Busy Bees.
Education and Training

Safeguarding and Child Protection Policy

August 2026

Mission, Vision and Values

Mission

Progressing lives through pioneering education.

Vision

Empowering people to unlock their full potential and achieve lasting success.

Values

Care

Expertise

Innovation

Accountability

Busy Bees
Education and Training

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Busy Bees Education and Training

1. Policy Statement

Busy Bees Education and Training (BBET) is committed to creating a safe, inclusive and supportive environment where all learners, staff and other stakeholders, including children in the care of employers hosting learners, are protected from harm.

Safeguarding is everyone's responsibility. BBET promotes a culture of vigilance, early intervention, professional curiosity and learner wellbeing across all learning environments.

This policy sets out BBET's safeguarding principles, governance arrangements and key definitions. Operational safeguarding processes are contained within the separate BBET Safeguarding & Child Protection Procedures.

2. Safeguarding Principles

BBET's safeguarding approach is underpinned by the following principles:

- Learners and staff have the right to feel safe, respected and supported at all times.
- Early identification and intervention help prevent harm and escalation of risk.
- Safeguarding concerns must always be taken seriously and acted upon promptly.
- Staff should remain vigilant and maintain professional curiosity.
- Safeguarding practice must be inclusive and responsive to individual learner needs.
- Learners with SEND, additional needs, or other barriers to learning may be at increased risk and require enhanced support.
- Information sharing may be necessary where safety or wellbeing is at risk.

The main principles of the policy are to:

- Provide an environment where safeguarding is thoroughly understood, embraced by all and applied with a high degree of consistency.
- Ensure that resources in safeguarding are focused within a risk management approach which supports those groups identified as being particularly vulnerable.
- Ensure compliance with the Equality Act 2010, recognising the potentially relatively high risk of some learners with particular protected characteristics.
- Promote positive behavioural attitudes and appropriate British Values, to create an environment in which learners feel safe, confident, able to make excellent progress in their learning and therefore become the most employable.
- Fulfil BBET's obligation under the Prevent Duty to have due regard to the need to prevent people from being drawn into terrorism.

3. Scope

This policy applies to all stakeholders working with or on behalf of BBET including:

- All BBET employees and Governors including temporary, part-time and full-time staff, paid and unpaid volunteers.
- All prospective and current learners and alumni
- Employers hosting learners, partner organisations, contractors and external visitors

Safeguarding responsibilities apply across all BBET activities including:

- Online, remote or blended learning provision
- Employer workplaces, BBET premises and external training venues
- Early years placements and childcare settings

4. Safeguarding Culture

BBET promotes a culture where safeguarding is embedded in everyday practice and forms part of all learner interactions.

Learners are supported to understand how to stay safe and how to access help when needed.

Safeguarding is reinforced through:

- commitment from senior leadership and Governors
- staff training and safeguarding awareness
- safer recruitment practices
- learner induction and onboarding
- learner progress reviews and welfare checks
- clear safeguarding reporting procedures
- collaboration with employers and external safeguarding agencies
- continuous monitoring and improvement

BBET recognises that high self-esteem, confidence, and clear lines of communication with trusted adults helps all young people feel safe, especially those at risk of, or suffering abuse.

We will therefore ensure that:

- ALL staff, volunteers and governors adopt a trauma-informed approach and contribute to an ethos where young people feel secure and safe;
- ALL learners have opportunities to communicate safeguarding concerns, know that they will be listened to, their concerns will be taken seriously and acted upon;
- ALL learners wishes, feelings and views will be taken into account when decisions are being made about how to keep them safe;
- ALL staff will contribute to providing a curriculum which will equip young people with the skills they need to stay safe and be able to communicate when they do not feel safe.

Safeguarding is considered alongside learner attendance, progress, wellbeing, and inclusion, with staff encouraged to actively seek and understand changes in behaviour or engagement that may indicate safeguarding concerns.

5. Reporting Safeguarding Concerns

Learners should report all Safeguarding and Prevent concerns by:

Emailing BBT.safeguarding@busybees.com to ensure concerns are logged centrally.

Learners can also raise concerns by contacting any member of the designated safeguarding team who can be reached using the contact details below.

Designated Safeguarding Leads

Name	Role	Location	Contact Details
Jane McCormick	Designated Safeguarding Lead	Remote - National	07976 110728
Charlotte McClements	Deputy Designated Safeguarding Lead	Remote - National	07773 038040
Rachel Coopey	Deputy Designated Safeguarding Lead	Remote - National	07812 408 470

Designated Safeguarding Officers

Name	Role	Location	Contact Details
Gemma Cole	Designated Safeguarding Officer	Remote - Midlands	07812 741914
Jessica Ryley	Designated Safeguarding Officer	Remote - North	07970 673051
Emma Ashbridge	Designated Safeguarding Officer	Remote - South	07816 173405
Elaine McAuley	Designated Safeguarding Officer	Remote - Scotland	07890 432624

Operational processes for staff are outlined in BBET's Safeguarding and Child Protection Procedures, including:

- How to report concerns
- Referral forms
- Emergency actions
- Designated Safeguarding Lead triage process
- Record keeping standards
- Escalation routes
- Process flowcharts

6. Key Safeguarding Risks

BBET recognises that safeguarding risks may arise at home, in the community, workplace or online environments. Safeguarding concerns (defined in Appendix A) may include:

- physical abuse
- emotional abuse
- sexual abuse
- neglect
- bullying or harassment
- domestic abuse
- peer-on-peer abuse
- child sexual exploitation
- criminal exploitation or county lines
- honour-based abuse or forced marriage
- female genital mutilation
- radicalisation and extremism
- online grooming or exploitation
- workplace abuse or unsafe conditions
- self-harm or suicide risk
- mental health concerns linked to safeguarding risks

7. Safeguarding and Inclusion

BBET recognises the relationship between safeguarding and inclusion, and that some learners may face barriers or be more vulnerable to safeguarding risks, including:

- disadvantaged learners who face challenges that hinder their educational progress; the term 'disadvantaged' refers to learners who have been eligible for free school meals in the past 6 years and those from low-income families
- learners with SEND and learners who receive high needs funding; this includes learners who receive additional support with their learning and those with an education, health and care (EHC) plan
- learners who are known (or previously known) to social care, such as those who are under the age of 18 and in care, and care leavers
- learners who are known (or previously known) to youth-justice services
- learners who face other barriers to their learning and/or well-being, including those who were previously not in employment, education or training (NEET)
- learners aged 16–18, vulnerable adults, young males
- learners experiencing social isolation or mental health needs
- learners exposed to online risks or harmful content
- learners in vulnerable workplace environments.

BBET promotes an inclusive approach to safeguarding by:

- identifying learner needs early through onboarding and assessment
- ensuring appropriate support arrangements are in place
- adapting delivery and communication where required
- working collaboratively with employers and support services
- monitoring the progress and wellbeing of vulnerable learners

8. Learner Voice and Safeguarding Awareness

Safeguarding awareness is prioritised in learner inductions and reinforced throughout the learner journey so that learners understand:

- How to stay safe
- How to raise and report safeguarding concerns
- Who their safeguarding contacts are (Designated Safeguarding Lead/Officers)
- Online safety expectations
- Prevent awareness
- Respectful behaviour standards
- Support available for wellbeing

This supports:

- Early identification of abuse, neglect, mental health concerns, or radicalisation
- Learner confidence in reporting concerns
- Psychological safety through clear processes and nominated staff for support
- Protection from extremism, grooming, sexual harassment, child-on-child abuse, and discrimination

9. Safeguarding Adults

BBET recognises that adults may also be at risk due to disability, ill-health, exploitation, trauma or other vulnerabilities.

Safeguarding responsibilities therefore apply to both children and adults at risk.

10. Roles and Responsibilities for Safeguarding and Prevent

Staff role and responsibilities are set out in BBET's Safeguarding & Child Protection Procedures.

Employers / Workplace Settings

BBET works in partnership with employers to ensure safeguarding expectations are understood and applied.

Employers hosting BBET learners are expected to:

- Provide safe and supportive working environments
- Understand and uphold safeguarding responsibilities
- Report safeguarding concerns affecting learners to BBET promptly
- Prevent bullying, harassment and unsafe practice
- Cooperate with safeguarding investigations and actions
- Ensure appropriate supervision and safe working practices

11. Contextual Safeguarding and Professional Curiosity

BBET recognises that safeguarding risks to learner safety and wellbeing may arise from external contexts including peer groups, communities, workplaces and online spaces.

Staff are expected to demonstrate professional curiosity by noticing changes in behaviour, engagement or wellbeing, and considering whether these changes may indicate underlying safeguarding concerns.

12. Safeguarding in the workplace (Apprenticeships)

Many BBET learners are apprentices who spend significant time in employer workplaces.

BBET works collaboratively with employers to ensure apprentices are safe and supported while in employment.

This includes:

- ensuring employers understand safeguarding and health & safety expectations
- supporting learners to raise workplace concerns
- responding appropriately to workplace safeguarding risks

Where safeguarding concerns involve the workplace, BBET will work collaboratively with employers and external safeguarding agencies.

BBET ensures that employer suitability and workplace environments are considered as part of onboarding and ongoing review activity. Where concerns arise, these are escalated and addressed in partnership with the employer to ensure learner safety.

13. External partnership working

BBET recognises that effective safeguarding relies on working in partnership with a range of external stakeholders including:

- local safeguarding partners, Ofsted and local authority services
- police and other statutory agencies
- Prevent/Channel panels where appropriate
- external support services, including those supporting wellbeing, mental health and vulnerable individuals

Partnership working ensures that safeguarding concerns are managed appropriately and that learners receive the support they need. Where safeguarding concerns arise, BBET will:

- share relevant information with appropriate parties in line with safeguarding procedures
- contribute to multi-agency approaches where required
- ensure that actions are coordinated to protect learners

14. Prevent Duty and Radicalisation

BBET recognises its statutory duty under the Prevent Duty to prevent individuals from being drawn into terrorism, promoting British Values including democracy, the rule of law, individual liberty, and mutual respect and tolerance, as part of creating a safe and inclusive learning environment.

Staff receive Prevent training to support them in recognising signs of radicalisation and understanding how to respond to concerns appropriately.

Learners are supported to develop an awareness of risks associated with extremism and radicalisation through induction and programme delivery, including the promotion of British Values.

Concerns relating to radicalisation must be reported immediately to the Designated Safeguarding Lead in line with BBET's Prevent Policy. Where appropriate, referrals may be made through the Channel programme and in line with local safeguarding arrangements.

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15. Online Safety

BBET recognises risks associated with digital learning and online life. This includes:

- grooming or exploitation
- sharing of inappropriate or sexual content
- cyberbullying or harassment
- exposure to extremist or harmful content
- online fraud / coercion
- manipulation or coercion through digital platforms and social media

BBET promotes safe digital conduct and any online safety concerns must be reported through the safeguarding procedure.

16. Allegations Against Staff

BBET takes all concerns about staff conduct seriously.

Any allegation or low-level concern will be managed fairly, promptly and in line with BBET's safeguarding and disciplinary procedures, including external referrals where required.

17. Whistleblowing

BBET encourages all staff to raise any concerns about safeguarding practice or behaviour within the organisation. Staff who feel unable to raise concerns internally may use the Busy Bees Speak up procedures found in the Speak up Policy.

18. Safer Recruitment

BBET operates robust recruitment practices outlined in its Safer Recruitment Policy, including:

- appropriate pre-employment checks including DBS where required
- verification of identity and right to work in the UK
- obtaining and reviewing references
- consideration of employment history and any gaps
- ensuring candidates understand safeguarding expectations during recruitment

Safer recruitment forms part of BBET's wider safeguarding culture, ensuring that safeguarding expectations are embedded from the point of entry into the organisation and maintained throughout employment.

BBET maintains appropriate records of recruitment checks and ensures that safer recruitment practices are consistently applied.

19. Safeguarding Training

BBET ensures all learners, staff and governors receive safeguarding training appropriate to their role.

This includes:

- Induction training
- Annual refresher training
- Prevent awareness
- Online safety
- Role-specific DSL / DSO training
- Updates following legislative or risk changes

20. Record Keeping

BBET maintains accurate, clear and secure safeguarding records to ensure that concerns are appropriately documented and actioned.

Safeguarding records will:

- be factual, accurate and recorded in a timely manner
- include details of concerns, actions taken and outcomes
- be stored securely and in line with data protection requirements
- be accessible only to authorised staff on a need-to-know basis

The DSL is responsible for ensuring that safeguarding records are maintained appropriately and reviewed where necessary.

Safeguarding records support the monitoring of concerns, identification of themes and escalation of risk where required.

21. Information Sharing & Confidentiality

Safeguarding concerns may require proportionate information sharing to protect individuals from harm.

BBET will share information lawfully and appropriately in line with safeguarding duties and data protection legislation.

22. Safeguarding Quality Assurance

Safeguarding effectiveness is monitored through:

- Case trends and reporting data
- Training compliance
- Audits and case file reviews
- Learner voice
- Employer feedback
- External inspection readiness
- Board reporting

Findings are used to:

- Identify risks and trends
- Inform staff training and development
- Strengthen safeguarding practice
- Contribute to the Quality Improvement Plan (QIP)

Actions identified are tracked to completion.

23. Monitoring and Review

Safeguarding practice is monitored through:

- Safeguarding deep dives
- Safeguarding reporting and trend analysis
- Staff training compliance
- Quality assurance activity including file reviews and observations
- Feedback from learners and employers
- Regular reporting to governance

Senior leadership maintains oversight of safeguarding practice and ensures that actions are taken where themes or risks are identified.

24. Related Policies

This policy should be read alongside BBET's other policies and procedures including:

- Anti-Harassment and Anti-Bullying Policy
- Code of Governance
- Critical and Serious Incident Policy and Process
- Data Protection Policy
- Equality, Diversity and Inclusion Policy
- Feedback, Compliments and Complaints Policy
- Health and Safety Policy
- Internet & eSafety Policy
- Learner Code of Conduct
- Learner Inclusion Policy and Strategy
- Learner Support Procedures
- Managing Learners at Risk Policy
- Prevent Policy, Risk Assessment and Action Plan
- Recruitment Policy
- Safeguarding and Child Protection Policy (Busy Bees Nurseries)
- Safeguarding and Child Protection Procedures
- Speak Up Policy
- Staff Code of Conduct

Contact

If you have any questions or suggestions regarding this policy, please contact:

Designated Safeguarding Lead

Busy Bees Education and Training

St Matthews, Shaftsbury Drive, Burntwood, WS7 9QP, UK.

Email: BBT.safeguarding@busybees.com

Statutory information

Busy Bees Education and Training Limited

Registered in England and Wales under Company Registration No. 03026494

Registered Office: St Matthews, Shaftsbury Drive, Burntwood, WS7 9QP, UK.

Email: enquiries@busybees.com

Review

This policy is:

- Monitored by senior leadership
- Reviewed at least annually, or in response to legislative changes or following updates to risk assessments or incidents
- Agreed and signed off by the CEO

Training and Roll Out

This policy is made available via the BBET website (busybeestraining.co.uk/policies) and SharePoint. Training will be made available via our Virtual Learning Academy (VLA) and/or during Face-to-Face or Teams meetings as part of ongoing staff development, along with our commitment to this policy.

Policy Owner: Designated Safeguarding Lead

Ref: C15-Safeguarding & Child Protection Policy

Version: 3.1

Approval Date: 26 August 2026

Review Date: 26 August 2027

Version	Date	Change	Author	Approved by
1.0	Sept 2025	Initial Release	CEO	CEO
2.0	Jan 2026	Updated legislation and DSL	CEO	CEO
3.0	Jun 2026	Updated legislation and DSL	CEO	CEO
3.1	Aug 2026	Updated DSOs	Q&C Director	CEO

Appendix A: Definitions and Safeguarding Risk Indicators

Abuse: Abuse may be emotional, physical, sexual, neglectful, or linked to exploitation. It can occur in any setting and be carried out by adults, peers, or other young people.

Emotional or Psychological Abuse: Ongoing emotional maltreatment causing severe and adverse effects on emotional development, including humiliation, intimidation, controlling behaviour, or isolation.

Potential Signs:

- Low self-esteem, sudden withdrawal, or clinginess
- Developmental delays (speech, learning, social skills)
- Fearfulness, excessive compliance, or passivity
- Self-harm, eating disorders, or extreme behaviours

Physical Abuse: Actions causing physical harm such as hitting, slapping, drowning, suffocating, shaking, scalding, poisoning, kicking, burning, or using objects to inflict injury. It may be done deliberately or recklessly, or a deliberate failure to prevent injury.

Potential Signs:

- Unexplained injuries, bruises, burns, or fractures
- Injuries in unusual places (e.g., inner arms or thighs)
- Reluctance to explain injuries or seek medical help
- Fear of adults or flinching when approached
- Aggressive, withdrawn, or overly compliant behaviour

Sexual Abuse: Sexual abuse is when someone is forced, pressured or tricked into taking part in any kind of sexual activity with another person. It could be online or in person, and it can happen to anyone.

Sexual abuse can include:

- being pressured or forced to do something sexual or have sex
- someone flashing or exposing themselves to you in person or online
- being pressured or told to share sexual images or videos of yourself
- being sent, shown or given sexual pictures and videos, including porn
- being given things or made to feel like you owe someone something sexual
- doing anything sexual without your consent

Potential Signs:

- Inappropriate sexual knowledge or behaviour
- Sudden fear of specific people or places
- STIs, pregnancy, or physical discomfort
- Secrecy or refusal to talk about certain topics

Neglect: Failure to meet basic needs such as food, hygiene, supervision, or medical care.

Potential Signs:

- Constant hunger, tiredness, or poor hygiene
- Untreated medical issues
- Inadequate clothing or appearance
- Lack of supervision or care

General warning signs (Any abuse type):

- Becoming unusually quiet or aggressive
- Sudden changes in behaviour or character
- Fear of being alone with certain people
- Repeated unexplained injuries
- Overreaction to normal events or questions
- Saying "everything's fine" but showing distress

Other Definitions:

Child on Child Abuse: When children abuse other children, and the abuse is most likely to include but not limited to:

- Bullying including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between children (teenage relationship abuse)
- Physical abuse, such as hitting, kicking, biting, pulling hair, or anything that causes physical harm, can also include using online platforms to encourage physical abuse
- Sexual Violence, such as rape, assault by penetration, and sexual assault, can also include using online platforms to encourage sexual violence
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, can be standalone or part of a pattern
- Causing someone to engage in sexual activity without consent, this could be forcing someone to undress, touch themselves or engage in sex
- Consensual and non-consensual sharing of nude and semi-nude images or videos
- Upskirting – when pictures are taken under a person's clothing without their permission with the intention of viewing genital or buttocks to cause harm.

Child sexual exploitation (CSE): a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Sexual exploitation can also happen to young people in gangs.

Child Trafficking: is child abuse; children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.

County lines: a form of criminal exploitation where criminals befriend children/vulnerable adults either online or offline and manipulate them into drug dealing. The 'lines' refer to mobile phones that are used to control a young person who is delivering drugs, often to towns outside their home county.

Cuckooing: a practice where people take over a person's home and use the property to facilitate exploitation.

Discriminatory Abuse: Unequal treatment based on race, gender, disability, age, sexuality, or religion.

Domestic Abuse: Violence, coercive control, or sexual abuse within close or 'personally connected' relationships (including teenage relationships, intimate partners, ex-partners, family members and older adults). There is no requirement for the victim and perpetrator to live in the same household.

Female Genital Mutilation (FGM): when a female's genitals are deliberately altered or removed for non-medical reasons, also known as **'female circumcision'** or **'cutting'**, but has many other names. FGM is a form of abuse. It's dangerous and a criminal offence in the UK. Types of FGM are:

- **Clitoridectomy:** partial or total removal of the external part of the clitoris
- **Excision:** when the external part of the clitoris and labia minora are partially or totally removed Infibulation. This consists of narrowing the vaginal orifice with creation of a covering seal by cutting and appositioning the labia minora.
- **Hymonoplasty:** surgical operation to reconstruct the hymen in order to give the appearance of virginity
- Other procedures completed for no purpose such as piercing or tattooing.

Financial Abuse: May include being overcharged for services, pressure to give money or assets, being tricked into receiving goods or services they do not want or need, inappropriate use, exploitation, or misappropriation or property and/or utilities, theft, deception, fraud or exertion of pressure in connection with wills.

Forced Marriage: where one or both people do not or cannot consent to the marriage and pressure or abuse is used to force them into the marriage. It is also when anything is done to make someone marry before turning 18, even with no pressure or abuse. Forced marriage is illegal in the UK. It is a form of domestic abuse and a serious abuse of human rights.

Gangs: Being in a gang can make a person feel part of something or that they belong, but being part of a gang like this can be dangerous. Sometimes a person can be forced to commit a crime or do things that are unsafe. If a gang carries knives or other weapons, they might get them out to show off or intimidate people. This can be very scary for other people, especially if they think the gang will use them. It's not illegal to be in a gang. There are different types of 'gangs' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing, and violent crime.

Grooming: when someone builds an emotional connection to gain trust of someone for the purpose of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know, for example, a family member, friend or professional. Groomers may be any sex or age.

'Honour-Based' Abuse: So called Honour-based abuse (HBA) is an incident or crime involving violence, threats of violence, intimidation, coercion or abuse (including psychological, physical, sexual, financial or emotional abuse), which has or may have been committed to protect or defend the honour of an individual, family and or community for alleged or perceived breaches of the family and/or community's code of behaviour.

Human Trafficking: the movement of a person for the purposes of being exploited. There is no minimum distance and exploitation can also include:

- Sexual exploitation (regardless of age of the individual being exploited)
- Removal of organs
- Securing services by force, threats or deception (in particular, if the individual being exploited is a child or an adult at risk).

LGBTQIA+: stands for lesbian, gay, bisexual, transgender, queer or questioning and more. This term covers a broad range of people who have different lived experiences and may be at different stages in exploring their identity. It includes people who are asexual or have differences in sex development (sometimes known as being intersex). Individuals of the LGBTQIA+ community face the same risks as others, but they are at greater risk of some types of abuse. For example, they might experience homophobic, biphobic or transphobic bullying or hate crime. They might also be more vulnerable to or at greater risk of sexual abuse, online abuse or sexual exploitation.

Mate Crime: when people with learning difficulties are befriended by someone who uses the relationship to exploit or abuse them.

Mental health: how we speak about what's going on in our heads, and how it makes us feel.

Mental health conditions: where thinking, emotions and behaviours affect a person's ability to go about day to day activities such as work and home life. Examples of mental health conditions include agoraphobia, eating disorders (anorexia, binge eating, bulimia), bipolar disorder, body dysmorphic disorder, borderline personality disorder, claustrophobia, cyclothymia, depression, dissociative disorders, fabricated or induced illness, generalised anxiety disorder (GAD), health anxiety, hoarding disorder, munchausen syndrome, obsessive compulsive disorder (OCD), panic disorder, personality disorder, phobias, postnatal depression, postpartum psychosis, post-traumatic stress disorder (PTSD), psychosis, psychotic depression, schizophrenia, seasonal affective disorder (SAD), selective mutism, skin picking disorder, social anxiety, stress and trichotillomania (hair pulling disorder).

Metaverse: a digital term that covers technology such as virtual reality, augmented reality and gaming. Within this environment, the potential risks are:

- Blurred lines between virtual reality and reality
- Harassment and abuse in the virtual reality
- Disassociation due to inadequate off boarding and the person may not perceive the physical world as not real which can induce anxiety
- **Desensitisation:** where someone becomes desenitised to experiences that previously shocked and no longer has an effect.

Modern Slavery: examples include forced labour, debt bondage, sexual or criminal exploitation, domestic servitude and human trafficking.

Non-Contact Abuse: Where abuse takes place without being touched by an abuser. This can be in person or online and includes; but not limited to exposing or flashing, showing pornography to someone who cannot consent, exposing someone to sexual acts or forcing an individual to self-pleasure.

Organisational/Institutional Abuse: Neglect or harm within a care or institutional setting due to poor practice, routines, or culture.

Psychological Abuse: Threats, humiliation, intimidation, isolation, or verbal abuse.

Self-Neglect: A person not looking after their own basic needs, leading to risk or harm. Self-neglect can raise concerns linked to exploitation, radicalisation, and abuse.

Serious violent crime: There are a number of indicators which may signal children and vulnerable adults are at risk from, or involved with serious violent crime. These may include:

- increased absence from education
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children and vulnerable adults have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- been involved in offending, such as theft or robbery.

Sexting: sending sexually explicit messages and/or suggestive images, such as nudes. While the name suggests that this is only done via text message, these types of messages can be via any messaging service, including emails and social media. This also means that sexts can be sent or received via a number of electronic devices, such as smart phones, computers and tablets. If a child is under the age of 18, it is illegal for them to take a nude photo of themselves or a friend, as well as distributing them. Even though the age of sexual content is 16, it is against the law for a child to share a sexual image, even with someone who is also under the age of 18.

Appendix B - Legislation and Statutory Guidance

This policy has been developed with reference to statutory legislation and guidance including:

- Adult Support and Protection (Scotland) Act, 2007
- Apprenticeships, Skills, Children and Learning Act, 2009
- Care Act, 2014
- Childcare Act, 2006
- Children Act, 1989 and 2004
- Children and Families Act, 2014
- Children, Young People and Families Plan (2024-2027)
- Children and Young People (Jersey) Law, 2022
- Children and Young People (Scotland) Act, 2014
- Children (Guernsey and Alderney) Law, 2008
- Children (Jersey) Law, 2002
- Counter-Terrorism and Security Act, 2015 (Prevent Duty)
- Criminal Justice (Children and Juvenile Court Reform) (Bailiwick of Guernsey) Law, 2008
- Data Protection Act, 2018
- General Data Protection Regulations (GDPR) UK
- Department for Education Apprenticeship Funding Rules
- Domestic Abuse Act, 2021
- Early Years Foundation Stage Statutory Framework, 2025
- Education Act, 2005
- Education and Skills Act, 2008
- Education (Scotland) Act, 1980
- Equality Act, 2010
- Female Genital Mutilation Act, 2023
- Further and Higher Education Act, 1992
- Getting it right for every child (GIRFEC)
- Health and Care Act, 2022
- Health and Safety at Work etc. Act, 1974
- Health and Social Care Act, 2012
- Human Rights Act, 1998
- Information sharing: Advice for Practitioners Providing Safeguarding Services, 2024
- Keeping Children Safe in Education, 2025
- Mandatory reporting of Female Genital Mutilation, 2015
- Mental Capacity Act, 2005
- National Guidance for Child Protection in Scotland, 2023
- Ofsted Education Inspection Framework
- Ofsted Review of Sexual Abuse in Schools and Colleges, 2021
- Online Safety Act, 2023
- Protection of Freedoms Act, 2012
- Protection of Vulnerable Groups (Scotland) Act, 2007
- Safeguarding Vulnerable Groups Act, 2006
- SEND Code of Practice, 2015
- Sexual Offences Act, 2003
- What to do if you're worried a child is being abused: advice for practitioners, 2015
- Work-based learners and the Prevent statutory duty, 2021
- Working Together to Safeguard Children, 2026

Appendix C - Key Contacts

Key Person / Channel	Contact
Designated Safeguarding Lead (DSL)	Jane McCormick 07976 110728 Jane.mccormick@busybees.com
Deputy DSL	Charlotte McClements 07773 038040 Charlotte.mcclements@busybees.com
Emergency Services	999
Non-Emergency Police	101
Childline	0800 1111 childline.org.uk
Child Exploitation and Online Protection Centre	0870 000 3344 ceop.police.uk/ceop-reporting/
Internet Watch Foundation	01223 203 030 iwf.org.uk/en/uk-report/
Local Authority Designated Officer (LADO)	Contact your regional LADO via your Local Authority website
NSPCC Helpline	0808 800 5000 nspcc.org.uk
NSPCC Whistelblowing Helpline	0800 028 0285
PREVENT	DSL to contact Local Authority or Police Prevent Lead National Prevent Referrals
Social Services (Adults & Children)	Contact your local Safeguarding Team via NHS England website
Speak Up	0800 915 1571 www.safecall.co.uk/report