Unexplained injuries
- Significant changes in emotional well-being
- Being seen in different cars or taxis driven by unknown adults
- A child being unfamiliar with where they are.

### **Cuckooing**

Cuckooing is a form of county lines crime. In this instance, the drug dealers take over the home of a vulnerable person in order to criminally exploit them by using their home as a base for drug dealing, often in multi-occupancy or social housing properties.

Signs and symptoms include:

- An increase in people, particularly unknown people, entering or leaving a home or taking up residence
- An increase in cars or bikes outside a home
- A neighbour who hasn't been seen for an extended period
- Windows covered or curtains closed for a long period
- Change in resident's mood and/or demeanour (for example, secretive, withdrawn, aggressive or emotional)
- Substance misuse and/or drug paraphernalia
- Increased anti-social behaviour.

If **cuckooing** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Child trafficking and modern slavery**

Child trafficking and modern slavery is when children are recruited, moved, transported and then exploited, forced to work or are sold.

For a child to have been a victim of trafficking there must have been:

- *Action*: recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation
- *Purpose*: sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs.

Modern slavery includes slavery, servitude and forced or compulsory labour and child trafficking. Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse.

Signs and symptoms for children include:

- Being under control and reluctant to interact with others
- Having few personal belongings, wearing the same clothes every day or wearing unsuitable clothes
- Being unable to move around freely
- Appearing frightened, withdrawn, or showing signs of physical or emotional abuse.

If **child trafficking** or **modern slavery** are suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Forced marriage**

A forced marriage is defined as 'a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.'

Where incidents of forced marriage are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If it is suspected that a **forced marriage** is being planned, then any concerns must be reported in line with our safeguarding procedures.

### **'Honour' based abuse (HBA)**

HBA is described as 'incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.' (*Keeping children safe in education, 2022*). Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their 'honour' code. It is a violation of human rights and may be domestic, emotional and/or sexual abuse such as being held against their will, threats of violence or actual assault. It often involves wider family networks or community pressure and so can include multiple perpetrators.

Signs and symptoms of HBA include:

- Changes in how the child dresses or acts, such as not 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

Where incidents of HBA are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If **honour-based abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Child abuse linked to faith or belief (CALFB)**

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi-murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation
- Children's actions are believed to have brought bad fortune to the family or community.

If **CALFB** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Extremism and radicalisation**

Under the Counter-Terrorism and Security Act 2015, there is a duty to safeguard vulnerable and at-risk children by preventing them from being drawn into terrorism. This is known as the Prevent Duty.

Children can be exposed to different views and receive information from various sources and some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism; usually it's a gradual process so those who are affected may not realise what's happening. Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

For further information visit [The Prevent Duty website](#).

If **radicalisation or extremism** is suspected, then any concerns must be reported in line with our safeguarding procedures. This includes reporting concerns to the police.

### **Online safety**

While the growth of internet and mobile device use brings many advantages, the use of technology has become a significant component of many safeguarding issues such as child sexual exploitation and radicalisation.

There are four main areas of risk associated with online safety:

- Content - being exposed to illegal, inappropriate or harmful material such as pornography, fake news, racist or radical and extremist views
- Contact - being subjected to harmful online interaction with other users such as commercial advertising or adults posing as children or young adults
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images and online bullying
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Report **online safety concerns** to the DSL and to the Child Exploitation and Online Protection Centre (CEOP): <https://www.ceop.police.uk/Safety-Centre/>  
**Inappropriate content** received via email must be reported to the DSL and to the Internet Watch Foundation (IWF): <https://www.iwf.org.uk/>

### **Up skirting/down blousing**

Up skirting and down blousing are criminal offences. They involve taking pictures of someone's genitals, buttocks or other intimate images under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual.

If **up skirting or down blousing** is suspected, then any concerns must be reported in line with our safeguarding procedures.

## PART 3: Reporting procedures

### **Public interest disclosure (whistleblowing)**

Whistleblowing is the term used when a worker passes on information concerning wrongdoing. All safeguarding allegations, internal or external, current or historical, must be passed on the DSL. We will cooperate fully with the authorities involved and follow any guidance given. See the Whistleblowing policy which outlines our procedures, including where staff may wish to raise concerns about poor or unsafe practice regarding our safeguarding provision. All concerns will be taken seriously by the senior leadership team.

We believe keeping children safe is the highest priority and if, for whatever reason, concerns cannot be reported to the DSL or deputy DSL, or where a staff member feels that their genuine concerns are not being addressed, concerns can be reported anonymously to the LA social services safeguarding team, the NSPCC, the police or Ofsted.

### **Allegation against our staff**

An allegation against our staff may relate to a person who has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We will make every effort to maintain the confidentiality of all parties while an allegation or concern is being investigated. Dealing with an allegation can be a stressful experience and, to support the staff member, a named person (usually the DSL or Deputy DSL) to liaise with will be offered. The timeframes for an investigation will follow the guidelines of other involved authorities.

We reserve the right to suspend a staff member until the investigation is concluded. Further action will be determined by the outcome of the investigation.

*Founded allegations* are considered gross misconduct, in accordance with our disciplinary procedures, and may result in the termination of employment. DBS will be informed to ensure their records are updated and Ofsted will be informed. We retain the right to dismiss any member of staff in connection with founded allegations following an inquiry.

All safeguarding records are kept until the person reaches normal retirement age or for 21 years and 3 months, if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids unnecessary reinvestigation.

*Unfounded allegations* will result in all rights being reinstated. A return-to-work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the staff member and the nature of the incident such as more frequent supervisions, coaching and mentoring or external support services.

If the member of staff resigns during the investigation, we will inform DBS, Ofsted and the police, where appropriate.

**Support for staff during safeguarding incidents**

The DSL will support staff throughout any of the processes listed above and will organise appropriate counselling should this be required.

Any member of staff who has concerns about the content of this policy and its procedures, should speak to the DSL as soon as possible. If any member of staff wishes to talk confidentially about any safeguarding concern or any other issue relating to child protection or personal circumstance, it is important to do this as soon as possible.

**Reporting procedure**

We will always act on behalf of the child and will do everything possible to ensure the safety and welfare of any child and so will take all allegations of potential abuse seriously. All concerns reported to staff will be pursued, regardless of the nature of the concern and to whom the allegation relates.

All staff have a responsibility to report safeguarding and child protection concerns and suspicions of abuse. These concerns will be discussed with the DSL as soon as possible, as follows:

	<b>Staff member role</b> on receiving information that causes a safeguarding concern	<b>DSL role</b> on receiving information that causes a safeguarding concern
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Contact the DSL immediately. This must be a verbal conversation to ensure the concern is clearly understood and action is taken</li> <li>• If the DSL is unavailable, contact the Deputy DSL, LSP, NSPCC, social services or police until you are able to have a verbal conversation</li> <li>• For children who arrive at nursery with an existing injury, an 'pre-existing injury' form will be completed. If there are queries or concerns regarding the injury or information given, follow these procedures</li> </ul>	<ul style="list-style-type: none"> <li>• If it is believed a child is in immediate danger, contact the police</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Write an objective report including:               <ul style="list-style-type: none"> <li>– Child's name and address</li> <li>– Age and date of birth</li> <li>– Date, time and location of the observation or disclosure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sign and date report received from staff member</li> <li>• Securely store the information according to the nursery procedures</li> </ul>

	<ul style="list-style-type: none"> <li>– Exact words spoken by the child (as close to word-for-word as possible) and non-verbal communication</li> <li>– Outline of the concern</li> <li>– Exact position and type of any injuries or marks seen</li> <li>– Exact observation of any incident or concern reported and the names of any other person present at the time</li> <li>– Any known confidentiality issues</li> <li>– Signature and date of person making the report and the DSL or other nominated individual receiving the report</li> </ul>	<ul style="list-style-type: none"> <li>• If the safeguarding concern relates to a child, contact the Local Authority children’s social care team, report concerns and seek advice immediately, or as soon as it is practical to do so</li> <li>• If the safeguarding concern relates to an allegation against an adult working or volunteering with children, contact the Local Authority Designated Officer (LADO) and request a confirmation email of the report, then report the concern to Ofsted</li> <li>• A full investigation into any allegation will be carried out by the appropriate professionals to determine how this will be handled</li> <li>• Note any actions requested by LADO / Ofsted and follow any instructions received</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• If you feel the report is not being taken seriously or are worried about an allegation getting back to the person in question, then it is your duty to inform the Local Authority children’s social care team yourself directly</li> <li>• Follow all instructions from the Local Authority children’s social care team and/or Ofsted, co-operating where required</li> </ul>	<ul style="list-style-type: none"> <li>• If appropriate, discuss the concerns or incidents with parent(s), unless it is believed that this would place the child at greater risk of harm</li> <li>• Record all discussions (remember parents will have access to these records on request in line with GDPR and data protection guidelines)</li> <li>• Follow all instructions from the Local Authority children’s social care team and/or Ofsted, co-operating where required</li> <li>• Record information and actions taken</li> </ul>
<b>Step 4</b>		<ul style="list-style-type: none"> <li>• If the DSL is not the owner/manager and there is an allegation against a member of staff, then the owner/manager must be informed as they have a duty of care for their employees</li> </ul>
<b>Step 5</b>		<ul style="list-style-type: none"> <li>• If the Local Authority children’s social care team have not been in contact within the timeframe set out in Working Together to Safeguarding Children, it must be followed up</li> <li>• Never assume that action has been taken</li> </ul>
<b>Step 6</b>	<ul style="list-style-type: none"> <li>• Safeguarding procedures will be reviewed to ensure the process has been applied in line with the policy</li> </ul>	

If a concern is raised anonymously and we have no contact details, we will treat the concern as valid and follow the procedures as above. If a malicious call is suspected, the procedures will still be

followed: a child may be in danger. The Information Commissioners Office (ICO) will be contacted to ensure permitted data sharing.

#### PART 4: Recruitment, selection, induction and training

##### **Recruitment and selection**

Through the implementation of our Safer recruitment of staff policy, we endeavour to prevent unsuitable people from becoming members of staff. We check the suitability of new recruits following the procedures outlined in the Recruitment, selection and suitability of staff policy.

Procedures include relevant checks, such as obtaining references, establishing the identity of applicant and conducting criminal records disclosures prior to employment. Where required, staff and stakeholders have enhanced DBS checks. Clear person specification criteria and processes during the recruitment and selection process enable us to determine a candidate's suitability for the role.

We have specific responsibilities, as outlined in this policy, for any staff, apprentices, students and learners under the age of 18 whether living with their families, in state care, or living independently.

##### **Induction and probation for staff**

As part of our induction process, all new workers will receive basic training on this Safeguarding children and child protection policy so they have the necessary knowledge and skills to safeguard and promote the welfare of children.

Within the first week of induction, all staff will receive a copy of this policy. It is the line manager's responsibility to ensure that the new staff member understands it and is able to follow it. All safeguarding training must be completed by the end of the probationary period.

All staff are expected to keep their safeguarding knowledge and skills up-to-date and report any concerns they may have. We maintain records to ensure all staff have received the training they need.

##### **Learners on placements or in employment**

We hold responsibility for ensuring that learners on placement or in employment are familiar with and sign up to this policy and agree to work within this framework. Learners will receive basic child protection training prior to starting their placement.

Learners and students under the age of 18 will be protected as children. Risk assessments will be completed to ensure their safety and well-being are protected and supported during their employment or training period. If situations arise during employment or placement which identifies those aged 18 or under are at risk from abuse or neglect, we will contact the appropriate bodies to ensure the individual is safeguarded.

##### **Responding to and recording disclosures**

Staff, volunteers or students may receive a safeguarding disclosure. See the guidance below for responding to and reporting disclosures of abuse.

##### **Responding to a child's disclosure of abuse - what to do and say**

- Stay calm and listen carefully
- Try not to look shocked and reassure them that this is not their fault
- Find an appropriate opportunity to say that the information will need to be shared and do not promise to keep the information shared a secret
- Allow the child to continue at their own pace

- Only ask questions for clarification and avoid asking any questions that may suggest a particular answer
- Reassure the child that they have done the right thing, let them know what you will do next and with whom the information will be shared
- Record the disclosure in writing using the child's own words as soon as possible, but not while the child is talking
- Includes the date and time, any names mentioned and to whom the information was given
- Sign and date the record, store it securely and refer the disclosure to the setting DSL and/or manager.

### **Recording a case of disclosure or suspicions of abuse in the community**

If you observe a concern or receive a disclosure, make an objective record. Where possible include:

- Child's name and address
- Age of the child and date of birth
- Setting name and address
- Date and time of the observation or disclosure
- Details of the concern using factual information, including the exact words, if relevant
- Accurate details of the observation, including actions of the child or adult involved
- Accurate details of an injury or wound seen, including position and size
- The names of any other person present at the time
- Name of the person completing the report
- Name of the person to whom the concern was shared, with date and time.

Discuss the record with the setting DSL or manager and follow the procedures. We expect all members of staff and stakeholders to co-operate with relevant agencies to ensure the safety of children.

### **Legal framework**

We adhere to all current legislation, as below:

Children and Social Work Act 2017  
 Criminal Justice and Court Services Act 2000  
 Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)  
 Freedom of Information Act 2012  
 Safeguarding Vulnerable Groups Act 2006  
 The Childcare Act 2006  
 The Children Act 2004  
 The Children Act (England and Wales) 1989  
 The Counter-Terrorism and Security Act 2015  
 The Data Protection Acts 1984, 1998 and 2018  
 The Domestic Abuse Act 2021  
 The Human Rights Act 1998  
 The Police Act 1997  
 The Sexual Offences Act 2003  
 Keeping Children Safe in Education  
 Working together to safeguard children

Relevant non-statutory guidance:

Child sexual exploitation, DfE 2017  
 Information sharing, DfE 2015  
 What to do if you're worried a child is being abused, DfE 2015

## Useful contacts

<b>Setting</b>	
Main office	02380470797
DSL	Charlotte Angel
Deputy DSL	Leanne Shaw
Local Authority Designated Officer (LADO)	<a href="https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/all-egations">https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/all-egations</a>
Local Authority Safeguarding Children Partnership	<a href="https://www.hampshirescp.org.uk/">https://www.hampshirescp.org.uk/</a> 01962 876355
Local Authority Social Care Team (out of hours)	0300 5551384 (0300 5551373)
Local Authority Referral Team <b>Professional line So' ton</b>	02380 833004
Local Authority Referral Team <b>Professional line Hants</b> (for urgent use)	01329 225379 <a href="mailto:csprofessional@hants.gov.uk">csprofessional@hants.gov.uk</a>
<a href="#">Ofsted</a> (England)	0300 123 1231
<b>Police and related contacts</b>	
Emergency police	9999
Non-emergency police	101
<a href="#">Child exploitation and online protection</a> (CEOP)	Online contact only
<a href="#">DfE counter-</a>	020 7340 7264

<a href="#">extremism helpline</a>	
<b>Other useful contacts</b>	
<a href="#">NSPCC Child Protection Helpline</a>	0808 800 5000
<a href="#">Childline</a>	0800 1111
<a href="#">Kidscape</a>	020 7823 5430
<a href="#">National Domestic Abuse helpline</a>	0808 2000 247
<a href="#">Modern slavery helpline</a>	08000 121 700
<a href="#">Anti-terrorist hotline</a>	0800 789 321

<a href="#">Crimestoppers</a>	0800 555 111
<a href="#">Internet Watch Foundation</a> (IWF)	01223 20 30 30
<a href="#">Information Commissioners Office</a> (ICO)	0303 123 1113

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
02.10.25	Charlotte Angel	02.10.2026

## Online Safety Policy

Our nursery is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff and families in using the internet safely.

We refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations' to support this policy.

The Early Years Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to Charlotte Angel.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalization; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorized into three areas of risk:

**Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

**Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and  
**Conduct:** personal online behavior that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Within the nursery we aim to keep children (and staff) safe online by:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops and any mobile devices
- Ensuring all devices are password protected and/or screen locked. Passwords are kept safe and secure, not shared or written down.
- Ensure management monitor all internet activities in the setting
- Ensuring no social media or messaging apps are installed on nursery devices
- Management reviewing all apps or games downloaded to tablets to ensure all are age appropriate for children and safeguard the children and staff
- Using only approved devices to record/photograph in the setting
- Ensuring that staff do not use personal electronic devices with imaging and sharing capabilities, including mobile phones, smart watches and cameras
- Reporting emails with inappropriate content to the internet watch foundation (IWF [www.iwf.org.uk](http://www.iwf.org.uk) )
- Ensuring children are supervised when using internet devices
- Integrating online safety into nursery daily practice by discussing computer usage 'rules' deciding together what is safe and what is not safe to do online
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to online 'friends'
- Provide training for staff who need this to keep children safe online. We encourage staff and families to complete an online safety briefing which can be found at <https://moodle.ndna.org.uk>
- Staff model safe practice when using technology with children and ensuring we abide by an acceptable use policy, ensuring staff only use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download possess or distribute material they know to be illegal.
- Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We will ensure that their screen time is within an acceptable level and is integrated within their programme of learning.
- Making sure physical safety of users is considered including the posture of staff and children when using devices
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the setting's management.
- Ensuring all electronic communications between staff and parents is professional and takes place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents.
- Signposting parents to appropriate sources of support regarding online safety at home.

If any concerns arise relating to online safety, then we will follow our safeguarding policy and report all online safety concerns to the EYDSL.

The EYDSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral if they feel it is needed.
- All concerns are logged, assessed and actioned upon using the nursery's safeguarding procedure
- Parents are supported to develop their knowledge of online safety issues concerning their children via leaflets, open evenings, and website information
- Staff have access to information and guidance for supporting online safety, both professionally and personally:

The Professionals Online Safety Helpline (0344 381 4772 or [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)) is shared with all staff and used if any concerns arise

Refer to <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers> to ensure all requirements are met in order to keep children and staff safe online

Share <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>

- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material

## **Cyber security**

This policy should be read in conjunction with the Data Protection and Confidentiality policy, Acceptable IT Use policy and GDPR privacy Statement.

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that Cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity e.g. scam emails. All staff are reminded to follow all the procedures above including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (which is when information held by a business is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the manager as soon as possible and these will be reported through the NCSC Suspicious Email Reporting Service at [report@phishing.gov.uk](mailto:report@phishing.gov.uk)

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>02.10.2025</i>	<i>Charlotte Angel</i>	<i>02.10.2026</i>

# Low-Level Concerns Policy

## Introduction

At Busikids we are committed to safeguarding children and promoting their welfare at all times.

This policy applies to all concerns (including allegations) about members of staff, including students, volunteers and agency staff. We ensure that all those working with children behave appropriately and the early identification and prompt and appropriate management of concerns about adults is critical to effective safeguarding. This section is based on concerns that do not meet the harm threshold, as defined in Keeping Children Safe in Education.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the nursery
- Pre-employment vetting checks.

This policy should be read in conjunction with the following policies: Safeguarding children and the child protection, Staff code of conduct, Online safety policy, Whistleblowing policy, Attendance policy

## Definition of 'low-level' concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in, or on behalf of, the nursery may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of nursery
- Does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the local authority designated officer (LADO).

The behaviour of the staff, student or volunteer may not relate directly to a particular child or children but may raise an issue or issues of concern with respect to safeguarding a child/children. This may potentially call into question the adult's suitability to work with children.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.
- Inadvertent or thoughtless behaviour
- Behaviour that might be considered inappropriate depending on the circumstances
- Behaviour which is intended to enable to enable abuse

## Reason to identify and respond to low-level concerns

We respond to all potential concerns about an adult's behaviour, including those which are considered low-level, in order to help create a culture where the safety of children is always prioritised.

We believe that responding to low-level concerns gives a clear message that any form of inappropriate behaviour will not be tolerated. Staff are made aware that a concern can still be

significant even if it does not meet the threshold of harm, recognising that if left unaddressed, low-level concerns can escalate into more significant rule-breaking or even abuse.

In addition, through monitoring low-level concerns raised, we may identify training needs or improved staff induction.

### **Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately. This ensures that adults consistently model our values and helps keep children safer.

We create this culture by:

- Ensuring all staff are clear about what appropriate behaviour is, and are confident in differentiating expected and appropriate behaviour from concerning, challenging or inappropriate behaviour, in themselves and other adults
- Ensuring adults understand what a low-level concern is and the importance of sharing low-level concerns
- Having clear policies and procedures so staff are confident to report any concerns
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to reflect on and identify any weakness in the nursery safeguarding procedure.
- Having clear procedures for recording, reviewing and responding to concerns.

A low-level concern about a member of staff should be reported to the Designated Safeguarding Lead (DSL) and the manager following the nursery Safeguarding children and child protection procedures. Staff should use the nursery Low-Level Concerns Reporting Form (below).

### **Responding to low-level concerns**

Responding appropriately, following clear and consistent procedures, will help to protect our staff from potential false allegations or misunderstandings.

- If the concern is raised via a third party, the DSL/manager will collect evidence where necessary by speaking directly to the staff who raised the concern, unless it has been raised anonymously, regardless of whether a written summary or low-level concerns form has been provided
- If the staff member who raises the concern does not wish to be named, then the nursery should respect that person's wishes as far as possible. However, there may be circumstances where the staff member who raises the concern will need to be named (for example, where it is necessary in order to carry out a fair disciplinary process) and, for this reason, anonymity should never be promised to members of staff who share low-level concerns. Where possible, we will encourage staff to consent to be named, as this will help to create a culture of openness and transparency
- The DSL/manager will speak to any potential witnesses, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/manager will speak to the staff member about whom the low-level concern has been raised, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted

- The DSL/manager will use the information collected to categorise the type of behaviour and determine any further action, in line with our staff Code of conduct
- Allegations that meet the harm threshold will be referred to the LADO for advice
- Low-level concerns that the nursery feel may need further guidance on will be referred to the LADO for advice
- Low-level concerns that the nursery feel we can deal with internally will be dealt with via the nursery Safeguarding children and child protection procedures and/or Disciplinary procedures
- Where a low-level concern relates to agency staff, we will notify the agency, so any potential patterns of inappropriate behaviour can be identified.

### **Record keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern was raised, any action taken and the reasons for decisions and action taken.

Records will be:

- Reviewed so that potential patterns of concerning, difficult or inappropriate behaviour can be identified
- Retained at least until the volunteer, student or staff leaves employment at the nursery
- Kept confidentially, held securely and comply with Data Protection Act 2018 (DPA 2018) and UK GDPR procedure.

### **Reviewing low-level concerns**

When reviewing records of low-level concerns, patterns of concerning, challenging or inappropriate behaviour may be identified. When this occurs, the DSL/manager will decide on a course of action, which may include:

- Disciplinary investigation and/or proceedings
- Management advice, including recommendations for training
- Referral to the LADO (where a pattern of behaviour moves from a concern to meeting the harm threshold).

### **Pre-employment references**

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority (LADO) and is found to be substantiated  
and/or
- The concern (or group of concerns) relates to issues which would be included in a reference, such as misconduct or poor performance.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
02.10.2025	Charlotte Angel	02/10/2026

## **Modern Slavery and Child Trafficking Policy**

### **Legislation**

The Modern Slavery Act, received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

## Background

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. Staff members and parents/carers under the age of 18 are children and so this may apply to them, as well as children in our care.

This policy should be used alongside the following policies:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- *Action* (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be “means” for children as they are not able to give informed consent
- *Purpose* (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

## Signs of abuse

Action should be taken if they appear to have some of these possible signs including; under the control of someone else and reluctant to interact with others, the victim has few personal belongings and wear the same clothes every day or wear unsuitable clothes for work. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn, or show signs of physical or psychological abuse.

## Procedure:

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted and the referral process will be followed as per the safeguarding procedure.

If you are in the UK and suspect someone might be in slavery, you have several options:

- Call the Modern Slavery Helpline on 08000 121 700 or fill out an online form.
- Contact Crimestoppers on 0800 555 111
- Contact the Police or local children social care teams.

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## Prevent Duty and Radicalisation Policy

### **Extremism – the Prevent Duty**

Working Together to Safeguard Children defines extremism. It states *“Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*

*Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist”*

Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (If you are in a Prevent priority areas the local authority will have a Prevent lead who can also provide support, add contact details here).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It’s a gradual process so young people who are affected may not realise what’s happening.

Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Make any referrals relating to extremism to the police (or the Government helpline: **020 7340 7264**) in a timely way, sharing relevant information as appropriate
- Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values
- Using the Government document Prevent Duty Guidance for England and Wales<sup>1</sup>

This policy was adopted on	Signed on behalf of the nursery	Date for review
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### **Domestic Abuse, Honour Based Abuse and Forced Marriage Policy**

This policy should be read alongside our Safeguarding policy:

- Safeguarding Children Child Protection Policy
- Data Protection and Confidentiality
- GDPR Privacy Notice.

The Domestic Abuse Act 2021 defines Domestic Abuse as:

*Behaviour of a person (A) towards another person (B) is “domestic abuse” if:*

- *They A and B are each aged 16 or over and are personally connected to each other*
- *The behaviour is abusive.*

*Behaviour is “abusive” if it consists of any of the following:*

- *Physical or sexual abuse*
- *Violent or threatening behaviour*
- *Controlling or coercive behaviour*
- *Economic abuse*
- *Psychological, emotional or other abuse*

*and it does not matter whether the behaviour consists of a single incident or a course of conduct.*

*“Economic abuse” means any behaviour that has a substantial adverse effect on B’s ability to:*

- (a) Acquire, use or maintain money or other property, or*
- (b) Obtain goods or services.*

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.

We aim to develop staff knowledge of recognising the signs and symptoms of domestic abuse.

These signs may include:

- Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries
- Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

In England, The Domestic Abuse Act 2021 recognises in law, for the first time, that children are victims if they see, hear or otherwise experience the effects of domestic abuse.

Signs that children may have witnessed domestic abuse include:

- Anxiety
- Regressive behaviours
- Constant or regular sickness, such as colds or headaches
- Difficulties with concentration
- Emotional and behavioural difficulties
- Withdrawal
- Low self-esteem.

We will raise awareness of domestic abuse within our setting by:

- Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns
- Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting
- Providing all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (0808 2000 247)
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.

If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Safeguarding children/Child Protection policy).

Where incidents of domestic abuse are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

### **Honour based abuse**

Honour based abuse (HBA) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour or justification for abusing the human rights of others.

We aim to develop staff knowledge of recognising the signs and symptoms of HBA. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed in visible spaces within the setting
- Sharing our HBA, child protection and safeguarding policies with all stakeholders.

Where incidents of HBA are shared by an employee or parent/carer, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

### **Forced Marriage**

A forced marriage is defined as ‘a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced’.

If we suspect or receive information about a forced marriage being planned then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years, then we will report the incident to the children’s social care team.

If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police and the Governments Forced Marriage Unit (FMU) on 020 7008 0151.

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### **Intimate, safe and respectful Care**

At Busikids we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to meet children’s basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. We also believe that all children need to feel safe, secure and happy. This involves nursery staff being responsive to children’s needs, whilst maintaining professionalism. This includes giving children cuddles too.

In order to maintain the child’s privacy, we will carry out the majority of these intimate care actions on a one-to-one basis, wherever possible, by the child’s key person with the exception of first aid treatment which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. paediatric first aid training, specialist medical support

- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines take place behind closed doors
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks
- All staff are aware of the whistleblowing procedures and the manager visits the rooms throughout the day to ensure safe practices.

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour, they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/ disciplinary or whistleblowing procedures. If the concern relates to the manager and/or nursery owner then parents should contact Ofsted 0300 123 1231 or the local authority children's social care team 0300 5551384.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

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## **Whistleblowing**

### Whistleblowing definition

Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

At Busikids we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

### **Legal framework**

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure.

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- A breach of any other legal obligation or
- Concealment of any of the above
- Any other unethical conduct
- An act that may be deemed as radicalised or a threat to national security  
Is being, has been, or is likely to be, committed.

Qualifying disclosures made before 25 June 2013 must have been made 'in good faith' but when disclosed, did not necessarily have to have been made 'in the public interest.'

Disclosures made after 25 June 2013 do not have to be made 'in good faith'; however, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

**Disclosure of information**

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you MUST use the nursery’s disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, Equalities Act 2010)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be endangered
- That the environment, has been, is being, or is likely to be damaged
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

**Disclosure procedure**

- If this information relates to child protection/safeguarding then the nursery child protection/safeguarding children policy should be followed, with particular reference to the staff and volunteering section. See below for the Whistleblowing safeguarding concerns flowchart
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to Louise Fuller (Nursery Principal) or the LADO
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the nursery manager
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children’s social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues/concerns observed.

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## **Mobile Phone and Electronic Device Use**

*This policy refers to how mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.*

*More and more devices are technically, capable of connecting us to the outside world. **We include all devices capable of this connection in this policy** and will adapt the policy to include any other devices we deem required to safeguard children. All electronic devices able to take pictures, record videos, send or receive calls and messages - this includes cameras, mobile telephones, tablets and any recording devices including smartwatches. Any Kindles/glasses and Fitbits which are capable of sending/receiving calls or have a camera are included in this policy too.*

### **Mobile phones and other electronic devices with imaging and sharing capabilities**

At Busikids we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, or other personal devices with imaging and sharing capabilities during working hours. We use mobile phones supplied/approved by the nursery only to provide a means of contact in certain circumstances, such as outings.

This policy should be used in conjunction with our online safety policy and acceptable IT use policy to ensure children are kept safe when using the nursery devices online

Staff must adhere to the following:

- Mobile phones or other personal devices with imaging and sharing capabilities are either turned off or on silent and not accessed during your working hours
- Mobile phones or other personal devices with imaging and sharing capabilities can only be used on a designated break and then this must be away from the children, in the staff room or off of the premises
- Mobile phones or other personal devices with imaging and sharing capabilities should be stored safely in staff lockers/staff room or the office at all times during the hours of your working day
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media on them, or access to the internet except for the use of EY log, unless approved by the Manager/Owner or used for work purposes in the Staff room
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to staff or children using them
- Passwords / passcodes for nursery devices must not be shared or written down
- During outings, staff will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only nursery owned devices will be used to take photographs or film videos
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use. If a device is needed to be taken home due to unforeseen circumstances then the person taking this device home must ensure it is securely stored and not accessed by another other individual and returned to nursery as soon as practically possible

### **Parents' and visitors' use of mobile phones and smartwatches**

Parents are kindly asked to refrain from using their mobile telephones or other personal devices with imaging and sharing capabilities whilst in the nursery or when collecting or dropping

off their children. We will ask any parents using their phone/device inside the nursery premises 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.

Parents are requested not to allow their child to wear or bring in devices with imaging and sharing capabilities. This includes smart watches with these capabilities such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

Visitors are not permitted to use their mobile phones or other personal devices with imaging and sharing capabilities whilst at nursery and are asked to leave them in a safe secure place/nursery office for the duration of their visit. Should their phone be required for work purposes, they will not be left unattended at all for the duration of their visit.

### **Photographs and videos**

At Busikids 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 will obtain this permission when each child is registered and update it on a regular basis to ensure that this permission is still valid.

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 security in relation to CCTV and the different 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. Photographs and videos will not be taken in areas where intimate care routines are carried out.

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 personal devices with imaging and sharing capabilities 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.

Photographs or videos recorded on nursery mobile devices will be transferred to the correct storage device to ensure no images are left on these mobile devices.

Parents are not permitted to use any personal devices with imaging and sharing capabilities on the nursery premises without the prior consent of the manager.

During special events, e.g. Christmas or leaving parties, we will gain permission prior to the event, for photographs to be taken, making parents aware that there will be group photographs. 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.

### **Applicable for settings using Online Learning Journals only**

At Busikids we use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only

and do not install applications such as social media or messaging sites on to these devices. There is no internet access on any tablet used for recording children’s progress. We also do routine checks to ensure that the procedures for using these devices are being followed and remind staff of the whistleblowing policy if they observe staff not following these safeguarding procedures.

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**Social Networking**

Social media is becoming a large part of the world we live in and as such at Busikids we need to make sure we protect our children by having procedures in place to ensure the safe use.

We use Facebook and Instagram to share posts/pictures of the experiences/activities the children have accessed at nursery, as well as to post updates/reminders and links to best practice. In order to safeguard children, we will ensure:

- We have prior written permission in place from parents/carers before posting any images of children
- Ensure all children in the photographs or posts have the correct permissions in place from their parent / carer, i.e. have separate permission to use any images for any open public pages that we use for marketing purposes
- We sometimes have a closed page which only parents/family/carers who have been invited to join the group can view and comment on the posts, for occasions such as pre-school leavers.
- Do not allow others to post on our social media pages, i.e. only management/administration/designated staff can post on the page.
- We monitor comments on all posts and delete any inappropriate comments. Addressing any concerns immediately

**Staff use of social media**

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children.

- When using social networking sites such as Facebook or Instagram we ask staff:
  - Not to name the setting they work at
  - Not to make comments relating to their work or post pictures in work uniform
  - Not to send private messages to any parents/family members
  - Direct any parent questions relating to work via social networking sites, to the manager
  - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
  - Report any concerning comments or questions from parents to the manager/safeguarding lead
  - Follow the staff behaviour policy
  - Not post anything that could be construed to have any impact on the nursery’s reputation or relate to the nursery or any children attending the nursery in any way
  - Recommend their privacy settings are appropriately set.
  - Inform management if they are friends with a parent prior to the child starting the setting, or the member of staff commencing employment at Busikids.
  - To follow this in conjunction with the whistle blowing policy.

- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. work emails and phone numbers. This is to protect staff, children and parents.

### **Parents and visitors’ use of social networking**

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents **not to:**

- Send friend requests to any member of nursery staff
- Screen shot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g. Christmas concert photographs or photographs from an activity at nursery)

We ask parents to share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parent’s policy, complaints procedures and grievance policy).

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<i>02.10.2025</i>	<i>Charlotte Angel</i>	<i>02.10.2026</i>

### **Acceptable Internet Use Policy**

#### **Legislation**

- Data Protection Act 2018

#### **Related Policies**

- Whistleblowing
- Social Networking
- Safeguarding Children/Child Protection
- Online Safety

This Policy describes the rights and responsibilities of staff using resources, such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them. These devices are a vital part of our business and should be used in accordance with our policies in order to protect children, staff and families.

#### **Security and passwords**

All electronic devices will be password protected and passwords will be updated on a regular basis. Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person; in particular you must not allow any other staff member to know or use our password.

## **Email**

We expect all staff to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions.

Emails must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of your Owner/Manager.

## **Internet access**

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

## **Personal use of the internet, email and telephones**

Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duties of your employment is not permitted.

Emergency personal calls need to be authorised by the manager and where possible, be made on your own personal mobile phone outside the nursery.

Disciplinary action will be taken where:

- the privilege of using our equipment is abused; or
- unauthorised time is spent on personal communications during working hours.

## **Data protection**

When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR). For more information see our Data Protection and Confidentiality Policy.

## **Downloading or installing software**

Employees may not install any software that has not been cleared for use by the manager onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

## **Using removable devices**

Before using any removable storage media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked.

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## **CCTV Policy**

Busikids CCTV surveillance is intended for the purposes of:

- promoting the health and safety of children, staff and visitors
- protecting the nursery building and resources.

The system comprises of 5 fixed cameras. There are three placed around the outside of the nursery for security, and two placed in the cot room for the health and safety of our babies (we do not compromise on checking regularly in person on our sleeping little ones).

The use of CCTV to control the perimeter of the nursery for security purposes has been deemed to be justified by the nursery management. The system is intended to capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.

The use of cameras in our cot room is to protect our babies, and does not save the images. We still check on them regularly in person while they sleep, but with the monitors in place, staff are able to see if, in between checks, they have for example got their selves stuck between the railings on the side of the cot.

### **Monitoring**

The CCTV is monitored centrally from the nursery office and is registered with the Information Commissioner under the terms of the Data Protection Act. This policy outlines the nursery's use of CCTV and how it complies with the Act. The nursery complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly.

All authorised operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images. All operators are trained to understand their responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images. A copy of this CCTV Policy will be provided on request to staff, parents and visitors to the nursery and will be made available on the website and in the policy file.

### **Location of cameras**

The location of CCTV cameras will also be indicated and adequate signage will be at each location in which a CCTV camera(s) is sited to indicate that CCTV is in operation. Adequate signage will also be prominently displayed at the entrance to the nursery's property.

### **Storage and retention**

The images captured by the CCTV system will be retained for a maximum of 30 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue. The images/recordings will be stored in a secure environment with a log of access kept. Access will be restricted to authorised personnel.

**Supervising the access and maintenance of the CCTV System is the responsibility of the Owner/Manager. In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis. Files will be stored in a secure environment with a log of access to recordings kept.**

Recorded footage and the monitoring equipment will be securely stored in a restricted area. Unauthorised access to that area will not be permitted at any time. A log of access to footage will be maintained.

When accessing images two authorised members of staff must be present. A written record of access will be made. A record of the date of any disclosure request along with details of who the information has been provided to (the name of the person and the organisation they represent), why they required it and how the request was dealt with will be made and kept, in case of challenge.

### **Subject Access Requests (SAR)**

Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Act / GDPR. Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time and location.

The nursery will respond to requests within 14 calendar days of receiving the request. The nursery reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation.

A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made.

Where footage contains images relating to 3rd parties, the nursery will take appropriate steps to mask and protect the identities of those individuals.

### **Complaints**

Complaints and enquiries about the operation of CCTV within the nursery should be directed to the manager of the nursery in the first instance.

### **Responsibilities**

The owner/manager will ensure:

- That the use of CCTV systems is implemented in accordance with this policy
- They oversee and co-ordinate the use of CCTV monitoring for safety and security purposes
- That all CCTV monitoring systems will be evaluated for compliance with this policy
- That the CCTV monitoring is consistent with the highest standards and protections
- They review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy
- They maintain a record of access (e.g. an access log) to or the release of files or any material recorded or stored in the system
- That the perimeter of view from fixed location cameras conforms to this policy both internally and externally
- That all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals
- That external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of "Reasonable Expectation of Privacy"
- That monitoring footage are stored in a secure place with access by authorised personnel only
- That images recorded are stored for a period not longer than 30 days and are then erased unless required as part of a criminal investigation or court proceedings (criminal or civil).
- That camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics
- That under certain circumstances, the CCTV footage may be used for training purposes (including staff supervisions).

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### **Staff Code of Conduct Policy**

At Busikids we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

### **Expected staff behaviour**

Within our nursery we expect our staff to:

- Put our children first, their safety, welfare and ongoing development is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance to the nursery / Local authority procedures and training received
- Not share any confidential information relating to the children, nursery or families using the nursery
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional.
- Adhere to the Mobile Phone and Other Electronic Device policy and Social Networking policy
- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, people living in the same premises, any social service involvement with their own children.

### **Monitoring staff behaviour**

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we observe interactions between staff and children
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Have clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

Some behaviours that may cause concern and will be investigated further include:

- Change in moods

- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

**Procedures to be followed:**

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the safeguarding/child protection procedure will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called.

All conversations, observations and notes on the staff member will be logged and kept confidential.

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**Lone Working Policy**

At Busikids we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

We always ensure that our staff: child ratios are maintained.

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks or working alone.

On the rare occasions, that lone working within a room does take place we ensure that a specific risk assessment is completed prior to lone working taking place, this includes:

- how staff can manage with a variety of tasks such as talking to parents and supervising children safely

- That each member of staff required to work alone has the required qualification/training and/or skills for the role; e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene
- That staff members working alone are competent in their role
- That the staff member can call on others in an emergency, including procedures if there was a fire evacuation
- There are procedures in place to check in on the staff member and cover for breaks
- The member of staff and children are safeguarded at all times (relating to safeguarding/child protection policies)
- Ratios are maintained at all times.

Public liability insurance for lone working will be sought where applicable.

Employee's responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation
- To ensure that the employee has the ability to contact them or a member of the team even if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

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## **Inclusion and Equality**

*Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth To 5 Matters, 2021).*

## **Statement of intent**

At Busikids we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are

committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.

A commitment to implementing our inclusion and equality policy is part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of management at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, the nursery's disciplinary policy will be followed.

**The legal framework for this policy is based on:**

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.
- Worker Protection Act 2023

**The nursery and staff are committed to:**

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the nursery's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities to remove barriers and improve access for all
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities,

promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

### **Admissions/service provision**

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

### **Recruitment**

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination.

Redundancy selection will take account of the legal protections from redundancy, as described below\*

Shortlisting will be done by more than one person where possible.

All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies are generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates are given the opportunity to receive feedback on the reasons why they were not successful.

#### **\*<sup>1</sup> Protection from redundancy**

*We recognise that employees on maternity leave, adoption leave and shared parental leave must be given priority over other employees in being offered any suitable alternative employment should their existing role be made redundant. While these do not prevent the employee being selected for redundancy, it ensures that they have priority under these circumstances.*

*Under maternity leave regulations, the protection against redundancy is from the point the employer is made aware of the pregnancy and up to 18 months after the birth of the child.*

*For those on adoption leave, the redundancy protection is extended to 18 months from the date of the placement of the adopted child(ren).*

*For employees taking less than 6 weeks shared parental leave, they are protected during their period of leave. Employees taking more than 6 continuous weeks of shared parental leave are protected for 18 months from the birth of the child or placement of the adopted child/ren.*

*If the pregnancy ends and the employee is not entitled to statutory maternity leave then the protected period will end two weeks after the pregnancy.*

We may ask questions (under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)

- To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- To monitor diversity in the range of people applying for work
- To take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.

The national College for Teaching and Leadership provides further guidance specific to working with children, which we follow:

*Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.*

*People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.*

*Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.*

### **Staff**

It is the policy of Busikids not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the 'Dealing with Discriminatory Behaviour' procedure where applicable to report any discriminatory behaviours observed.

### **Training**

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The nursery strives towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

### **Early learning framework**

We follow the Early Years Foundation Stage and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

### **We do this by:**

- Listening to children (verbally and non-verbally) and making children feel included, valued and good about themselves

- Ensuring that we know what each child knows and ‘can do’ and have equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect and empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and helped
- Identifying a key person to each child who will ensure that each child’s care is tailored to meet their individual needs and continuously observe, assess and plan for children’s learning and development
- Helping children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

### **Parent Information and meetings**

Information about the nursery, its activities, experiences, resources are shared with parents as well as information about their children’s development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas.

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### **Dealing with Discriminatory Behaviour**

At Busikids we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents\* have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents any perceived or actual relating to discrimination on any grounds and report these where relevant to children’s parents and the registering authority.

### **Definition and legal framework**

#### **Types of discrimination**

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic

- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

### Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

*Note: The Act uses the term 'transsexual' which covers those who are 'transgender' or 'trans'.*

*When reviewing discrimination in the setting, seek specialist advice regarding recruitment and promotion processes, the use of toilet facilities, managing absences for transitioning employees, recording employee gender identity and chosen pronouns and correct information sharing for personal details. It is also recommended to plan how to address any questions or concerns raised by other employees or parents so that they are handled in a respectful and sensitive way.*

*The Disclosure and Barring Service (DBS) offers confidential checks for trans applicants through the 'sensitive applications' route which excludes gender/name information from the certificate (<https://www.gov.uk/guidance/transgender-applications>).*

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

Incidents may involve a small or large number of persons; they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

## **Our procedures**

We tackle discrimination by:

- Consistently promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting
- Challenging any observed instances of discrimination from practitioners, children and families and following this policy, as outlines below, to ensure that discriminatory behaviours are not tolerated within our setting
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding Policy in order to safeguard children and families concerned.

## **Nursery staff**

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

\*For the purpose of these policies the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

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### **Special considerations for employees**

At Busikids we recognise that employees may require special consideration during their employment.

### **Legal requirements**

The nursery follows the legal requirements set out in The Management of Health and Safety at Work Regulations 1992 and the Equality Act 2010.

This policy should be read in conjunction with our Health and Safety Policy, which has regard to any employees requiring special consideration at the commencement of employment and during the course of it.

### **Procedure**

The nursery manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or special educational needs/disability is obtained
- Carries out necessary risk assessments to support the employee
- Agrees with the staff member any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

### **Special Educational Needs/Disabilities**

If a member of staff has a special educational needs and/or disabilities, we encourage you to tell us about your condition so that we can consider what reasonable adjustments or support may be appropriate.

### **Part-time and fixed-term work**

Part-time and fixed-term employees are treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is objectively justified.

### **Transgender (transexual) employees**

If an employee proposes to change their gender, has started to do so or has already done so, they are protected by the Equality Act (changing gender does not have to include medical processes or intervention).

When reviewing special considerations for transgender employees, we will seek specialist advice and liaise directly with the employee regarding their requirements. For example, we enable employees to inform us of their preferred gender and pronouns, we enable trans

employees to select the toilet facilities appropriate to the gender in which they present and we treat absence for transitioning in line with our general absence procedures.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
02.10.2025	Charlotte Angel	02.10.2026

## **Special Educational Needs and Disabilities (SEND)**

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2025)

### **Special Educational Needs and Disability (SEND) code of practice.**

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice to identify, assess and make provision for children's special educational needs.

At Busikids we use the SEND Code of Practice definition of Special Educational Needs and Disability:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

### **Statement of intent**

At Busikids we are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, and we do not attempt to categorise children.

We are committed to working in partnership with parents\* in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and Statutory Framework for EYFS.

We will also undertake an assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the Statutory Framework for EYFS.

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with the child's parents and, where appropriate, the child
- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and assessing such observations regularly to monitor progress.

All new children will be given a full settling in period when joining the nursery according to their individual needs.

## **Aims**

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace, e.g. 'most able' are also supported
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- Encourage children to value and respect others
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCO) is Leanne Shaw, although we have other staff experienced and trained in this area.

The role of the SENCO in our setting includes:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

## **Methods**

We will:

- Designate a named member of staff to be Special Educational Needs and Disability Co-ordinator (SENCO) and share their name/role with all staff and parents
- Have high aspirations for all children and support them to achieve their full potential
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January 2015/statutory framework for the EYFS (2021)
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with special educational needs and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible, suitable for children and adults with disabilities using the facilities
- Signpost parents and families to our Local Offer in order to access local support and services
- Work closely with parents to create and maintain a positive partnership which supports their child(ren)
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible/appropriate
- Provide parents with information on sources of independent advice and support
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools (see our Transitions policy).
- Use the graduated response system (see explanation below) for identifying, assessing and responding to children's special educational needs and disabilities
- Provide a broad and balanced aspirational early learning environment for all children with special educational needs and/or disabilities and differentiated activities to meet all individual needs and abilities
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Develop respectful partnerships with parents and families
- Review children's progress and support plans every 4 to 6 weeks, according to children's needs, and work with parents to agree on further support plans
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability

- Provide resources (human and financial) to implement our SEND policy
- Ensure the privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Use the local authorities Assessment Framework (see details below)
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education and Health Care Plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

### **Effective assessment of the need for early help**

We are aware of the process for early help and follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Children and families may need support from a wide range of local agencies.

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- a teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional.  
*Working together to safeguard children 2018*

### **Graduated Approach**

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated

by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by the SENCO and appropriate records will be kept according to the Code of Practice.

### **Assess**

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

### **Plan**

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parent, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

### **Education and Health Plan (EHC)**

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
  
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided

- evidence of the child’s physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

\* For the purpose of this publication the term ‘parents’ will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>02.10.2025</i>	<i>Charlotte Angel</i>	<i>02.10.2026</i>

### **Looked After Children (LAC)**

At Busikids we are committed to providing a welcoming and inclusive quality environment for all children and families.

#### **Definition and legal framework**

The description ‘looked after’ is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children’s homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)
- Children and Social Work Act (2017).

#### **Our policy**

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child’s carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times and we have an open-door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

**The designated person** for 'looked after children' is Leanne Shaw.

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary the designated person will develop a care plan with the child's key person, carers and any relevant professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- Where applicable, how any special educational needs and/or disabilities will be supported.

In addition, the care plan may also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in this planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after' person, Leanne Shaw, will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of art work and mark making will be passed on to the carer at this stage.

**Key contact details:**

Organisation	Contact Number
LAC Team, Southampton City Council	02380 915360
Hampshire Children's Services	030 555 1384
Hampshire County Council	Victoria.betts@hants.gov.uk

**Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The Local Authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

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<i>02.10.2025</i>	<i>Charlotte Angel</i>	<i>02.10.2026</i>

**Health and Safety – General Policy**

**Statement of policy**

At Busikids, we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, parents and any visitors we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

## **Legal framework**

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS)
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by UK Health Security Agency, the local health protection unit, the local authority environmental health department, fire authority, or the Health and Safety Executive.

## **Aims and objectives**

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe nursery with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low and we will maintain the maximum protection for children, staff and parents, the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable and remain clear at all times
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensures there are suitable hygienic changing facilities (see infection control policy)
- Prohibits smoking/vaping on the nursery premises

- Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- Encourages children to manage risks safely and prohibit running inside the premises unless in designated areas
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- Ensures staff wear protective clothing when cooking food
- Prohibits certain foods that may relate to children's allergies, e.g. peanuts are not allowed in the nursery
- Follows the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follows the allergies and allergic reactions policy for children who have allergies or have a reaction at the nursery
- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provides appropriately stocked first aid boxes and check their contents regularly
- Ensures children are supervised at all times
- Ensures no student or volunteer is left unsupervised at any time
- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display and/are available to parents, and a list of qualified first aiders is on display throughout the nursery.

## **Responsibilities**

The designated Health and Safety Officers in the nursery are Charlotte Angel and Louise Fuller.

The employer has overall and final responsibility for this policy being carried out at:

Busikids Ltd  
 Upper Northam Drive  
 Hedge End  
 Southampton  
 SO30 4BG

The deputy nursery manager, Leanne Shaw will be responsible in their absence.

All employees have the responsibility to cooperate with senior staff and the manager to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures).

Whenever a member of staff notices a health or safety issue or problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the senior member of staff in the area/management.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. This will include health and safety matters.

### **Health and safety training**

Person responsible for monitoring staff training is Charlotte Angel.

Health and safety is covered in all induction training for new staff.

At least one member of staff on the premises and available at times when children are present MUST hold a full paediatric First Aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full 12-hour course consistent with the criteria set out in annex A of the EYFS. This must be renewed every three years.

In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to be included in the required staff: child ratios at level 2 or level 3. To continue to be included in the ratio requirement the certificate must be renewed every three years.

At nursery, we take into account the number of children, staff, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All trained first aiders are listed in every playroom.

### **Health and safety arrangements**

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources and cleaning equipment
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy
- All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible or the area is not used to promote the safety of children. In these cases, the manager will be notified immediately.
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- The nursery will adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- All staff and students will receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We identify and assess any water sources at risk of legionella<sup>2</sup>, and manage these risks including avoiding stagnant water.

- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is to be shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns/hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents will receive these updates, as with all policy changes, as and when they happen
- Staff and parents are able to contribute to any policy through the suggestion scheme and during the regular meetings held at nursery.
- We welcome feedback from staff and parents. They are able to contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

The policy is kept up to date and reviewed especially when the nursery changes in nature and size. It is revised annually, or as and when required. We therefore welcome any useful comments from members of staff, parents and visitors regarding this policy.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
02.10.2025	Charlotte Angel	02.10.2026

### **Medication Policy**

At Busikids we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness and infection control policy). If a child requires medicine, we will obtain information about the child's needs for this, and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

#### **Illness**

- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the Nursery Manager will decide if the child is fit to be left at the nursery.
- For information on infection control and infectious diseases visit the Public Health England website and view their document titled '*Health protection in schools and other childcare facilities*'.
- If the child is deemed well enough to stay at the setting, the parent/ carer must be asked if any kind of medication has already been given, at what time and in what dosage and this will be recorded
- Before administering medication to any child, we will require written agreement from the parents
- This agreement (a Medication Form) should include;
  - the child's name
  - the name and expiry date of the medication
  - the required dose and agreed time of administration
  - Clearly stated whether the medication is on-going or to be taken up until a particular date
  - Possible side effects, and/or the information leaflet that is normally supplied by the manufacturer made available
- Medication is only accepted in its original labelled container

- Where the medication is an adrenaline pen or inhaler (where there may be only occasional emergency use), it will have the expiry date of the medication recorded on the appropriate form
- For non-prescription medication the nursery reserves the right to determine the number of days the medication will be given before requesting parents/ carers further input or the advice of a healthcare professional. This will be based upon the individual child and condition and the advice of the medication itself
- If at any time there is any doubt regarding the administration of medication to a child, practitioners will stop and check with the Nursery Manager before continuing.

## **Storage**

- All medication will;
  - Be stored in accordance with the manufacturer's instructions on the container (e.g. cool dark place, refrigerated)
  - Be stored in a closed box/cupboard
  - Be kept out of the reach of children
  - Be in their original containers
  - Have labels which are legible and in English
  - Be clearly marked with child's name, dosage, issue date and expiry date
- Emergency medication, such as inhalers and Adrenaline (EpiPen's), will be within easy reach of staff in case of an immediate need, but will remain out of children's reach
- Any 'stored' medication such as Nursery stock of Paracetamol or a child's inhaler, will be regularly checked to ensure the product is still within its expiry and therefore suitable for use.

## **Medication Prescribed by a Doctor, Dentist, Nurse or Pharmacist**

*(Medicines containing aspirin will only be given if prescribed by a doctor)*

- Prescription only medicine will be given when prescribed by the above and only for the person named on the dispensing label on the bottle/container for the dosage stated
- Medicines must be in their original containers
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
  1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
  2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
  3. Parents must notify us IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- The parent must be asked when the child has last been given the medication before coming to nursery; and the staff member must record this information on the medication form.

- At each visit the child's parent/ carer will be asked if there have been any changes to the requirements stated on the form. If there have been changes, a new form must be completed and counter signed by parent/carer
- When the child is picked up from the setting, the parent/ carer must be given an update as to the times and dosage given throughout the day. The parent's signature must be obtained confirming this information has been given
- At the time of administering the medicine, management/3<sup>rd</sup> in charge will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form (Creams/emollients for eczema and nappy rash and teething powder may be applied by a member of staff).
- If the child refuses to take the appropriate medication a note will be made on the form. Where medication is "essential" or may have side effects, discussion with the parent will take place to establish the appropriate response. This will be documented on the form accordingly.
- Where the medication is 'essential' or may have side effects, discussion with the parent will take place to establish the appropriate response.

### **Non-prescription Medication (also known as over the counter medicine)**

- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery
- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescribed medication for a short initial period and only if necessary. After this time parents / carers will be advised to seek medical advice
- The nursery reserves their right to refuse to administer non-prescription medication if they feel that further medical attention is sought
- For all medication the parent/carer must give prior written permission for the administration of each and every medication
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- Medicines must be in their original container
- This also applies to non-prescription creams or ointments for skin conditions e.g. Sudocrem
- The parent / carer will complete the relevant form to enable the nursery to administer the medication(s) required. The form will include:
  - Child's name and date of birth
  - Name of medication
  - Dose
  - Any additional requirements (such as to be taken with food)
  - Expiry date whenever possible
  - Length of treatment (will not be exceeded)
- The written permission is only acceptable for the medication listed and cannot be used for similar types of medication
- Parents must notify the nursery IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given
- Any significant changes in the details listed above must be recorded on a new form and countersigned by the parent/ carer
- The nursery will only administer as per the information listed on the form
- At each visit the child's parent/carer will be asked if there have been any changes to the requirements stated on the form. If there have been changes, a new form must be completed and counter-signed by the parent/carer

- When the child is picked up from the setting, the parent / carer must be given an update as to the times and dosage given throughout the day. The parent's signature must be obtained confirming this information has been given
- At the time of administering the medicine, management/3<sup>rd</sup> in charge will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (Non-prescribed creams/emollients and teething remedies may be applied by a staff member.)

### **Emergency Medication**

- At new registration of a child to the setting, parents will be asked if they are happy to give consent to 'emergency' treatment being given e.g. fever relief (paracetamol) or anti-histamine, for temperature or a bee sting. This would be only deemed necessary for specific circumstances. Parents/ carers will be asked to complete a form to give consent. This form will include:
  - The circumstances in which 'emergency' medication will be given e.g. High temperature (above 38°C unless otherwise specified) or teething
  - The specific medication (drug name) e.g. Paracetamol, and expiry date
  - Dose to be administered will follow the guidance on the original container e.g. following age / dosage instructions
  - Statement that the nursery will contact the parent for high temperature or any other condition, but will have had a prior conversation concerning teething at drop off.
- An 'emergency' nursery stock of fever relief and ant-histamines will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- Stock medication will be kept in accordance with manufacturer's instructions on the container (e.g. cool dark place, out of the reach of children)
- If a child experiences symptom of illness, attempts will be made to contact the child's parents before administering 'emergency' medication
- Where parents cannot be contacted the Nursery Manager will take the decision as to whether the child is suitable to receive the 'emergency' medication based on the symptoms and medical history of the child given at registration
- Administering 'emergency' non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms. The child will be closely monitored until the parents collect the child.

### **Injections, Pessaries, Suppositories**

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

### **Staff Fitness to Work & Staff Medication**

- All nursery staff have a responsibility to work with children only where they are fit to do so
- Staff must not work with children if they are infectious or feel unwell and cannot meet children's needs. This includes circumstances where medication taken by staff affects their ability to care for children, for example, where it makes a person drowsy
- If staff members believe their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform their line manager immediately

- Management will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment
- Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the staff room or nursery room. If the medication is required to be accessed in an emergency, such as an asthma inhaler, this should be easily accessible but safe from children
- In all cases medication must be stored securely out of reach of children. It must not be kept in the first aid box. It will be clearly labelled with the name of the member of staff.

### **Disposal of Medication/Packaging**

- Tablets and capsules are occasionally dropped on the floor or spat out. In this case we will place the tablet in a labelled envelope and hand to the parents to be disposed of later
- In no circumstances should it be flushed down the toilet or thrown in the bin
- When a child leaves the setting, ceases to need medication or if a medicine has passed its expiry date, we will return any unused quantity to the parents. If this is not possible then we will take it to a local pharmacist for safe disposal.
- All needles must be placed in the sharps bin located in the laundry room
- All items soiled in bodily fluids must be disposed of in a yellow bin bag

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<i>02.10.2025</i>	<i>Charlotte Angel</i>	<i>02.10.2026</i>

### **Promoting Positive Behaviour**

At Busikids, we believe that children flourish best when they feel safe secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding way to resolve upsets from stress in any domain and return to balance leading on to a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early year's curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour, we aim to:

- Recognise the individuality of all our children
- Understand that certain behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children

- Encourage parents and other visitors to be positive role models and challenge any poor behaviour shown
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

**The named person** for promoting and supporting behaviour is **Leanne Shaw** who will:

- Advise and support other staff on any behaviour concerns
- Liaise with the setting's Special Educational Needs Co-ordinator (SENCO) where a child requires further support, or there are concerns about the impact of the behaviour on a child's education and care
- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed/challenging behaviour, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the other child's behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

**Our promoting positive behaviour procedure is:**

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's

behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable

- We recognise that there may be times where a child is displaying challenging/distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour, they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to empathise with the children with trying to understand the behaviour

- As part of our curriculum, we help children to learn about their emotions, where age appropriate
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors or out
- We will ensure that this policy is available for staff and parents and it will be shared at least once a year to parents and staff.
- Staff and parents are also welcomed to review and comment on the policy and procedure
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

### **Anti-bullying**

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with parents of all involved to look for a consistent resolution to the behaviour.

By positively promoting good behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

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### **Biting**

At Busikids we follow a positive behaviour policy to promote positive behaviour at all times. We understand that children may use certain behaviours such as biting as part of their development. Biting is a common type of behaviour that some young children use to help them make sense of the world around them, and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

### **Our procedures**

The nursery uses the following strategies to help prevent biting including

- individual, one-to- one and small group times so that each child is receiving positive attention
- Quiet/cosy areas for children who are feeling overwhelmed to go to

- Stories, puppets, discussion about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events
- Additional resources for children who have oral stimulation needs, such as teething rings or chew necklaces.
- Vigilant staff that know the children well and are able to identify where children need more stimulation or quiet times.
- Adequate resources are provided and where possible, more than resource or toy is sought to minimise conflicts

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any paediatric first aid where necessary. Complete an accident form once the child is settled again. Inform the parents via telephone if deemed appropriate. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. The child will be asked to say sorry if developmentally appropriate or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter.
- Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- Arrange a meeting with the parent whose child has bitten, particularly if the child has been bitten several times, to provide reassurance that the nursery is managing biting incidents effectively
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten, as detailed below. The parents/carers should be contacted immediately and a Biting Incident Notification letter should be given to the parents/carers.

#### **First Aid to be administered if skin is broken**

- Encourage the wound to bleed (unless bleeding freely) with gentle pressure. - Never suck the wound.
- Irrigate with warm running water and liquid soap.
- Remove any foreign body (including teeth).
- Cover the wound with a dressing if necessary.
- If the bite is on the hand, the arm should be elevated.
- If the biter has blood in their mouth, they should swill it out several times with tap water (don't swallow the water).

If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills, the nursery manager/SENCo will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

### Considerations for ongoing biting

- Look at the environment
- Who/where/when it is happening?
- Talk to parents about what is happening at home
- Change around the daily routine to prevent biting opportunities
- Provide relaxing transitions that calm the children
- Develop emotional language with the child that bites
- Look at communication development and alternative methods e.g. Makaton/PECS
- Shadow the child who bites and try to intervene before biting occurs to promote non-biting response

Use positive language to tell a child to 'touch lightly' rather than 'don't bite'. Explain what we use teeth for, e.g. eating and smiling.

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### Infection Control

At Busikids, we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from moving around the nursery. Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this

- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser or through washing in the washing machine
- Wash or clean all equipment used by babies and toddlers as and when needed including when the children have placed it in their mouth
- Store dummies in individually and hygienically labelled with the child's name to prevent cross-contamination with other children
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week
- Ask parents and visitors to remove all outdoor footwear or use shoe covers when entering rooms where children may be crawling on the floor
- Where applicable wear specific indoor shoes or slippers whilst inside the baby room and make sure that children wear them as well
- Have carpets professionally cleaned every 3 months
- Have a rigid programme of cleaning completed by two cleaners every night
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are ill and/or contagious.

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- In the event of an infection outbreak the nursery will, where appropriate, undertake a deep clean to ensure the spread of infection is contained
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus/ pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action, we will treat each case on an individual basis
- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

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### **Sickness and Illness**

At Busikids we promote the good health of all children attending, including oral health, by:

- Asking parents\* to keep children at home if they are unwell. If a child is unwell, it is in their best interest to be in a home environment rather than at nursery with their peers.
- Asking staff and other visitors not to attend the setting if they are unwell

- Helping children to keep healthy by providing balanced and nutritious snacks, meals and drinks
- Minimising infection through our rigorous cleaning and hand-washing processes (see infection control policy).
- Ensuring children have regular access to the outdoors and having good ventilation inside
- Sharing information with parents about the importance of the vaccination programme for young children to help protect them and the wider society from communicable diseases
- Having areas for rest and sleep, where required and sharing information about the importance of sleep and how many hours young children should be having

### **Our procedures**

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child is not themselves, staff will contact the office and management will determine whether a courtesy telephone call to the child's parents/carers will be made.
- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person, wherever possible
- We follow the guidance given to us by Public Health England (Health Protection in Schools and other childcare facilities) and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery.
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours.
- We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We notify Ofsted as soon as possible and in all cases within 14 days of the incident of the incident of food poisoning affecting two or more children cared for on the premises
- We ask parents to keep children on antibiotics at home for the first 24 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell). Whooping cough requires 2 days of antibiotics, and Impetigo requires 2 days of anti-biotics, before returning to nursery. This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics, and to prevent the spread of infection
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable
- We make information/posters about head lice readily available and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice, we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

### **Meningitis procedure**

If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Local Area Infection Control (IC) Nurse. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we will be contacted directly by the IC Nurse and the appropriate support will be given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted if necessary.

**We will follow the transporting children to hospital procedure in any cases where children may need hospital treatment.**

The nursery manager/staff member must:

- Inform a member of the management team immediately
- Call for 9999 on nursery internal phone immediately if the sickness is severe. DO NOT attempt to transport the sick child in your own vehicle
- Follow the instructions from the 999 call handler
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

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**Overall Approach to Risk Assessments**

At Busikids we take all reasonable steps to ensure staff and children in our care are not exposed to risks. We promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

**Risk assessments**

Risk assessments document the hazards/aspects of the environment that needs to be checked on a regular basis. These include who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

The nursery carries out written risk assessments regularly (at least annually). These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced or a new activity/experience; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details refer to the visits and outings policy.

## Hints and tips

Please refer to the Health and Safety Executive's 'Five Steps to Risk Assessment' [www.hse.gov.uk/risk/fivesteps.htm](http://www.hse.gov.uk/risk/fivesteps.htm) for further support with the risk assessment process. The Five Steps to Risk Assessment publication and risk assessment templates can be downloaded from the Health and Safety Executive's website at [www.hse.gov.uk](http://www.hse.gov.uk)

Citation Plc can also offer further support with risk assessments at [www.citation.co.uk](http://www.citation.co.uk)

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>02.10.2025</i>	<i>Charlotte Angel</i>	<i>02.10.2026</i>

## Complaints and Compliments

At Busikids we strive to provide the highest quality of care and education for our children and families and believe that all parents are treated with care, courtesy and respect. We hope that at all times parents are happy and satisfied with the quality and service provided and we encourage parents to voice their appreciation to the staff concerned and/or management.

We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding Policy.

### **Internal complaints procedure**

#### **Stage 1**

If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or a senior member of staff/room leader. If this is not resolved, we ask them to discuss this verbally with the manager.

#### **Stage 2**

If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within 5 days. The manager will document the complaint in full, the actions taken and the outcome in relation to it in the complaints log book. (Most complaints are usually resolved informally at stage 1 or 2.)

#### **Stage 3**

If the matter is still not resolved, the nursery will hold a formal meeting between the manager, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions. All parties present at the meeting will

review the accuracy of the record, and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

#### **Stage 4**

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaint's procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, outcomes of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish to; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

The record of complaints is made available to Ofsted on request. We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

#### **Contact details for Ofsted:**

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Telephone: **0300 123 1231**

For more information about Ofsted's role see:

<https://www.gov.uk/government/publications/information-for-parents-about-ofsteds-role-in-regulating-childcare>

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents and/or carers of children attending on a regular basis.

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