

## **Speech Bubbles CIO: Safeguarding Policy for the Protection of Children and Vulnerable Adults incorporating safer recruitment guidelines.**

Appendix 1 – Guidance to Speech Bubbles partner organisations.

Appendix 2 – Safeguarding flowchart.

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*Safeguarding relates to the actions taken to promote the welfare and well-being of children, young people and vulnerable adults, and to protect them from harm, abuse and neglect. We are committed to responding appropriately if concerns are raised or harm does occur.*

### **Context:**

The majority of Speech Bubbles creative activity happens in schools during school time. The schools hold the main relationship with the child and accordingly they are the lead partner in safeguarding the children in their care. Speech Bubbles drama practitioners either employed by Speech Bubbles CIO or one of our partner organisations all complete a Safeguarding induction and are made aware of the responsibility to report any safeguarding concern through the schools safeguarding system. In addition Speech Bubbles CIO has this policy to cover areas where we may in the future engage with participants outside the school environment and it is a requirement of the Speech Bubbles partners that they have a similar policy.

1. Speech Bubbles CIO aims to develop a positive and pro-active position in order to best protect all children, young people and vulnerable adults who attend our activity, enabling them to participate in an enjoyable and safe environment.
2. It is the policy of Speech Bubbles CIO to safeguard the welfare of all participants by protecting them from physical, sexual, and emotional harm.
3. For the purposes of this policy **participants** are defined as “children or vulnerable adults engaged in an organised activity” and **staff** are defined as “adults with responsibility for an

organised activity involving children or vulnerable adults”: this includes employees, contractors/freelancers and volunteers.

### **General Principles**

4. In research<sup>1</sup>, children have said that they need:
  - Vigilance: to have adults notice when things are troubling them
  - Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
  - Stability: to be able to develop an on-going stable relationship of trust with those helping them
  - Respect: to be treated with the expectation that they are competent rather than not
  - Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
  - Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
  - Support: to be provided with support in their own right as well as a member of their family
  - Advocacy: to be provided with advocacy to assist them in putting forward their views
  
5. From these principles it flows that:
  - The child’s/vulnerable adult’s welfare must always be paramount and this overrides all other considerations;
  - Children and vulnerable adults have a right to be heard, to be listened to and to be taken seriously;
  - Parents / carers have a right to respect and should be consulted and involved in matters which concern their families;
  - Individuals and agencies must share information and work together in the best interests of children and vulnerable adults.

### **Management of the Policy**

6. This policy is endorsed and the ultimate responsibility of the Speech Bubbles CIO Board of Trustees. The Board reviews the Policy every year. This review:
  - Monitors the effectiveness of the policy.
  - Identifies any gaps between policy and practice, and instigates steps to close the gap.
  - Identifies new legislation and models of good practice which may be incorporated.
  
7. A record is kept of any events or incidents within the scope of this policy. This record is reported at each trustee meeting. With due regard for confidentiality it simply reports the nature of an incident, the action taken and the outcome.

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<sup>1</sup> <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## Speech Bubbles CIO Safeguarding Policy.

8. A copy of this policy document is issued to all parties engaged by Speech Bubbles CIO who may have direct contact with children or vulnerable adults.
9. All project partners (e.g. schools, youth centres) and participants (including their parents and carers) will be informed that the policy exists and a copy of the policy will be freely available at [www.speechbubbles.org.uk](http://www.speechbubbles.org.uk).
10. This policy and our practice is reviewed by the DSL and TSL in January, with reference to the NSPCC's Safeguarding Checklist. <https://learning.nspcc.org.uk/safeguarding-checklist>

### **Staff working with Children and Vulnerable Adults. Including Safer recruitment guidelines.**

11. All proposed staff who will as part of their job have contact with children and vulnerable adults have their details checked against official records. These checks will be the **Enhanced Disclosure**, undertaken by the **Disclosure and Barring Service<sup>2</sup> (DBS)**. If disclosure reveals that a person is not suitable to work with children, they will not be appointed<sup>3</sup>. If appropriate, Speech Bubbles CIO may inform the police or other agencies of this person's attempt to secure employment with children or vulnerable adults. If a DBS disclosure cannot be issued in time for the start of a contract, DBS disclosure issued by another body within the previous 3 years may, at our discretion, be deemed adequate in the interim.
12. All proposed staff who will as part of their job have contact with children and vulnerable adults will be required to provide two referees who can comment on their suitability to work with children and where appropriate vulnerable adults.
13. Job descriptions and advertisements will send out a clear safeguarding message to attract high quality candidates and deter unsuitable applicants such as those who may present a risk to children.
14. All appointments will be made in compliance with the latest Government guidance including references to the rehabilitation of Offenders Act (1974) <https://www.gov.uk/employers-checks-job-applicants>
15. Training - Regular session leaders are expected to attend Safeguarding and Health & Safety inductions which will be organised by Speech Bubbles CIO.
  - Safeguarding induction for all new staff, volunteers and trustees led by DSL. This is refreshed at the start of new project delivery.
  - DSL and TSL have Level 3 Safeguarding Lead training every two years.
16. Staff, freelancers and volunteers should also refer to Speech Bubbles CIO disciplinary policies, including definitions of misconduct and gross misconduct.

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<sup>2</sup> <https://www.gov.uk/disclosure-barring-service-check>

<sup>3</sup> See London Bubble's Rehabilitation of Offenders Policy, Appendix B of this document.

## General Procedures

17. Risk assessment is carried out for both the space utilised and activities undertaken by the group. This is to ensure that the space is suitable, safe and clean for participants. A minimum temperature of 18 degrees (65°F) should be maintained in rooms used by children. Heating must be safe and properly guarded. Rooms should be well lit and well ventilated. Glass doors and low level glass must be protected, unless toughened or laminated. Window locks should be fitted where recommended. All fire exits must be unobstructed.
18. All Speech Bubbles CIO activity and communication with participants that is not 'in person' should be carried out through official Speech Bubbles CIO channels, this may include; Zoom, Microsoft Teams, registered mobile numbers etc. All postal returns should be directed to the Speech Bubbles CIO registered office. This is unless we are working in collaboration with a partner organisation and the project safeguarding risk assessment concludes that the partners channels would be more appropriate. Example: Speech Bubbles online sessions carried out with individual schools Microsoft Teams account.
19. Outside school settings all participants are given a handout at the start of each project which advises of any 'house rules' regarding safety and what is expected in terms of their conduct in the space. Smoking is not permitted in indoor or outdoor areas used by participants.
20. A record of certain personal information is maintained in respect of each participant attending the group, as part of the registration process. All course/session leaders will have a copy of appropriate participant personal information. Care must be taken to keep this information confidential (i.e. stored so that individual participants do not have access to it). Records include: name of participant, date of birth, home address and telephone number, emergency telephone numbers for contacting parents, guardians or carers, information regarding any health problems, dietary requirements or special needs (e.g. developmental problems). Participant information, once gathered, is legally confidential and cannot be disclosed or passed to other organisations or individuals – unless we have explicit permission from the participant to distribute their information. Forms used for the collection of this information should explicitly state that it will in an emergency be shared with the emergency services/health professionals. See the Speech Bubbles Data Protection and Social Media Policy for more information on collection and use of confidential data.
21. An accurate and regular register is kept of participants' attendances including date and time of session in case of emergency.
22. Participants are advised of the clothing and footwear appropriate to the work that will be undertaken by the group. Generally this will be clothing allowing freedom of movement and flat-soled shoes or trainers. Socks worn whilst working on hard surfaces such as polished wood and lino are extremely hazardous and should be avoided. In addition, a lot of jumping should be avoided if not working on a sprung floor.
23. At the end of a session staff or event staff should ensure that all participants have safely left

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before leaving themselves. If a participant hasn't been collected as expected staff should reassure the participant and attempt to contact their parents/guardians to arrange a safe journey home. If necessary the staff member may escort them in a licenced or registered taxi: if two staff are available the participant can be taken in a private car or for very short distances by foot.

24. Under the Health & Safety Act 1974 an accident book is kept and all accidents are entered in as they occur. Accident reports on participants must include: participant name(s), date, time, place, responsible adults present, brief description of accident and action taken. Reports must only be logged by established staff and not workshop assistants/volunteers. In school setting we defer to the schools procedures.
25. Staff must respect the property of participants.
26. No participant should be asked to perform ANY task that is potentially dangerous, illegal or otherwise unreasonable.
27. Risk of online harm. Currently Speech Bubbles doesn't actively run participant activities online. Should that change we will update this guidance. We have a clear social media policy that protects the privacy of participating children and practitioners should be alert to children making disclosures of online harm outside of Speech Bubbles activity.

### **Photographs and Videos**

28. Photographs and videos featuring children or vulnerable adults are to be taken and used within the following parameters:
  - Consent is given by the carer of the subject prior to photographs or videos being taken, – this consent will specify whether the photograph or video may be re-used in the future without the need for further consent, how it may be published e.g. online/printed materials. Consent maybe provided by schools existing procedures.
  - Consent is also given, where possible, by the subject prior to photographs or videos being taken.
  - The image is only used for the purpose(s) for which consent has been given.
  - Due consideration is given to the appropriateness of content of an image e.g. clothing, position etc.
  - Photographers / filmmakers engaged by Speech Bubbles CIO do not work alone with participants
  - Photographers / filmmakers engaged by Speech Bubbles CIO agree to abide by the terms of this policy.

### **Fire Procedures**

29. Staff are to make themselves aware of the fire safety procedures in the place where sessions are to take place. This includes alarm sound, exit route, meeting point outside the building, space clearance checking and register of participants.

### **Equalities**

30. Equality is a safety issue in terms of the individual participant's mental well-being and the ability of the activity to provide a platform for that participant to thrive. Speech Bubbles CIO has a separate equalities policy.
31. Groups should ensure that proper recognition is given to the multicultural nature of our society. All participants must be looked after with equal concern, and with due regard shown to their religious persuasion, racial origin and cultural and linguistic background.
32. Equalities considerations are relevant to all aspects of group functioning, including, membership criteria; employment of staff; the selection of themes, play materials and books; conduct of the group (e.g. avoiding racially offensive language).

### **Staff/Participant Ratios**

33. Speech Bubbles sessions in schools are always delivered by a trained drama practitioner and a member of the schools staff team. The number of participants who can participate in sessions will depend on the size of premises and number of staff. Local authorities recommend that the minimum staff: participant ratio should be 1:8 for ages 5 – 8 years and 1:16 for ages over 8 years old.
34. The majority of session leaders must be over 18 years of age (minimum 16 years). Class assistants must be aged over 16 years of age.

### **Touch/physical contact**

35. Physical contact may be part of drama activities. It is often entirely appropriate to make physical contact with children and we shouldn't be scared to do so. Good practice is to avoid the face and central front area of the body and to not 'close children in'. Open, sideways hugs, leaning with/on the outside of the arm, or gentle contact on the hand helps everyone maintain their personal space and choose to end the moment of contact at any time.

Some participants may crave more physical contact than is appropriate in a drama setting. They may try and sit very close to (or on) you, other participants or staff. In a friendly way you should establish appropriate personal space for everyone. "Let's all keep our own spaces, we all like to have some space for ourselves".

Physical contact or eye contact should never be forced. Drama Practitioners should be aware of the importance of gender and cultural sensitivities when planning activities involving touch/contact/eye contact, for example in some cultures it is considered rude to look an adult in the eye.

36. If a member of staff is working with a participant on a one to one basis, this must be

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conducted in a public area or, if this is not possible, in a room with the door left open. As an example of this it is sometimes necessary for the drama practitioner to be left with a child for the story collection after a Speech Bubbles session.

37. If a member of staff thinks that it is appropriate to comfort a participant who is distraught, they must offer this support in a public area or, if this is not possible, in a designated room with the door left open.
38. Staff must not use any physical punishment (including smacking, slapping or shaking) nor practices that humiliate or frighten participants or threats of these kinds of punishments.

### **First Aid**

39. There should be a trained first aider available for all practical activity. In schools sessions this will be the schools responsibility.

### **Reporting Allegations**

40. Speech Bubbles CIO workshop leaders never let suspicion, disclosure or allegation of abuse, go unrecorded or unreported.
41. We do not show favouritism to any individual, or exaggerate or trivialise abuse issues.
42. Speech Bubbles CIO workshop leaders never jump to conclusions about others without checking facts. We also do not permit abusive peer activities (eg initiation ceremonies, ridiculing, bullying) to take place on or around the vicinity of our workshop venues.
43. Scope for abuse will be minimised if projects are run with the safety of all its members in mind and sensible steps are taken in dealings with children and vulnerable adults. One person in each project is required to be responsible for co-coordinating child and/or vulnerable adult safeguarding and monitoring its implementation in practice, including ensuring that all staff have appropriate training and skilling opportunities. That person will normally be responsible for taking any necessary action when abuse is seen or alleged. However anyone who is aware of or suspects abuse must report their concerns to the DSL.
44. If an allegation is made, or concerns are raised they must always be brought to the attention of the DSL who may if appropriate inform the Local Authority's Social Services or the Police. We may also approach the NSPCC.
45. All participants should be made aware of procedures for reporting any behaviour or activity with which they are uncomfortable, including allegations of abuse or mistreatment. This should include:
  - Talking to the group leader or other staff during or after sessions
  - Email/written comments/complaints to the group leader
  - A confidential route for comments/complaints directly to the DSL
  - A confidential route for comments/complaints directly to the TSL.
46. Wherever practicable, rooms used for project activities involving children and vulnerable adults should display a notice (preferably on a general notice board) summarising London Bubble's approach to safeguarding and drawing their attention to the routes outlined above

for reporting any concerns participants may have.

47. For projects undertaken in partnership (and those on the premises of a youth agency (e.g. school, youth agency, Speech and Language unit) or agency working with vulnerable adults (e.g. care home, senior citizen club) any allegation or concern should be communicated to the responsible person in the partner/host organisation.
48. Any member of staff who is concerned about the conduct of another colleague towards a participant must report this concern immediately to either the DSL or TSL.
49. If a participant confides information to you which gives cause for concern about possible abuse and requests that the information be kept secret, it is important that you tell the participant as sensitively as possible that you will need to pass the information on. No promise of confidentiality can or should ever be made to a child or anyone else giving information about possible abuse. You may be alerted to the possibility that abuse is occurring by:
  - A participant telling you that something has happened
  - Someone else (another adult or child) telling you about his or her concerns
  - Observing physical or behavioural indicators of the participant which cause you concern
  - Observing the practice of another person which causes you some concern.
50. If any member of staff becomes aware of any information which may be a threat to a participant's well-being, they must inform the DSL or TSL immediately.
51. Staff can offer reassurance and commitment to help a participant. In responding to the participant create a safe environment by:
  - Staying calm and not rushing into actions which may be inappropriate
  - Confirming you know how difficult it must have been to confide in you
  - Show you are taking what is being said seriously.
52. Be honest and do not make promises you cannot keep. Explain you may have to tell other people in order to stop what is happening.
53. If a participant makes any inappropriate advances to a member of staff, they must discreetly make the young person aware of their discomfort and inform the DSL or TSL immediately.
54. When an allegation of any sort about the conduct of the Speech Bubbles sessions is made by a participant the project worker or staff within the project must record the following:
  - Name of the participant
  - Parent's/ carer's details
  - Contact information
  - What is said to have happened or what was seen
  - When it occurred
  - Who else, if anyone, was there?
  - What was said by those involved
  - What if any evidence of abuse can be recorded, e.g. bruises, bleeding, changed behaviour



Who has been told about it

Who was involved in the incident, and if possible record in what way concerned?

Was the participant able to say what happened, if so how did they describe it?

Whether parent(s)/carer(s) have been advised.

55. Any complaints of suspected or actual abuse of children or vulnerable adults or of children or vulnerable adults being put at risk must be taken seriously and acted upon immediately.
56. All workers/volunteers within a project will need to note the following definitions (taken from "Working Together to Safeguard Children" booklet from the Department of Health) and pass on any concerns to the DSL. Abuse takes many forms.

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or vulnerable adult. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to an individual whom they are looking after.

*Possible indicators;* Bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the mark of a hand, lacerations, bite marks or burns, particularly when children change their clothes for physical activity or other activities, or when very young children or children with special educational needs are helped with activities;

### **Emotional abuse**

Emotional abuse is the persistent emotional ill treatment of a child or vulnerable adult such as to cause severe and persistent adverse effects on their emotional development, It may involve conveying to individuals that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing individuals frequently to feel frightened or in danger, or the exploitation or corruption of children or vulnerable adults.

*Possible indicators* of emotional abuse, such as excessive dependence, or attention seeking, self mutilation, strong reaction to mistakes;

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or vulnerable person to take part in sexual activities, whether or not the individual is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape and buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children or vulnerable adults to behave in sexually inappropriate ways.

*Possible indicators* People who have been sexually abused may exhibit physical signs, or lead to a substantial behavioural change including precocity, withdrawal or inappropriate sexual behaviour, soreness in genital areas, bruising on inner thighs or buttocks.

### **Neglect**

Neglect is the persistent failure to meet a child's or vulnerable adult's basic physical and/or psychological needs. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect an individual from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

*Possible indicators* of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition, poor personal hygiene, untreated medical problems, lack of concentration;

The important point for staff is to be aware of the possibility of abuse. If there is any doubt regarding a participants' well being, advice must be sought. There may be an acceptable explanation and the above are not intended as a checklist of symptoms.

### **What to do if you think a child or vulnerable adult is being abused**

57. It is the duty of all citizens in the United Kingdom to report suspected abuse to the Police, Social Services or the NSPCC.

#### **If you suspect abuse:**

If you are working in a school setting then follow that schools procedures and report to the DSL that a cause for concern has been raised.

If the activity is led by Speech Bubbles CIO then.

- Immediately tell the DSL.
- Record the facts as you know them using the Cause for Concern Form and give a copy to the DSL
- Ensure that the individual concerned has access to an independent adult
- Ensure that no situation arises within the project could cause any further concern

#### **If a child or vulnerable adult discloses to you abuse by someone else:**

- Allow the individual to speak without interruption, accepting what is said
- Alleviate feelings of guilt and isolation, while passing no judgement
- Advise that you will try to offer support, but that you **must** pass information on
- Immediately tell the DSL
- Record the facts as you know them using the Cause for Concern Form and give a copy to the DSL
- Ensure that the individual has access to an independent adult
- Ensure that no situation arises within the project which could cause any further concern

58. Following company procedures the first point of contact is the Local Authority's Social Services or the Police. We may also approach the local Youth Service, which will have specific procedures, and the NSPCC. It is also possible to get advice through Childline (though this is primarily a resource for young people). Reporting/contact with one or more of these agencies should happen where the risk is immediate otherwise it should be undertaken in consultation with the DSL.

### **You MUST refer; you MUST NOT investigate**

Some people who recognise signs and symptoms of abuse are worried that their intervention may make a bad situation worse e.g. breaking up a family

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etc. However, only 15% of referrals result in a child being officially registered as at risk.

## APPENDIX 1 Guidance for Speech Bubbles Partners

### **Safeguarding Children**

The minimum safeguarding requirement for Speech Bubbles franchisees is that you have in place a safeguarding of children policy, a safer recruitment policy and have systems to carry out DBS enhanced disclosure checks with staff. All staff working on Speech Bubbles with children must have a within 3 year DBS enhanced disclosure. Speech Bubbles CIO will need to see the DBS check of the Speech Bubbles Lead and a copy of your safeguarding policy.

All organisations that work with or come into contact with children should have safeguarding policies and procedures to ensure that every child, regardless of their age, gender, religion or ethnicity, can be protected from harm. This is a requirement of your continued designation as a Speech Bubbles franchisee. We recommend that you review your policy regularly and you have a designated lead who has attended designated person training.

You should make yourself aware of your Local Safeguarding Children's Board. They are the best place to find out about local policies, procedures and training.

[www.citizensadvice.org.uk/family/children-and-young-people/child-abuse/what-is-child-abuse/local-safeguarding-children-boards/](http://www.citizensadvice.org.uk/family/children-and-young-people/child-abuse/what-is-child-abuse/local-safeguarding-children-boards/)

As Speech Bubbles sessions happen in school time with children referred by the school drama practitioners should make themselves aware of and at all times follow the schools policy and procedures. If drama practitioners have to report a child protection concern they should inform their Speech Bubbles Lead that a concern has been reported, they should not share confidential or sensitive information outside the school.

Support, training and up to date guidance is available at:

[www.nspcc.org.uk/preventing-abuse/safeguarding/](http://www.nspcc.org.uk/preventing-abuse/safeguarding/)

We are happy to share our policy with you, please let us know. We have prepared some basic guidance for Speech Bubbles Practitioners below, it is also available on the partner resources area of [www.speechbubbles.org.uk](http://www.speechbubbles.org.uk)

### **Practical Safeguarding Tips For Speech Bubbles Practitioners**

#### *Working Alone*

Drama practitioners should never run Speech Bubbles sessions alone. If a practitioner feels pressured to run a session alone when at a school they should call the Speech Bubbles Lead who will remind the school of their obligation to provide a member of staff in the sessions.

If practitioners are working with a participant on a one to one basis, such as at story collection time they should leave the door open.

If a member of staff thinks that it is appropriate to comfort a participant who is distraught, they must offer this support in a public area or, if this is not possible, in a designated room with the door left open.

### *Physical Contact*

Physical contact may be part of drama activities. It is often entirely appropriate to make physical contact with children and we shouldn't be scared to do so. Good practice is to avoid the face and central front area of the body and to not 'close children in'. Open, sideways hugs, leaning with/on the outside of the arm, or gentle contact on the hand helps everyone maintain their personal space and choose to end the moment of contact at any time.

Some Speech Bubbles children may crave more physical contact than is appropriate in a school setting. They may try and sit very close to (or on) you, other children or staff. In a friendly way you should establish appropriate personal space for everyone. "Let's all keep our own spaces, we all like to have some space for ourselves".

Physical contact or eye contact should never be forced. Drama Practitioners should be aware of the importance of gender and cultural sensitivities when planning activities involving touch/contact/eye contact, for example in some cultures it is considered rude to look an adult in the eye.

### *Disclosures*

We recognise that creative expression can trigger for any child who has suffered or is suffering any type of abuse, feelings that may be expressed in the drama. You should consider whether you need to report a safeguarding concern via the school's designated safeguarding lead. No concern is too small, it may not be acted on, but it must be reported in case it is part of a bigger picture.

If a child makes a disclosure to you:

- Stay calm
- Confirm you know how difficult it must have been to confide in you
- Show you are taking what is being said seriously
- Be honest, explain you have to tell other adults who can help
- Report the concern to the designated safeguarding lead
- Do not investigate yourself.

### **Safer Recruitment**

A safer recruitment policy is an important part of ensuring that only suitable people are permitted to work with children. It sends a clear message to staff, volunteers and potential applicants that your organisation prioritises the safety of children. Detailed advice is available from the NSPCC here:

<https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment/>

Some key areas to consider:

- Job descriptions and advertisements should send out a clear safeguarding message to attract high quality candidates and deter unsuitable applicants such as those who may present a risk to children.

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- Consider your responsibilities under the Rehabilitations of Offenders Act 1974, some offences will not be a cause for concern in relation to candidates' work with children.
- Face to face interviews are essential for staff working on Speech Bubbles.
- Consider how you can acquire reliable references for staff.

Photo ID checks should accompany an enhanced DBS so that you know that candidate is who they say they are.

**I am concerned about the welfare of a vulnerable participant: child, young person or adult.  
Because of something:**

**The participant has told me something  
told about something**

**I have observed something**

**I have been**

I am concerned about the behaviour of a child or YP towards an adult.

I am concerned about the behaviour of an adult towards a child or YP.

I am concerned about the behaviour of a participant towards another participant

I am concerned because the participant is disclosing information

**The adult could be a:**  
Parent/carer  
,  
Staff

**Are you concerned that the participant is at immediate risk of abuse?**

**When talking to the participant:**  
Reassure  
Refer  
Record  
We don't investigate

**Yes: Talk immediately to the schools DSL. If out of school Call 999 or the Duty Social Worker for the borough in which the child resides**

**If the activity is in school then speak to the Schools safeguarding lead on the day. Tell the Speech Bubbles CIO DSL of the concern within 24 hours.**

**Or if it is activity in any other place then speak to Speech Bubbles CIO safeguarding team ASAP not more than 24 hours.**

**No, but I do want the matter followed up.**

**If you are content that the child's welfare is being attended to then keep up the good work!**

**Are you concerned that we could be doing more to support that participant? Then challenge the safeguarding team!**

**Safeguarding overrides confidentiality every time.**

Be clear that you will not keep information to yourself, even if asked to.  
If you are worried about confidentiality, you do not have to give your name to report a concern about abuse or neglect.

**Challenges:** Speak to Trustee Safeguarding Lead, if you are still not happy then please speak to the local Safeguarding Children's board.