



Policy	Safeguarding and Child Protection Policy
Date of last Board review	August 2026
Next review date	September 2027
Approved and authorised by	TTF Trustee Board

1. Introduction

This policy and code of conduct applies to all employees, Trustees, self-employed contractors (including freelancers) and volunteers working on behalf of The Talent Foundry Trust (hereafter called The Talent Foundry (TTF)). For the purposes of this policy, any reference to staff in this policy includes anyone working or volunteering on behalf of TTF.

This policy and code of conduct is related to our expectations of safeguarding best practice when working with children. We want to ensure that TTF carries out all its safeguarding responsibilities when providing the wide range of activities for children and young people.

Anyone working with children and young people in schools should also read Part One of [Keeping Children Safe in Education 2026](#).

This policy comes into effect on 1 September 2026.

Safeguarding and promoting the welfare of children is everyone's responsibility.

This document outlines our expectations for anyone working on behalf of TTF. It outlines our expectations of your behaviour and also that of your colleagues. It explains your personal responsibility to act within the boundaries laid out, and your responsibility to report any safeguarding concerns about a child. It also outlines what to do if you have concerns regarding behaviour by school staff or anyone working on behalf of TTF

This policy is available on the home page of the TTF website and we will ensure you have access to this policy at the earliest opportunity but no later than your induction period.

The work of TTF is usually undertaken in schools, universities or on corporate partner premises and in the presence of school staff.

This policy includes:

- **Code of Conduct for working in schools**
- **Code of Conduct for online delivery**

2. Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; providing help and support to meet the needs of children as soon as problems emerge; and taking action to enable all children to have the best outcomes. Children means everyone under the age of 18. (*Keeping Children Safe in Education, September 2026*).

The main areas of child abuse, neglect, exploitation and modern slavery are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Domestic abuse
- Child Sexual Exploitation or Child Criminal Exploitation
- Child-on-child abuse (including harassment and violence)
- Serious youth violence

Harm can also include children witnessing the ill-treatment of others, and this is particularly relevant when children see, hear or experience domestic abuse and its effects.

Staff should be aware that mental health problems can develop into safeguarding concerns. Only

appropriately trained professionals should attempt to diagnose mental health problems, but that education staff play an important role in recognising the warning signs and identifying children who may be struggling with their mental health.

Online abuse

Technology can be a significant component in many safeguarding and wellbeing issues. KCSiE 2026 has updated the online risk categories to reflect the increasing presence of AI, and child-on-child abuse definitions now explicitly include consensual and non-consensual sharing of self-generated intimate images and/or videos including those using AI e.g. deepfakes. It also includes risks from online gambling and financial scams.

Children can also abuse other children online which can take the form of harassing, and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, and the sharing of abusive images and pornography to those who do not want to receive such content (see Online Safety).

Abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. Indicators of abuse and neglect and overlapping safeguarding issues are covered in more detail in Part One of KCSiE 2026.

3. Legal background

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence under the Children Act 1989 for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Where a person aged 18 or over is in a position of trust with a pupil who has already reached the age of 18, any attempt to engage in sexual activity with that person will be treated as a breach of trust and **will be treated as gross misconduct**.

Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and may be treated as a breach of trust established in that prior relationship and could be regarded as gross misconduct.

This means that staff must not:

- Use their position to gain access to information about children/pupils for their own advantage
- Use their power to intimidate, threaten, coerce or undermine children/pupils.
- Use their status and standing to form or promote a relationship with a child or pupil of a school, which is of a sexual nature.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of the child and manipulate that relationship so sexual abuse can take place. This is an offence and TTF or the school will take immediate action with the relevant authorities.

Any sexual behaviour by a representative of TTF with or towards a child/pupil is both inappropriate and illegal. Children/pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust.

4. Power and positions of trust

All adults working with pupils in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals, therefore staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Although not a permanent member of staff in the schools you visit, when working on TTF's programmes in schools (or in other locations), you will be viewed by the young people you are working with as someone in a position of power and trust like their teachers and other school staff. School staff must always maintain appropriate professionalism and wherever possible they must avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

We therefore have a similar expectation in the standard of conduct we would expect from you

and want to ensure you are fully aware of this best practice to prevent any misinterpretation of your actions.

This can also include some expected behaviours outside of school that need to be upheld. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable and could lead to dismissal. But also low level concerns are now included in school's expected safeguarding policies and are reported to the DSL/Headteacher.

5. Low level concerns

A low-level concern is any concern that an adult has acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside work.
- Doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

All employees, freelancers, volunteers and anyone connected with TTF must recognise their responsibilities to act in a professional and responsible manner at all times and to interact appropriately with the children and young people with whom we work.

Low-level concerns which are shared about contractors (non-school staff) should be communicated to the school/TTF in the same way as any other safeguarding concern. The TTF Designated Safeguarding Lead will notify the individual's employer.

6. What to do if you experience harassment

Under changes to the Employment Rights Act 2025 which come into effect on 30 October 2026, employers are required to take all reasonable steps to prevent sexual harassment and ensure harassment of employees by a third party is not permitted.

If during a workshop or TTF activity you experience bullying, harassment or discrimination by a pupil or school staff this should be reported immediately to the designated lead, headteacher, or the governing body or academy trust.

If your safety is at risk, the school should respond consistently, promptly, and assertively in accordance with the school behaviour policy to restore a calm and safe environment. Achieving this may involve removing the child from the classroom. The incident should be dealt with in line with the school's behaviour policy and involve the individual, where appropriate.

Further guidance is available from DfE – [Preventing and tackling the bullying and harassment of school staff](#)

Please also report the incident to TTF via your relevant Programme Manager or safeguarding@talentfoundry.org.uk.

Further support and guidance can be found in TTF's Harassment at Work policy.

You can safeguard children and young people by:

- Reading and implementing this Policy
- Reading and understanding the government guidance – Keeping Children Safe in Education (latest version September 2026 as detailed above)
- Reading and understanding the government guidance – [Working together to Safeguard Children 2023](#).
- Sharing information about child protection and good practice with other TTF representatives
- Ensuring that safeguarding information is requested from school staff at the start of the visit (or programme) to ensure that they have awareness of any relevant information relating to the young people that they will be working with.
- Sharing information about any safeguarding concerns with designated school staff.
- Disclosing information to TTF which might affect their work with children in particular with reference to any disqualification from working with children.
- Following carefully the procedures for recruitment and selection of employees, Trustees, freelancers and volunteers.
- Handle and protect any confidential or safeguarding information about students safely and securely, following TTF's Data Protection policies.
- Comply with the duty to disclose / whistleblow if they witness anything which raises concern following TTF Whistleblowing policy.

TTF senior management will review this policy and good practice at regular intervals and communicate any changes to TTF Board and anyone else working on behalf of TTF as appropriate.

Any Safeguarding concern can be emailed to: safeguarding@talentfoundry.org.uk

7. Code of Conduct for working in schools

Representatives of TTF must be committed to creating a safe environment in which young people can feel comfortable and secure while engaged in any of TTF's programmes, training events, trips or workshops.

Individuals representing TTF should at all times show respect and understanding for an individual's rights, safety and welfare, and conduct themselves in a way that reflects the ethos and principles of TTF.

Please also read the Code of Conduct for Online Delivery for guidance when facilitating or coaching online.

Individuals representing TTF must be committed to:

- Treating young people with respect and dignity
- Always listening to what a young person is saying
- Valuing each young person
- Recognising the unique contribution each individual can make
- Encouraging and praising each young person in an appropriate manner
- Using appropriate language with young people and referring any inappropriate language used by a young person or child to the relevant school staff member

Individuals representing TTF must never spend time alone in-person with one child.

They must never:

- Engage in sexually provocative or rough physical games, including horseplay.
- Do things of a personal nature for a child or a young person. If a young person requests help with personal matters, TTF staff must seek a member of school staff to deal with such an incident.
- Allow, or engage in, inappropriate touching of any kind.

Physical contact

It is not expected that TTF staff will need to have any level of physical contact with any child or young person in the course of their work for TTF. However, if physical contact is made with a child, this should be in response to their needs at the time, of limited duration and appropriate. Staff should use their professional judgement at all times about the appropriateness of any physical contact.

In general staff must:

- Be aware that even well-intentioned physical contact may be misconstrued by the child or an observer or by anyone to whom this action is described.
- Consider alternatives where it is anticipated that a child might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in a demonstration.
- Always explain to a child the reason why contact is necessary and what form that contact

will take unless their safety is at immediate risk.

- Never touch a child in a way which may be considered indecent.
- Always be prepared to explain actions and accept that all physical contact will be open to scrutiny.

Individuals representing TTF should:

- Be aware that any actions may be misinterpreted no matter how well intentioned.
- Never draw any conclusions about others without checking the facts.
- Never allow themselves to be drawn into inappropriate attention seeking situations.
- Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to a child or young person, even in fun.
- Be aware that young people may ask for an email address for work experience, or career support and advice. **Never give personal information or contact details to children or young people** or make contact with them for personal reasons. If there is a need for contact to be made (such as for job opportunities), consider using your organisation's official channels. Make sure to copy in your manager or relevant HR representative, or copy the relevant TTF Programme Manager.
- Respond in a professional manner to questions via email, so that young people do not feel ignored when they have taken the first step to improve their skills and confidence.
- Not make images of children/young people available on the internet without permission from parents, the school's Senior Leadership Team or TTF.
- Not discuss own personal relationships with or in the presence of children.
- Not discuss a child's personal relationships.
- Dress appropriately for working with young people and avoid wearing revealing clothing. No aspect of dress or appearance should be politically motivated, sexually provocative, discriminatory, insensitive or offensive.
- Never allow volunteers from supporting organisations to be unsupervised with children or young people (please see the section named '**Volunteers**').
- Ensure confidentiality: Staff may be privy to personal information relating to children and their families during their work in schools. This information should not be shared other than with relevant members of staff in the school and/or within TTF, and only on a need to know basis.

Specific guidance for social media (to be read in conjunction with TTF Social Media policy):

- Not become 'friends' with or 'follow' children or young people on social media platforms.
- Not instigate connections or conversations on social media platforms such as business networking platforms including LinkedIn.
- Review connection invitations from young people on business networking platforms such as LinkedIn and follow the TTF Social Media Policy guidance on responding to young people and direct them to official business channels.

Specific guidance for LinkedIn:

- Students aged 17+ may connect with volunteers on LinkedIn (at the discretion of the adult) to support professional networking, provided their school policy allows it. Where a school policy does not permit this, their guidance takes precedence.
- To maintain safeguarding standards, all interactions must remain public (e.g. post likes

and comments), and such public interactions should remain professional, occasional, and proportionate - regular or overly familiar communication is strongly discouraged.

- Private messages between students and adults is not permitted under this guidance. This helps ensure a safe and transparent environment while allowing young people to build confidence in using professional platforms and expanding their professional networks. If there is a need for contact to be made (such as for job opportunities), consider directing young people to use your organisation's official channels.
- Students can also be directed to join TTF's Alumni Network group on LinkedIn.
- Adults are reminded to always maintain appropriate professional boundaries, and to direct any career advice or follow-up support through public channels or The Talent Foundry.
- If a student feels uncomfortable at any point or has concerns about a LinkedIn interaction, they are encouraged to speak to a trusted adult at school or report it through the appropriate safeguarding channels at The Talent Foundry.

8. When you have concerns

What to do if you have a concern about a child or young person:

Each school will have a 'Designated Safeguarding Lead'. This person will be responsible for matters relating to safeguarding in the school.

If anyone representing TTF has concerns about a young person or suspects that a young person is being abused, they should ask to speak to the Designated Safeguarding Lead if possible and voice their concerns. If this is not possible then the representative must tell a member of the relevant school staff as soon as possible.

Regard should be given to the confidential nature of such circumstances and concerns must not be discussed with anyone else apart from the school staff member to whom the referral is made.

Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the Designated Safeguarding Lead at the school.

What to do if a young person makes a disclosure to you:

It is highly unlikely that a young person will make a disclosure to a representative of TTF however should this situation occur:

- Don't ignore them or tell them to go away because you're busy – they may have been building up to telling someone for some time.
- Advise them to speak to a teacher or other member of school staff in the first instance. If you ever advise a young person to do this, tell the Designated Safeguarding Lead at the school or the relevant teacher as soon as possible so that this can be followed up if necessary.
- If the young person is insistent on talking to you, at the outset you must explain to them that you cannot promise to keep what they may tell you secret. You can promise that

only those who need to know will be told and that they will be the people who can help to protect the young person. Do not make any other promises – you may not be able to keep them and trust will have been destroyed.

- Stay calm and reassuring. Listen carefully, as you will need to record in detail what has been shared but do not press for details. It is better that if further investigation is necessary that the young person has not had to repeat the details. Do not ask leading questions.
- The situation may cause you to react emotionally try not to show this to the young person.
- Tell the young person that he/she was right to tell that he/she is not to blame for what has happened. Let him/her know that you understand how difficult it is for them to talk about their experiences. Thank them for telling you.
- Many victims of child abuse say that having the first person they disclosed to being supportive was the first step in recovering from their experience. Let them know that you are going to do everything you can to help them and explain that you must now share the information with Designated Safeguarding Lead in the school who in turn will meet with them.
- As soon as possible afterwards and on the same day, record, in writing, your conversation with the young person. Try to remember exact words and record your statements with the young person. Do not use your own words in case you have misconstrued what the young person was trying to say. If you record opinions, ensure that these cannot be confused with facts.
- Then pass all this information to the Designated Safeguarding Lead at the school.

What to do if you have a concern about the behaviour of a colleague, member of school staff, volunteer or other adult in your context of your work for TTF:

Record in writing any concerns then contact the relevant Programme Manager, Director of Programmes and Partnerships or CEO at TTF as soon as possible (within 24 hours) and report these to safeguarding@talentfoundry.org.uk

What to do if you have an allegation of abuse made against you:

If an allegation of abuse is made against you, it will be reported to the Local Authority Designated Officer (LADO) in the Local Authority where the concern was made about you. Allegations management procedures will be followed.

These come from 'Working Together to Safeguard Children 2018' and are used in all cases where a person who works or volunteers with children is alleged to have:

- Behaved in a way that has harmed or may have harmed a child.
- Possibly committed a criminal offence against, or related to, a child.

- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children or in a way that indicates he/she would pose a risk of harm if working regularly or closely with children.

In Keeping Children Safe in Education September 2021, an added criteria was introduced for the LADO to follow is that schools must work with other agencies to investigate when someone who has worked at the school has “behaved or may have behaved in a way that indicates they may not be suitable to work with children”.

There are 3 potential outcomes from the allegation:

- No further action after initial consideration
- Criminal investigation
- Disciplinary investigation

A strategy meeting involving Children’s Social Care, Police, Health, TTF as the organisation who contracted your services, and the LADO, will be convened if it meets the threshold for this type of meeting.

The meeting will consider any employment or voluntary work you undertake with children and if you have, or care for children yourself and have behaved in a way that would raise concerns about your suitability to work with them or care for them, and whether there are any risks to them.

If the allegation is serious enough, suspension of your contract may be considered by TTF, depending on the outcome of an investigation. The case may move between criminal and disciplinary processes, depending on the information arising from the investigation.

The threshold for criminal conviction is ‘beyond all reasonable doubt’. The threshold for disciplinary action is ‘on the balance of probabilities’.

If you are dealt with through a disciplinary process, then this will be through TTF’s Disciplinary Policy which can be found in the Employee Handbook.

Although you may be a freelancer and not an employee, TTF has a legal duty to report anyone who they have recruited to work with children; paid or unpaid, employee or volunteer, consultant or agency worker, who they remove from their register.

If you are dismissed from a post because of a concern about behaviour towards children (regardless of whether there is a criminal conviction) TTF will refer you to the Disclosure and Barring Service (DBS) who will consider whether you can continue to work with children in any capacity, and a referral will be made to your professional body if applicable, to consider whether your registration with them will be terminated.

Things you can do

- Ensure you have the contact details of the senior person within TTF who will provide you with regular updates about the investigation.
- Ensure you give your side of things, either during criminal investigation to the police or during disciplinary investigation to ourselves as your employer.

- Take up any offer of support from your GP.
- Seek the support of your Union, if you have one.

Hopefully none of the above accusations against a member of the team will happen, especially if the Code of Conduct is followed. It is there to protect everyone on team, and to protect any child or pupil we come into contact with.

9. Safeguarding training

PREVENT

TTF has a zero tolerance of extremist behaviour and ensures that our work, care and guidance empowers young people to reject violent or extremist behaviour.

The Home Office's definition of extremism: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also calls for the death of members of our armed forces whether in this country or overseas."

TTF acknowledges that protection from radicalisation and extremist is a safeguarding issue. "Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." *Home Office – The Prevent Strategy.*

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence.

Since 2012, it has been required by law for teachers "not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs."

Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that whenever political issues are brought to the attention of students a balanced presentation of the opposing views is offered. This requirement applies not only during scheduled lessons but in all other contexts.

Anyone working on behalf of TTF must comply with the above.

Where to access training

Anyone working directly with young people on behalf of TTF is required to undertake online Prevent training (Course 1: Awareness) provided through the Home Office at least every two years. The link to the Prevent training is as follows:

<https://www.elearning.prevent.homeoffice.gov.uk/>

The NSPCC provides online training which we would recommend to anyone working on behalf of TTF.

10. Regulated activity and checks

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026.

Regulated activity includes:

- A. paid and unpaid work that involves teaching, training, instructing, caring for or supervising children, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children;
- B. any other type of paid work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children.

Work under (A) or (B) is regulated activity only if done frequently, **on more than 3 days in a 30-day period or overnight.**

Some activities are always regulated activities, regardless of frequency. This includes:

- C. relevant personal care, or health care provided by or provided under the supervision of a health care professional

Regulated activity will not be: paid work in specified places which is occasional and temporary and does not involve any of the activities in (a) above.

Procedures for recruitment and selection of employees and freelance facilitators

TTF will undertake appropriate pre-engagement checks on all new employees, freelancers and Trustees. Priority is given to issues relating to child protection. Anyone working for TTF who have an opportunity for regular contact with child who are not engaging in regulated activity, an Enhanced Disclosure & Barring Service check or a Protecting Vulnerable Groups check (Scotland) is appropriate.

This may include online searches.

Please refer to TTF's Safer Recruitment Policy for more information.

Procedure for volunteers

TTF works with a number of organisations who provide volunteers to assist with the delivery of specific programmes. These programmes are designed to ensure that volunteers are never in solitary contact with a young person but are overseen by either a member of the school's teaching staff and/or a DBS-checked member of TTF team while in contact with any young people.

KCSiE 2026 has removed the supervision exemption to reflect changes in regulated activity in line with the Crime and Policing Act 2026.

This means any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children **for more than 3 days in a 30-day period** or overnight is now in regulated activity. This requires schools to obtain enhanced DBS with barred list checks or work with other relevant settings where the person is volunteering to decide who applies for the check.

The majority of TTF volunteers will not be considered regular or overnight volunteers. Volunteers will be contacted by TTF about completing an enhanced DBS check if this applies to them ahead of volunteering on a programme.

If a volunteer is visiting a school regularly for regulated activities, which includes TTF activities, please contact TTF to discuss the requirement for an Enhanced DBS check.

When attending a school workshop

Schools will ask visitors to produce ID and be assured that the visitor has had the appropriate DBS check depending on the activity they are there to carry out. TTF notifies schools of visitors and their role in the workshop(s) and confirms that under no circumstances should visitors be left unsupervised.

Work experience

KCSiE 2026 outlines the responsibilities of schools in organising work experience placements and the roles of adults who supervise children in the workplace. Some adults supporting work experience placements may be considered to be delivering 'regulated activity' due to the nature of the experience.

For example, if the person providing the teaching, training, instruction or care or supervision to the child on a work experience placement or activity will be doing so frequently or for more than three days in a 30-day period, or overnight, this is a regulated activity. Someone on the barred list must not be allowed to take part in regulated activity

Please note that individuals in the workplace who are not involved in teaching, training, instructing or caring for or supervising the child on a work experience placement or activity are not in regulated activity.

Where necessary, TTF will arrange appropriate DBS checks for staff, facilitators and volunteers involved in work experience placements.

11. Photographs

On occasion, for promotional purposes, we may ask our facilitators or members of our core team to take photographs of our programmes in action. Only people working on behalf of TTF who have an enhanced DBS check may be asked to take photographs.

The promotional purposes for which the photographs may be taken include displaying the photographs on websites (school, corporate partner or TTF website) and social media channels,

including the photos in reports to corporate partners, in future funding applications and on other relevant material.

To protect children's images, particularly from AI manipulation, anyone taking photographs of young people on TTF programmes must ensure that:

- Photos are only taken at the request of TTF programme managers or members of the TTF central administration team
- They confirm with the teacher that the school holds the necessary permissions to take photographs of the students present / image consent forms have been secured for all participants.
- That no photographs are taken of any students for whom necessary permissions are not in place
- The photos do not focus on certain individual students or small groups of pupils without reason (e.g. they are working on a particular activity which we want to capture in the photo)
- The photos are not all of one pupil or small group of students
- The photos are sent to TTF programme managers within 48 hours of them being taken
- The photos are completely deleted from device used to take them once the TTF programme manager has confirmed receipt (this must include deleting them from deleted files) so they cannot be retrieved

Anyone working on behalf of TTF needs to ensure they **do NOT** take photographs for personal reasons or without a specific request from TTF staff to do so. Failure to follow all of the above points/procedures fully could be viewed as unacceptable conduct, a low level concern and lead to sanctions or termination of any contract/agreement.

12. Mobile phone policies

All schools should be mobile phone-free environments by default. Statutory guidance on mobile phones in schools is clear that the department expects schools to implement a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.

13. Code of Conduct for online delivery of TTF programmes

This code of conduct applies in addition to the *Code of Conduct for working in schools* to all employees, Trustees, self-employed contractors (including freelance facilitators) and volunteers working on behalf of TTF.

TTF representatives must be committed to creating a safe environment in which young people can feel comfortable and secure while engaged in any of TTF's online sessions.

Individuals representing TTF should always show respect and understanding for an individual's rights, safety and welfare, and conduct themselves in a way that reflects the ethos and principles of TTF.

Prior to the delivery of an online session, TTF staff must contact the relevant staff member at the school and:

- Ascertain which delivery platform is to be used, who will 'host' the session, obtain any log-in details and confirm any other logistics.
- Outline the plan for the session.
- Ensure that a member of school staff will be joining the online session and is committed to remaining in the session for the duration.
- Ask for a copy of the school's safeguarding policy and the behaviour policy and read through in advance of the session to ensure these are complied with during delivery.
- Ensure that school staff members are aware that they are responsible for the behaviour of the students and that they should intervene with any behaviour issues including young people using inappropriate language.

TTF staff must also:

- Ensure there is a clear space behind them so that students cannot see personal items on the camera such as photos, books, furniture etc.
- Ensure that they are using appropriate language throughout and take responsibility for ensuring that anyone in earshot and/or in the background from where they are delivering the session does not make a noise or is a distraction.
- Make sure they are dressed as they would be if visiting a school in person.
- Ensure they have passed any relevant details on their DBS check to the school on request.

During an online group session TTF staff must ensure that:

- They and the member of school staff sign into the session before the students and that they both leave the session after the last student has left.
 - In the unlikely event of the accompanying teacher leaving prior to the end of the session, the facilitator must record the session (subject to student and school permissions).
- If a student sends a private message through the platform (or by any other means) no response is given privately. If a question is asked that is relevant to the session being delivered, it may be appropriate to respond to the whole group giving the answer but

without mentioning the individual person asking the question.

- Clear guidelines are set for behaviour at the start of each session including how the students can ask questions, not talking when someone else is talking etc.
- All young people are treated with respect and dignity and are listened to.
- Each young person and the unique contribution they can make is valued.
- Young people are praised in an appropriate manner.
- Appropriate language is always used with young people and any inappropriate language used by a young person is referred to the relevant school staff member. The school staff member remains responsible for the behaviour of the students during the online sessions and this should be dealt with in accordance with the school's Behaviour Policy.

During an online individual coaching session TTF staff must ensure that:

For some programmes, students who are 16 years old and above may be offered individual virtual coaching sessions with a facilitator to support career progression into work opportunities.

- The lead Programme Manager has arranged the meeting and logged the activity in TTF's central administration handbooks.
- Permission for individual coaching has been approved by the relevant teacher / parent/guardian
- The session takes place during the school day or at an approved time via the parent/guardian
- A coaching review report included the date, time and summary of the meeting is completed and sent to TTF.
- Students are made aware at the start of the session that any concerns can be raised with TTF through safeguarding@talentfoundry.org.uk

At all times, TTF staff must ensure that:

- Personal details including contact details are not shared with any of the students.
- No contact is made with the students outside the sessions.
- If a student instigates contact via email or social media platforms, please refer to the TTF Social Media Policy and the advice enclosed above.
- Students who have made a connection request or asked a question via platforms like LinkedIn are responded to ensure they are not ignored, and professional boundaries are kept in place. A screenshot of the conversation should be sent to the Safeguarding email address (safeguarding@talentfoundry.org.uk).

What to do if you have a concern about a child or young person who is participating in an online session:

Each school will have a Designated Safeguarding Lead(s). This person will be responsible for matters relating to safeguarding in the school and their contact details will be available in the school's safeguarding policy. If during the online session you have concerns about a young person or suspect that a young person is being abused, you must speak to the Designated Safeguarding Lead at the school as soon as possible. If this person is unavailable, you must talk to another member of school staff as soon as possible. Regard should be given to the confidential nature of such circumstances and concerns must not be discussed with anyone else apart from the school staff member to whom the referral is made.

What to do if a young person makes a disclosure during the online session:

Please ensure that you have spoken to your contact at the school in advance of the session to ascertain the school procedure for handling disclosures made during an online session.

In the unlikely event that there is no guidance from the school and in the absence of a member of school staff intervening during the session if this situation does occur, ask the young person to call their school and speak to a teacher or another member of school staff.

At the earliest opportunity after the session, call the school and tell the Designated Safeguarding Lead at the school (or the relevant teacher) so that this can be followed up if necessary.

What to do if you believe a child or young person who is participating in an online session is at immediate high risk of harm:

If, during the course of delivering an online session you have immediate concerns about a young person being at a high risk of violence or serious harm you must check the member of school staff has observed this in your session and calls the concern in either to Children's Services, or the police depending on the urgency of the situation. Remember if there is violence escalating in the home it may not be just that individual pupil at risk.

In the unlikely event that there is no guidance from the school and in the absence of a member of school staff intervening during the session if this situation does occur, you may need to ask the young person their name and address if you are not sure, and call Children's Services, (the number will be in the school safeguarding policy), or this may require you to call the police (999) depending on the urgency of the situation.

At the earliest opportunity and no later than immediately after the session, call the school and tell the Designated Safeguarding Lead at the school (or the relevant teacher) so that this can be recorded and followed up as necessary.

Any Safeguarding concern can be emailed to: safeguarding@talentfoundry.org.uk

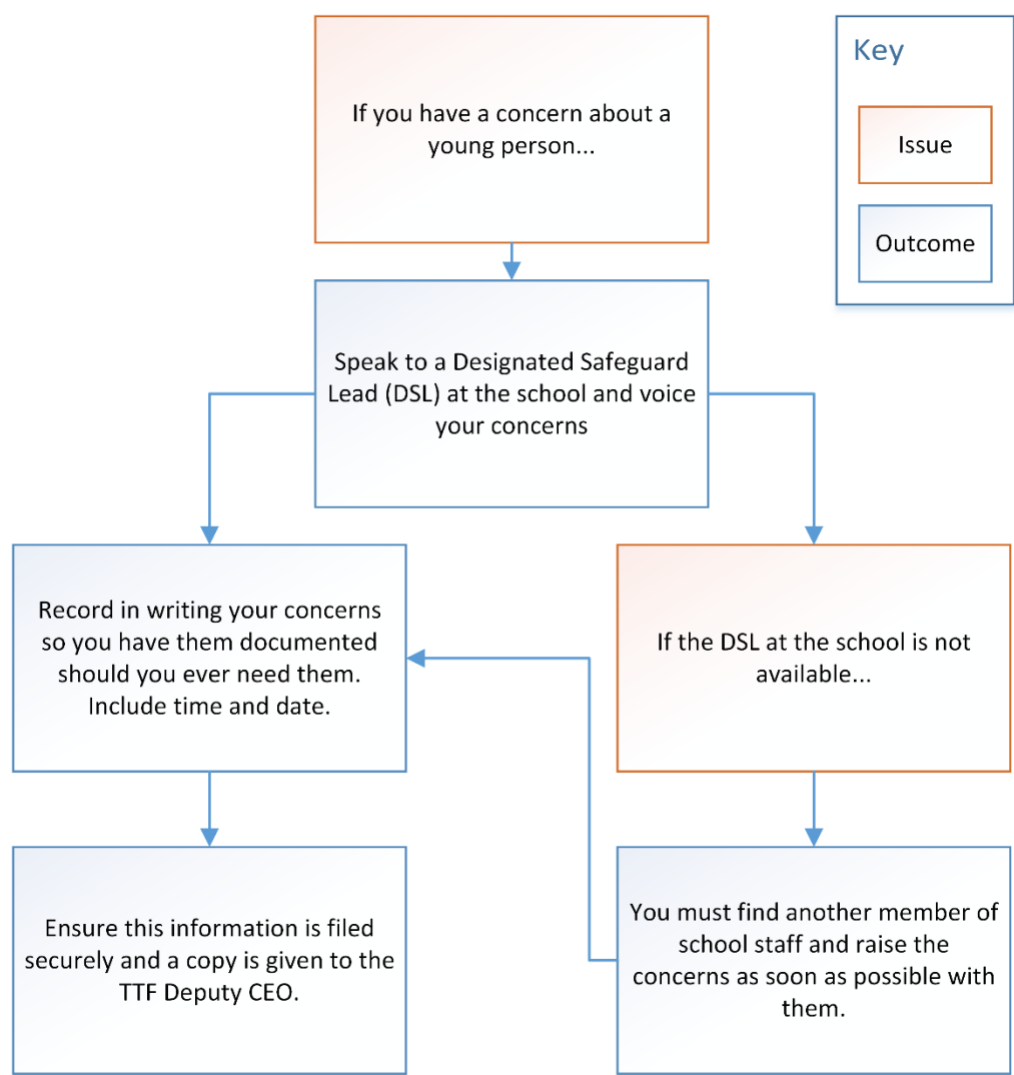
Appendix 1 – Summary of Safeguarding Policy

What if.....	Action to take....
You have a concern about a young person	Speak to the Designated Safeguarding Lead (DSL) at the school and voice your concerns.
The designated lead at the school is not available	Tell another member of school staff as soon as possible
A young person makes a disclosure to you	• Don't tell them to go away • Advise them to speak to a teacher or other member of school staff (advise the DSL at the school if you do this) • Stay calm and reassuring • Explain you cannot promise to keep secrets • Explain you will need to tell the DSL • Don't make any other promises to the child • Listen carefully • Do not press for details or ask leading questions • Tell the child they were right to tell and they are not to blame for what has happened • Do not make assumptions • Record in writing the conversation – use exact words where possible and not your opinions • Pass the information to the DSL at the school
You have a concern about the behaviour of a colleague	Record in writing any concerns and send these to the programme manager at TTF / safeguarding@talentfoundry.org.uk
You have an allegation of abuse made against you.	This will be reported to the Local Authority Designated Officer (LADO) in the Local Authority where the concern was made about you and allegations management procedures will then be followed. You should inform the programme manager at TTF even if the allegation was made whilst you were engaged on other work independent to TTF
A partisan political view is expressed	Ensure a balanced presentation of opposing views is offered
Safeguarding contact lead:	Jenni Anderson (CEO): 020 7148 0934

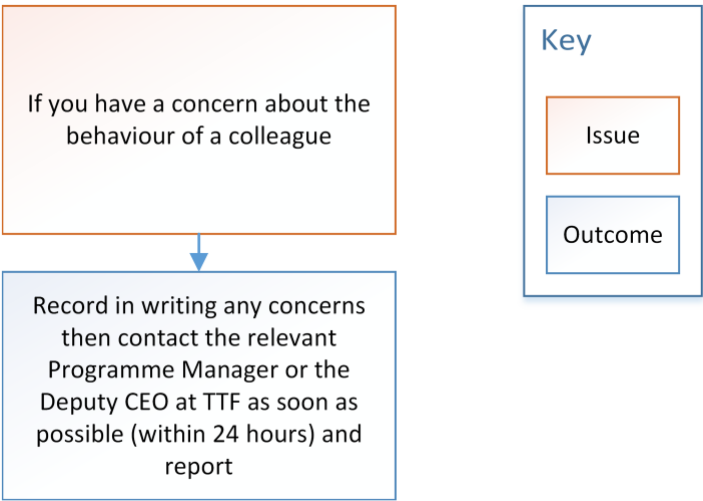
Appendix 2: Safeguarding flowchart

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; providing help and support to meet the needs of children as soon as problems emerge; and taking action to enable all children to have the best outcomes. Children means everyone under the age of 18. (*Keeping Children Safe in Education, September 2026*).

(I) You have a concern about a young person



(II) You have a concern about the behaviour of a colleague, member of school staff, volunteer or other adult in your context of your work for TTF



(III) A young person makes a disclosure to you

