**Safeguarding Policy and Procedures**

Name of organisation: Talking Lab

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| **Section heading** | **Section content** |
| **1. Introduction** | This policy applies to anyone working on behalf of Talking Lab including managers, paid staff, volunteers and students.  Safeguarding is a term which is broader than ‘child protection’. It relates to the action taken to promote the welfare of children and protect them from harm.  Everyone who works with children has a responsibility for keeping them safe. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information and taking prompt action.  Talking Lab recognises that:   * The welfare of children is paramount in all the work we do and in all the decision we take * Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people’s welfare * All children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse * Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other individual issues – due to the type of service we provide we are more likely to work with children who are additionally vulnerable * Extra safeguarding and awareness may be needed to keep children who are additionally vulnerable safe from abuse |
| **Organisation’s role** | Designated Safeguarding Lead (DSL): Lucy Darby  Talking Lab believes that:   * Children and young people should never experience abuse of any kind * We have a responsibility to promote the welfare of all children and young people to keep them safe and to practise in a way that protects them.   Talking Lab acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities and government guidance. Talking Lab makes a positive contribution to a strong and safe community and recognises the right of every child to remain safe and free from harm.  As a company we come into contact with children regularly through the following activities:   * Speech and language therapy sessions at private homes * School, preschool, nursery or college visits * Visits to residential homes * Appointments at Talking Lab headquarters * Sessions held online via Zoom * Phone conversations * Email exchanges   The types of contact with children will be:   * Speech and language therapy assessments * Speech and language therapy sessions * Frequent contact regulated activity * Consultation sessions * Meetings * Online appointments * Communication via call, text and email   This policy seeks to ensure that Talking Lab undertakes its responsibilities with regard to protection of children and will respond to concerns promptly, appropriately and effectively. The policy establishes a framework and guidance for all our employees to follow. We will ensure that all our employees who come into contact with children understand their individual roles and responsibilities in respect to safeguarding. We will ensure that all staff are provided with appropriate training to recognise, identify and respond to the signs of abuse, neglect and other safeguarding concerns relating to children and young people. We will avoid gaps in DBS checks within the organisation and have consistency in the way roles requiring DBS checks are monitored and reviewed by:   * Re-checking DBS certificates when required * Not allowing new staff to work with children until their DBS has been cleared |
| **Child protection – England** | The department of Education (DfE) is responsible for child protection in England. It sets out policy, legislation and statutory guidance on how the child protection system should work.  Local safeguarding partners are responsible for child protection policy, procedure, and guidance at a local level.  The local safeguarding arrangement are led by three statutory safeguarding partners:   1. The local authority 2. The integrated care board (ICB, previously clinical commissioning group CCG) 3. The police   Working together with other relevant agencies, they must co-ordinate and ensure the effectiveness of work to protect and promote the welfare of children including making arrangements to identify and support children at risk of harm. |
| **Legislation** | The full principal pieces of legislation governing this policy are:   * + Rehabilitation of Offenders Act 1974   + Mental Health Act 1983   + The Children Act 1989   + NHS and Community Care Act 1990   + The Police Act 1997   + Public Interest Disclosure Act 1998   + Care Standards Act 2000   + The Adoption and Children Act 2002   + The Children Act 2004   + Safeguarding Vulnerable Groups Act 2006   + Working together to safeguard Children 2010   + Working together to safeguard Children 2023   The Children Act 1989 provides the legislative framework for child protection in England. Key principles established by the Act include:   * The paramount nature of the child’s welfare * The expectations and requirements around duties of care to children   This is strengthened by the Child Act 2004, which encourages partnerships between agencies and creates more accountability, by:   * Placing a duty on local authorities to appoint children’s services members who are ultimately accountable for the delivery of services * Placing a duty on local authorities and their partners to co-operate in safeguarding and promoting the wellbeing of children and young people   Both acts are amended by the Children and Social Work Act 2017, which received Royal Assent on 27 April 2017. Key provisions include:   * The Child Safeguarding Practice Review Panel was established to review and report on serious child protection cases that are complex or of national importance (Section 12 – 15) * The previous model of Local Safeguarding Children’s Boards (LSCBs) has ben replaced by local safeguarding partnerships who will publish reports on local safeguarding practice reviews (Section 17). * Child death review partners are required to review each death of a child normally resident in their area and identify matters that are relevant to public health and safety of children locally (Section 24) * Local authorities must appoint personal advisors for care leavers up to the age of 25 (Section 3) * Social Work England is created as a regulatory body for the social work profession in England (Section 36)   Guidance Working together to safeguard children (Department for Education, 2018)  The Department for Education (DfE) published an updated version of the key statutory guidance for anyone working with children in England in July 2018. It sets out how organisations and individuals should work together and how practitioners should conduct the assessment of children.  Guidance Working together to safeguard children (Department for Education, 2023)   The DfE published an updated version of the key statutory guidance for anyone working with children in England in December 2023. This guidance outlines what organisations and agencies must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England.   * The briefing outlines the main changes in the 2023 edition, including updates around: * Multi-agency expectations for practioners * Working with parents and families * Clarifying the roles and responsibilities of safeguarding partners * The role of education and childcare providers * Multi-agency practice standards * Support for disabled children * Tackling harm that occurs outside the home |
| **Definitions** | Safeguarding is about embedding practices throughout the organisation to ensure the protection of children and / or vulnerable adults wherever possible. In contrast, child and adult protection is about responding to circumstances that arise.  Definition of a child  A child is under the age of 18 (as defined in the United Nations convention on the Rights of a Child).  Abuse is a selfish act of oppression and injustice, exploitation and manipulation of power by those in a position of authority. This can be caused by those inflicting harm or those who fail to act to prevent harm. Abuse is not restricted to any socio-economic group, gender or culture.  It can take a number of forms, including the following:   * + Physical abuse   + Sexual abuse   + Emotional abuse   + Bullying   + Neglect   + Financial (or material) abuse |
| **What is child abuse?** | Child abuse is when a child (under the age of 18) is intentionally harmed by an adult or another child – it can be over a period of time but can also be a one-off action. It can be physical, sexual, or emotional and it can happen in person or online. It can also be a lack of love, care and attention – this is defined as neglect (NSPCC) |
| **Recognising child abuse** | Understanding what child abuse and neglect are and knowing how to take appropriate action are critical to ensure the safety and well-being of children.  Neglect is not meeting a child’s basic physical and psychological needs. It is a form of child abuse that can have serious and long-lasting impacts on a child’s life – it can cause serious harm and even death.  The four main types of neglect are:   * physical neglect: not meeting a child’s basic needs, such as food, clothing, or shelter; not supervising a child adequately or providing for their safety * educational neglect: not making sure a child receives an education * emotional neglect: not meeting a child’s needs for nurture and stimulation, for example by ignoring, humiliating, intimidating, or isolating them * medical neglect: not providing appropriate health care (including dental care), refusing care, or ignoring medical recommendations.   Neglect can happen at any age, sometimes even before a child is born. If a mother has mental health problems or misuses substances during pregnancy, for example, she may neglect her own health, and this can damage a baby’s development in the womb. |
| 1. **Responsibilities** | **All staff** (paid or unpaid) have responsibility to follow the guidance provided in this policy and related policies, and to pass on any welfare concerns using the required procedures.  We expect all staff (paid or unpaid) to promote good practice by being an excellent role model, contribute to discussions about safeguarding and to positively involve people in developing safe practices.  **Additional specific responsibilities**  The Designated Senior Manager /lead officer is Lucy Darby. This person’s responsibilities are to ensure:   * The policy is in place and appropriate * The policy is accessible * The policy is implemented * The policy is monitored and reviewed * Sufficient resources (time and money) are allocated to ensure that the policy can be effectively implemented * Promoting the welfare of children and vulnerable adults * Ensure staff (paid and unpaid) have access to appropriate training/information * Receive staff concerns about safeguarding and respond to all seriously, swiftly and appropriately * Keep up to date with local arrangements for safeguarding and DBS * Develop and maintain effective links with relevant agencies. |
| **Physical abuse** | Physical abuse is defined as deliberately hurting a child and causing physical harm It includes injuries such as:   * Bruises * broken bones * burns * cuts   It may involve:   * hitting * kicking * shaking * throwing * poisoning * burning * scalding * drowning   any other method of causing non-accidental harm to a child.  Physical abuse may also happen when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. This is known as Fabricated or Induced Illness (FII). Breast ironing or breast flattening, a practice of using hard or heated objects to suppress or reverse the growth of breasts, is a recognised form of child abuse. |
| **Child sexual abuse (CSA)** | Child Sexual Abuse (CSA) is when a child is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline. Children and young people may not always understand that they are being sexually abused.  Contact abuse involves activities where an abuser makes physical contact with a child. It includes:   * sexual touching of any part of the body, whether the child is wearing clothes or not * forcing or encouraging a child to take part in sexual activity * making a child take their clothes off or touch someone else's genitals * rape or penetration by putting an object or body part inside a child's mouth, vagina, or anus.   Non-contact abuse involves activities where there is no physical contact. It includes:   * flashing at a child * encouraging or forcing a child to watch or hear sexual acts * not taking proper measures to prevent a child being exposed to sexual activities by others * making a child masturbate while others watch persuading a child to make, view or distribute child abuse images (such as performing sexual acts over the internet, sexting or showing pornography to a child) * making, viewing, or distributing child abuse images * allowing someone else to make, view or distribute child abuse images * meeting a child following grooming with the intent of abusing them (even if abuse did not take place) * sexually exploiting a child for money, power, or status (child sexual exploitation).   Emotional abuse is the ongoing emotional maltreatment of a child, which can have a severe and persistent negative effect on the child’s emotional health and development. It's also known as psychological abuse.  Exposing a child to aggression, cruelty or abuse between others is also a form of emotional abuse.  Most forms of abuse include an emotional element, but emotional abuse can also happen on its own.  Children can be emotionally abused by anyone:   * parents or carers * family members * other adults * other children |
| **Additional types of child abuse** | Talking Lab will ensure that all staff who work with children will receive adequate training that covers the  following additional concerns:  Female Genital Mutilation (FGM) is the partial or total removal of the external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. FGM is often performed by someone with no medical training who uses instruments such as a knife, scalpel, scissors, glass, or razor blade. Children are rarely given anesthetic or antiseptic treatment and are often forcibly restrained.  The age at which FGM is carried out varies. It may take place:   * when a female baby is newborn * during childhood or adolescence * just before marriage * during pregnancy   There are four main types of FGM:   * Type 1 (clitoridectomy) – removing part or all of the clitoris. * Type 2 (excision) – removing part or all of the clitoris and cutting the inner and/or outer labia. * Type 3 (infibulation) – narrowing the vaginal opening. * Type 4 – other harmful procedures to the female genitals including pricking, piercing, cutting, scraping, or burning.   Labia elongation (also referred to as labia stretching or labia pulling) involves stretching the labia minora, sometimes using sticks, harnesses, or weights. FGM is child abuse and is illegal in the UK. It can be  extremely dangerous and can cause:   * severe pain * shock * bleeding * infection such as tetanus, HIV and hepatitis B and C * organ damage * blood loss and infections * death in some cases.   Sometimes religious, social, and cultural reasons are given to justify FGM, however it's a dangerous practice and can cause long-lasting health problems that continue throughout a child’s life.  Radicalisation/extremism:  Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.  Internet & online social networking:  Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices. It can happen anywhere online that allows digital communication, such as:   * social networks * text messages and messaging apps * email and private messaging * online chats * comments on live streaming sites * voice chat in games   Children and young people can be revictimised (experience further abuse) when abusive content is recorded, uploaded, or shared by others online. This can happen if the original abuse happened online or offline.  Children and young people may experience several types of abuse online:   * bullying/cyberbullying * emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology) * sexting (pressure or coercion to create sexual images) * sexual abuse * sexual exploitation   Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online, or the perpetrator may arrange to meet the child in person with the intention of abusing them.  Bullying:  Bullying is when individuals or groups seek to harm, intimidate, or coerce someone who is perceived to be  vulnerable. It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.  Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.  Verbal abuse:   * name-calling * saying nasty things to or about a child or their family.   Physical abuse:   * hitting a child * pushing a child * physical assault   Emotional abuse:   * making threats * undermining a child * excluding a child from a friendship group or activities   Cyberbullying/online bullying:   * excluding a child from online games, activities, or friendship groups * sending threatening, upsetting or abusive messages * creating and sharing embarrassing or malicious images or videos * 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games * voting for or against someone in an abusive poll * setting up hate sites or groups about a particular child * creating fake accounts, hijacking, or stealing online identities to embarrass a young person or cause trouble using their name   Bullying can be a form of discrimination, particularly if it is based on a child’s disability, race, religion or belief, gender identity or sexuality.  Child trafficking:  Child trafficking is child abuse. It's defined as recruiting, moving, receiving, and harbouring children for the purpose of exploitation. Child trafficking is a form of modern slavery. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.  Children are trafficked for: child sexual exploitation criminal activity, including:   * cannabis cultivation * street crime - such as pickpocketing, begging and bag theft * moving drugs * benefit fraud * immigration fraud * selling pirated goods, such as DVDs * forced marriage   domestic servitude, including:   * cleaning * childcare * cooking   forced labour, including working in:   * restaurants * nail bars * factories * agriculture * illegal adoption * unreported private fostering arrangements (for any exploitative purpose)   This list is not exhaustive and children who are trafficked are often exploited in more than one way.  How child trafficking happens  Traffickers may use grooming techniques to gain the trust of a child, family, or community. They may trick, force, or persuade children to leave their homes. Child trafficking can involve a network of organised criminals who recruit, transport and exploit children and young people within or across borders. Some people in the network might not be directly involved in trafficking a child but play a part in other ways – such as falsifying documents, bribery, owning or renting premises, or money laundering.  Child trafficking can also be organised by individuals and children's own families.  Domestic abuse  Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people  who are, or who have been in a relationship, regardless of gender or sexuality. It can also happen between adults who are related to one another and can include physical, sexual, psychological, emotional, or financial abuse. Domestic abuse can include:   * sexual abuse and rape (including within a relationship) * punching, kicking, cutting, hitting with an object * withholding money or preventing someone from earning money * taking control over aspects of someone's everyday life, which can include where they go and what they wear * not letting someone leave the house * reading emails, text messages or letters * threatening to kill or harm them, a partner, another family member, or pet   Witnessing and experiencing domestic abuse  Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse. Children may experience domestic abuse directly, but they can also experience it indirectly by:   * hearing the abuse from another room * seeing someone they care about being injured and/or distressed * finding damage to their home environment like broken furniture * being hurt from being caught up in or trying to stop the abuse * not getting the care and support they need from their parents or carers as a result of the abuse |
| **Disclosure – talking to a child** | It can be very hard for children and young people to speak out about abuse. Often, they fear there may be negative consequences if they tell anyone what’s happening to them. Some may delay telling someone for a long time, while others never tell anyone, even if they want to. It is vital that children and young people are able to speak out and that whoever they tell takes them seriously and acts on what they have been told.  If a child discloses abuse to you, do not probe for details. Listen to the information provided and record it as soon as possible, in the child’s own words. Be supportive and let the child know it is right to tell someone. The following are some suggestions for talking to a child when they have disclosed abuse to you. It is important to be a good listener.   |  |  | | --- | --- | | Do   * Find a private, quiet place to talk with them * Listen in a calm, non-judgmental manner * Reassure the child that it is right to tell * Assure the child that what happened was not his or her fault * Acknowledge the child’s feelings * Say ‘I will try to help you’ * Write down what you heard and saw:   o As soon as possible  o Quoting the child’s words verbatim as far as possible  o Using words to describe things you see and   hear  o Keeping your notes confidential and secure | Don’t   * Interrupt the child’s story * Promise to keep disclosure confidential * Ask leading questions * Show horror or anger * Conduct your own investigation * Provide opinions or judgement * Promise the child what the next steps will be * Promise that things will get better or be ok | |
| **Implementation Stages** | The scope of this Safeguarding Policy is broad ranging and in practice, it will be implemented via a range of policies and procedures within the organisation. These include:   * Whistleblowing * Grievance and disciplinary procedures * Lone Working Policy * Equal Opportunities policy * Data protection * Confidentiality * Staff induction * Staff training   **Safe recruitment**  Talking Lab ensures safe recruitment through the following processes:   * Providing the following safeguarding statement in recruitment adverts or application details –‘recruitment is done in line with safe recruitment practices.’ * Job or role descriptions for all roles involving contact with children and / or vulnerable adults will contain reference to safeguarding responsibilities. * There are person specifications for roles which contain a statement on core competency with regard to child/ vulnerable adult protection/ safeguarding * Shortlisting is based on formal application processes/forms and not on provision of CVs * Interviews are conducted according to equal opportunity principles and interview questions are based on the relevant job description and person specification * DBS checks will be conducted for specific roles for all staff (paid or unpaid) working with children and vulnerable adults. Portable/ carry over DBS checks from another employer will not be deemed to be sufficient. It is a criminal offence for individuals barred by the ISA to work or apply to work with children or vulnerable adults in a wide range of posts. * No formal job offers are made until after checks for suitability are completed (including a full Disclosure and Barring Service (DBS) check and 2 appropriate references). In exceptional and justifiable circumstances where a job role commences prior to DBS clearance the staff member will be supervised by a DBS cleared member of Talking Lab when with clients at all times.   **Disclosure and Barring Service Gap Management**  The organisation commits resources to providing Disclosure and barring service checks on staff (paid or unpaid) whose roles involve contact with children and /or vulnerable adults.  In order to avoid DBS gaps, the organisation will maintain and review a list of roles across the organisation which involves contact with children/ vulnerable adults which will be reviewed by the Designated Senior Manager on an annual basis.  In addition to checks on recruitment for roles involving contact with children/ vulnerable adults, for established staff the following processes are in place:   * A 3 year rolling programme of re-checking DBS is in place for holders of all identified posts. * Existing staff (paid or unpaid) who transfer from a role which does not require a DBS check to one which involves contact with children / vulnerable adults will be subject to a DBS check.   **Service delivery contracting and sub-contracting**   * There will be systematic checking of safeguarding arrangements of partner organisations * Safeguarding will be a fixed agenda item on any partnership reporting meetings. * Contracts and memorandums of agreement for partnership delivery work will include clear minimum requirements, arrangements for safeguarding and non compliance procedures |
| 1. **Communications training and support for staff** | Talking Lab commits resources for induction, training of staff (paid and unpaid), effective communications and support mechanisms in relation to Safeguarding  **Induction** will include:   * Discussion of the Safeguarding Policy (and confirmation of understanding) * Discussion of other relevant policies * Ensure familiarity with reporting processes, the roles of Designated Senior Manager * Initial training on safeguarding including: safe working practices, safe recruitment, understanding child protection and the alerter guide for adult safeguarding * New staff members’ competence in applying safe practices will be formally assessed during the probation period   **Training**  All staff who, through their role, are in contact with children and /or vulnerable adults will have access to safeguarding training at an appropriate level. Sources and types of training will include annual Safeguarding training online course provided by Educare through the Association of Speech and Language Therapists in Independent Practice (ASLTIP) membership  **Communications and discussion of safeguarding issues**  Commitment to the following communication methods will ensure effective communication of safeguarding issues and practice:   * Team meetings * One to one meetings (formal or informal) * Clinical supervision * Participation in multi agency safeguarding procedures and meetings in order to be involved in child/ adult protection procedures * Participation in joint client visits * Involvement in the Child And Family (CAF) process * Provision of a clear and effective reporting procedure which encourages reporting of concerns * Encouraging open discussion (e.g. during supervision and team meetings) to identify and barriers to reporting so that they can be addressed * Inclusion of safeguarding as a discussion prompt during supervision meetings/ appraisals to encourage reflection * Reminding staff about policies and procedures through refresh sessions   **Support**  We recognise that involvement in situations where there is risk or actual harm can be stressful for staff concerned. The mechanisms in place to support staff include:   * Debriefing support for paid and unpaid staff so that they can reflect on the issues they have dealt with * Seeking further support as appropriate e.g. access to counselling * Staff who has initiated protection concerns will be contacted by DSL within 1 week |
| Professional boundaries | Professional boundaries are what define the limits of a relationship between a support worker and a client. They are a set of standards we agree to uphold that allows this necessary and often close relationship to exist while ensuring the correct detachment is kept in place.  Talking Lab expects staff to protect the professional integrity of themselves and the organisation. The following professional boundaries must be adhered to:   * Any gifts given to or received from clients must be declared to the DSL and recorded on the client’s notes. Any staff member who is suspicious that gifts are being exchanged and not documented should follow whistleblowing procedures * Personal relationships between a member of staff (paid or unpaid) and a client who is a current service user is prohibited. This includes relationships through social networking site such as Facebook * It is also prohibited to enter into a personal relationship with a person who has been a service user over the past 12 months * Use of abusive language is not tolerated * Service users’ personal contact details must not be passed on without their explicit written consent * Personal contact details must not be provided to service users * Family members must not be taken to a client’s home * Items must not be sold to or bought from a service user * Talking Lab does not accept responsibility for any valuables on behalf of a client * Talking Lab staff members must not accept money as a gift or borrow money from or lend money to service users * Talking Lab staff members must not have personal relationships with a third party related to or known to service users * Staff members must not accept gifts/ rewards or hospitality from organisations as an inducement for either doing/ not doing something in their official capacity * Staff members must exercise caution or avoid personal contact with clients   If the professional boundaries and/or policies are breached this could result in disciplinary procedures or enactment of the allegation management procedures. |
| Reporting | Staff must report a concern as soon as they possibly can without any hesitation or delay.  If you believe the child is in immediate danger and at risk of harm call the police on 999.  The process outlined below details the stages involved in raising and reporting safeguarding concerns at Talking Lab and for clients with no named schools:    Report to DSL (Designated Safeguarding Lead) at Talking Lab     Record using appendix 1 and in child’s case notes\*  Inform the parents and / or gain their consent for you to make this contact unless doing so would put the child at risk  Gather initial information using the Inter-Agency Contact Form of the relevant local authority   * Hampshire Multi-Agency Safeguarding Hub (MASH) 0300 555 1384 * Portsmouth Multi-Agency Safeguarding Hub (MASH) 0845 671 0271 * West Sussex Multi-Agency Safeguarding Hub (MASH) 01403 229 900   Complete an Inter-Agency Contact Form within 48 hours of contacting MASH  Ensure that feedback from the Local Authority is received and their response recorded  Practitioners who make a referral should always follow up their concerns with the local authority if they are not satisfied with the response. E.g., Multi-Agency Safeguarding Hub (MASH) for the appropriate local authority.  In a school setting: (Including alternative provisions if client still has a named school)   Report to school’s DSL (Designated Safeguarding Lead)  Inform your line manager  Record using appendix 1 and in child’s case notes\*   \*Record that a safeguarding concern has been reported but not the details  A record of all safeguarding concerns will be kept by the DSL electronically on Write Upp (a secured system) where no one outside of the organisation will have access to it. The storage of safeguarding documents will be kept in line with our Data Protection Policy.  The Senior Appointed person for Talking Lab will talk the situation through with you. If a decision is made that this needs to be reported, the Senior Appointed person will need to contact the local child protection service.  Hampshire Children’s Services (includes Basingstoke) – 0300 555 1384 or  Isle of Wight Children’s Services – 01983 823 434 Portsmouth Children’s Services – 02392 839 111  Southampton Children’s Services – 02380 834 430  West Sussex Children’s Services – 0330 222 7799 |
| **Allegations Management** | Talking Lab recognises its duty to report concerns or allegations against its staff (paid or unpaid) within the organisation or by a professional from another organisation.  You should follow the allegations procedure if an adult who is in a position of trust 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 or * Behaved towards a child or children in a way that indicates they may pose a risk of harm to children   Then allegations procedures must be followed and reported to the Local Authority Designated Officer (LADO).  The process for raising and dealing with allegations is as follows:    First step: Any member of staff (paid or unpaid) from Talking Lab is required to report any concerns in the first instance to their safeguarding manager A written record of the concern will be completed by Lucy Darby  Second step- contact the appropriate local authority Multi-Agency Safeguarding Hub for advice (see details above)  Third step – follow the advice provided  Talking Lab recognises its legal duty to report any concerns about unsafe practice by any of its paid or unpaid staff to the Independent Safeguarding Authority (ISA), according to the ISA referral guidance document.  All practitioners have a duty of care to follow up on any safeguarding concerns to ensure that the appropriate action has taken place. |
| 1. **Monitoring** | The organisation will monitor the following Safeguarding aspects:   * Safe recruitment practices * DBS checks undertaken * References collected for new staff * Records made and kept of supervision sessions * Training – register/ record of staff training on child protection * Monitoring whether concerns are being reported and actioned * Checking that policies are up to date and relevant * Reviewing the current reporting procedure in place * Presence and action of Designated senior manager responsible for Safeguarding is in post. |
| **Managing information** | Information will be gathered, recorded and stored in accordance with the following policies:   * Data Protection Policy * Confidentiality Policy   All staff must be agware that they have a professional duty to share information with other agencies in order to safeguard children. The public interest in safeguarding children may override confidentiality interests. However, information will be shared on a need to know basis only, as judged by the Designated Senior Manager.  All staff must be aware that they cannot promise service users or their families/ carers that they will keep secrets. |
| **Conflict resolution and complaints** | Talking Lab is aware of the policy on resolution of professional disagreements in work relating to the safety of children / Escalation Policy and if necessary this will be taken forward by the Designated Senior Manager.  If the complaint is against the Designated Senior Manager, staff (paid or unpaid) can contact the local authority Multi-Agency Safeguarding Hub. |
| **Whistleblowing** | Whistleblowing is when someone reports wrongdoing on the basis that it is in the public interest for the wrongdoing to be brought to light. This is usually something they’ve seen at work but not always. The wrongdoing might have happened in the past, be happening now, or be something the whistleblower is concerned may happen in the near future (Gov.uk, 2019).  Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.  Contact the Whistleblowing Advice Line on:  0800 028 0285  [help@nspcc.org.uk](mailto:help@nspcc.org.uk)  Contact the Whistleblowing Advice Line if:   * your or another organisation doesn’t have clear safeguarding procedures to follow * concerns aren’t dealt with properly or may be covered up * a concern that was raised hasn’t been acted upon * you are worried that repercussions are likely to arise if you raise a concern. |
| **Communicating and reviewing the policy** | Talking Lab will make clients aware of the Safeguarding Policy through the following means:   * The Safeguarding policy and complaints procedure (which is stated within the terms and conditions) will be displayed on the Talking Lab website * New clients will be given a terms and conditions file that refers to the Safeguarding Policy and Complaints Policy   This policy will be reviewed by the Designated Senior Manager every year and when there are changes in legislation. |
| **Confirmation of reading** | I confirm that I have been made fully aware of, and understand the contents of, the Safeguarding Policy and Procedures for Talking Lab.  Please complete the details below and return this completed form to Lucy Darby.  Employee Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Safeguarding Children Policy and Procedure | | |
| Reviewed by: Lucy Darby | Date: 31/01/2024 | Signature: LDarby |

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| Review Annually | |
| Review Date: 20/12/2024 | Comments: |

Safeguarding Children Policy – Appendix 1

This form must be completed after reporting a concern.

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| Date: |  | Time: |  |

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| Name of person raising concern: |  |

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| Name of person reported to: |  |

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| Name of school (if applicable) |  |

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| Brief description of report made: |
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| Person/ people involved: |
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| Any additional information: |
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| Name: |  | Signature: |  | Date: |  |

**Child protection body map**

