TENDER EDUCATION AND ARTS

SAFEGUARDING POLICY AND PROCEDURES

This policy will be reviewed, updated and re-approved by the Board of Trustees at least every 12 months. Interim reviews will be completed as necessary and always following a serious incident.

This policy was reviewed on 12/01/26 and approved by the Board of Trustees on 28/01/26.

Next Review Date: 01/12/2026

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Methodology

Tender's Safeguarding Policy has been reviewed and developed drawing on the Charity Commission's updated guidance on safeguarding & protecting people for charities and trustees (updated June 2022); on the increased safeguards that have now been introduced under the Vetting and Barring Scheme by the Independent Safeguarding Authority; from the Department for Education's "Keeping Children Safe in Education September 2025" document[1]; and Ofsted's document "Working Together to Safeguard Children 2023"[2]

Tender's Safeguarding Policy has been reviewed in January 2026. It should be read in conjunction with Tender's other policies especially: Equal Opportunities, Grievance; Disciplinary; Health & Safety and Code of Conduct (see Appendix B); Recruitment; Whistleblowing and Complaints.

It is underpinned by a considerable body of legislation, government guidance and standards, designed to ensure that children are protected from harm including: The Children Act 1989 and 2004, Human Rights Act 1998 and The United Nations Convention on the Rights of the Child (ratified by the UK Government in 1991) Safeguarding Vulnerable Groups Act (2006), and Equalities Act (2010).

The policy is approved and endorsed by the board of trustees.

[1] Keeping children safe in education 2025

[2]https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf

Section 1: Tender's Commitment to Safeguarding

Policy Statement

Tender is an organisation that is committed to practice which protects all children, young people and vulnerable adults from harm, regardless of age, gender, ethnicity, disability, sexual orientation or religion. Trustees, staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues that cause children harm and be fully conversant with the correct policies and procedures of the organisation for safeguarding against harm. We aim to create a culture of vigilance in the operations of the organisation to ensure that safeguarding sits at the heart of all planning, activity and development. (Tender is the trading name of 'Tender Education and Arts', registered charity no. 1100214, and company limited by guarantee, no. 4627846)

Aim and Purpose
This policy is to make clear to staff, trustees and volunteers their direct and reporting responsibilities and the actions they should take in safeguarding children and vulnerable adults from harm when participating in Tender projects.

Definitions

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

1. Protecting children from maltreatment.
2. Preventing impairment of children's mental and physical health or development.
3. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
4. Taking action to enable all children to have the best outcomes.

Children are all young people under the age of 18 and vulnerable young people over this age. Vulnerable young people are those who have difficulty in protecting themselves from harm, due to physical, communication, perceptual or emotional difficulties, for example those with disabilities or learning difficulties or who are seriously or chronically ill. The definition of child extends to include those up to the age of 19 years old within school settings where they are treated as children for the purposes of safeguarding.

Young People: The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years. Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence. That is why, as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because 'youth' is often referred to a person between the ages of leaving compulsory education and finding their first job.[3]

An adult at risk (also referred to as vulnerable adult) is defined as aged 18 years or over; who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.[4]

Staff includes all people employed by and associated with Tender on any basis: trustees, permanent, part-time, freelance, sessional, casual or voluntary. For clarity, trustees, staff, workshop leaders and volunteers may be differentiated within this policy.

Tender endeavours to safeguard children, young people and at-risk adults by adopting safeguarding guidelines through procedures and a Code of Conduct for staff:

- Carefully following the procedures for recruitment and selection of staff.
- Providing effective management for staff through supervision, support and training.
- Sharing information about concerns with relevant professional agencies.
- Sharing information about Tender's safeguarding policy and good practice with teachers, group leaders, carers, parents, staff and volunteers.
- Reviewing its policies and practice at regular 2-year intervals.

Tender perceives violence and social complacency in respect of violence towards women, children, young people and vulnerable adults as an abuse of human rights. We believe that education to prevent this abuse is the key to social change.

As a violence prevention and education organisation, working in part through theatre and creative arts in the United Kingdom, we believe that:

- The welfare of the child, young person and vulnerable adult is paramount.
- All children, young people and vulnerable adults, whatever their age, gender, ethnicity, disability, sexual orientation or religion have the right to protection from abuse.
- All suspicions and allegations of abuse should be taken seriously and responded to in a timely and appropriate fashion.
- All staff should be clear on how to respond appropriately.

Tender will take every reasonable step to ensure that children, young people and vulnerable adults are protected where:

- Our own staff are directly involved in the delivery of a project.
- Our staff recruit or broker relationships between an artist or arts facilitator and a third party.
- We seek to promote a positive ethos of collaborative work between the professional arts sector and children, young people and/or vulnerable adults.

[3] 2013 www.un.org
[4] https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets

If a complaint is made against, or criminal proceedings are commenced in respect of any individual representing Tender, Tender will treat the situation with gravity and the utmost urgency.

Safe Recruitment Practices & Disclosure

Tender follows the procedures for the safe selection, vetting and recruitment of staff (See Appendix K for additional information).

Staff working on projects involving direct contact with children, young people and vulnerable adults should work in a way that protects children and vulnerable adults from harm. Tender requires:

- Candidates applying for posts involving contact with children, young people and/or vulnerable adults are informed in writing that a Disclosure check will be carried out, and that any offer of employment is conditional upon them having no conviction relevant to working with children. This includes but is not limited to convictions for sexual and domestic violence and violence against children.
- All staff to apply for, or present, an Enhanced Disclosure from the Disclosures and Barring Service (DBS), Child and Adult Workforce. Tender arranges for this to take place. Applicants can submit a DBS certificate already held if the certificate has all the correct personal details and was issued not more than 2 years prior to the post starting date. Tender encourages all staff to sign up to the DBS Update Service. If not signed up to the Update Service, staff will need to renew their DBS certificate every 2 years.
- All staff must provide two references which will be recorded on their file. References are requested and followed up on (ensuring that there is a question about appropriateness of candidate to work with children, young people and vulnerable adults). Tender's standard reference request form has been designed to ensure we elicit relevant information and referees are aware of the need to disclose accurate information.
- Staff to sign a declaration stating that there is no reason why they would be considered unsuitable to work with these groups of people, to declare all previous convictions and to notify Tender if they incur a criminal conviction that isn't present on their DBS. (Appendix C)
- Staff who are waiting for a DBS certificate to be returned will have no independent and unsupervised access to any young person.
- On the return of the DBS certificate, if an offence against a child or children be revealed then the applicant will be informed that they are unsuitable for the post after the Chief Executive has sought the relevant advice (e.g., NSPCC, Local Safeguarding Children's Boards or Police).

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). It is an executive, non-departmental public body of the Home Office. Disclosure and Barring provides an information service to enable employers to make decisions about the staff that they employ in order to protect the safety of vulnerable groups, including children. A Disclosure is an impartial and confidential document that details an individual's criminal record, and where appropriate, details of those who are banned from working with children and other vulnerable groups.

For further information regarding Disclosures, please visit the Disclosures and Barring website: https://www.gov.uk/government/organisations/disclosure-and-barring-service/about

Under the Protection of Children Act of 1999 and the Criminal Justice and Court Services Act 2000, it is an offence for any organisation to offer employment that involves regular contact with young people under the age of 18 or vulnerable adults to anyone who is included on the DBS children's barred list and the adults' barred list for England, Wales and Northern Ireland. It is also an offence for people convicted of such offences to apply for work with young people.

A disclosure check should not be carried out in advance of an offer of employment, but recruitment must be planned to allow time for the check to be completed before the candidate takes up the post.

Additionally, Tender:

- Always employs freelance staff who have experience, skills, and qualifications to lead drama/arts-based activities with groups of children, young people or vulnerable adults (as appropriate).
- Ensures that all staff must be aware of Tender's safeguarding principles, guidance and procedures and operate within those procedures. All staff sign to say they have read the policy and procedures and these signatures are kept on their personal files.
- Gives all freelance staff and trustees at induction, a copy of Tender's policies on Equal Opportunities; Grievance; Disciplinary; Whistle blowing and Health & Safety as well as the Code of Conduct When Working with Children & Young People.
- Ensures that a teacher, youth worker, care worker or other group leader is present during workshops.
- Ensures that all staff, including freelance staff, do not work alone with children, young people or vulnerable adults.
- Ensures freelance staff are aware of the allegation section of this policy and understand how to make allegations if they have a concern about another member of the team or partner organisations' behaviour towards a child, young person or vulnerable adult.

Staff Supervision
All staff are expected to read and become familiar with the Safeguarding Policy, Equal Opportunity Policy and Keeping Children Safe in Education 2025 as part of their induction. They will sign a document confirming they have read these documents (Appendix C).

Training
Tender draws on the Safeguarding Training Competency Framework[5] to ensure all trustees, employed and freelance staff have the correct level of safeguarding training, and it is updated at sufficient intervals; Tender's Safeguarding Team should undertake formal training every 2 years or as directed by agency specific guidance. Other staff are required to undertake internal refresher training every 2 years.

Volunteers and Students on Placement

[5] http://www.londoncp.co.uk/

From time-to-time Tender hosts placements for volunteers and students studying arts management, performing arts and other similar courses who wish to gain practical experience of participatory arts work with children and young people. It is Tender's policy that:

- Students/volunteers have an up-to-date DBS (issued within the last 2 years) or be signed up to the DBS Update Service.
- Students/volunteers do not have unsupervised contact with children, young people or vulnerable adults.

Section 2: Understanding Child Abuse

What is Child Abuse?

It is generally accepted that there are four main forms of child abuse and that in all forms of abuse there are elements of emotional abuse.[6] Some children are subjected to more than one form of abuse at any one time. All four forms of abuse may include exploitation. These four definitions do not minimise other forms of maltreatment:

- **Physical Abuse** – may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocation, FGM, amongst others.
- **Emotional Abuse** – persistent emotional ill treatment that is likely to cause serious harm to the child's emotional development. May involve making a child feel that they are worthless, unloved or inadequate and cause children to feel frightened, in danger, exploited or corrupted.
- **Sexual Abuse** – forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. May involve physical contact, penetrative or non-penetrative acts. Also includes involving children in watching pornographic material or watching sexual acts. Sexual abuse can be perpetrated by males or females and by other young people.
- **Neglect** – the persistent failure of a parent or carer to meet a child's basic physical and, or, psychological needs, which is likely to result in the serious impairment of the child's health or development.

Tender is committed to acting in the best interests of children, seeing these interests as paramount.[7]

How can you recognise if abuse is taking place?

Recognising child abuse is not easy. It is not the responsibility of Tender staff to decide whether or not child abuse has taken place, or if a child is at significant risk: that is a task for professional child protection agencies. However, it is their responsibility to act if there is a concern.

Everyone has a responsibility to report suspected or alleged child abuse.
Anyone working for Tender may become aware of child abuse in a number of ways including:

[6] Keeping children safe in education 2024
[7] NSPCC Safeguarding children https://www.nspcc.org.uk/preventing-abuse/safeguarding/

- A child may disclose that he/she is being abused at home or elsewhere, including by someone within the organisation.
- Someone else might report that a child has told them, or that they strongly believe, that a child has been or is being abused.
- A child might show some signs of physical injury for which there appears to be no satisfactory explanation.
- A child's behaviour may indicate that it is likely that she or he is being abused.
- A child is observed abusing another.

The following information is not designed to turn you into an expert, but it will help to be more alert to the signs of possible abuse.

1. Physical Abuse

Most children will collect cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins.

Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained, or the explanation does not fit the injury, or when it appears on parts of the body where accidental injuries are unlikely, e.g., on the cheeks or thighs. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Bruises which reflect hand marks or fingertips (from slapping or pinching).
- Cigarette burns.
- Bite marks.
- Broken bones.
- Scalds.

Changes in behaviour, which can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example wearing long sleeves in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

2. Emotional Abuse

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love,

affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- Failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g., in hospital or away from their parents' care.
- Sudden speech disorders.
- Developmental delay, either in terms of physical or emotional progress.

Changes in behaviour, which can also indicate emotional abuse, include:

- Neurotic behaviour, e.g., hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Self-harm.
- Fear of parent being approached regarding their behaviour.

3. Sexual Abuse

Child sexual abuse involves forcing or inciting a child to take part in sexual activity, whether or not the child is aware of what is happening, and not necessarily involving a high level of violence. This form of abuse can be perpetrated against both girls and boys of all ages, including infants and toddlers. Child sexual abuse can be committed by both men and women, or other children.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital/anal areas.
- Bruising or bleeding near genital/anal areas.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.

Changes in behaviour that can indicate sexual abuse include:

- Sudden or unexplained changes in behaviour, e.g., becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age and developmental level.
- Sexual drawings or language.
- Bedwetting.

- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not being allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.

4. Neglect

Neglect can be a difficult form of abuse to recognise yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children.
- Constantly dirty or 'smelly'.
- Loss of weight or being constantly underweight.
- Inappropriate dress for the conditions.

Changes in behaviour, which can also indicate neglect, may include:

- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.
- Having few friends.
- Mentioning their being left alone or unsupervised.

The above list is not meant to be definitive but as a good guide to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in their family, relationship problems between their parents/carers, etc.

Other Safeguarding Concerns

Female Genital Mutilation and so-called 'Honour-Based' Abuse

Tender views the illegal practice of Female Genital Mutilation (FGM) as a form of child abuse. Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

So-called 'Honour-Based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation, forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Indicators of 'Honour-Based' Abuse may include:

- Acting withdrawn or upset.
- Bruising or other unexplained physical injury.

- Depression, self-harming or attempted suicide.
- Unexplained absence or poor performance at school or work.
- Their movements at home are strictly controlled.
- Family rows, domestic abuse.
- Running away from home.
- A family history of relatives going missing.[8]

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. If a member of Tender staff believes that FGM has been carried out on a girl aged under 18 they should follow Tender's disclosure reporting procedure. This is then reported in the same way all disclosures of abuse are reported at Tender. Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return.
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual, or group, takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, a) in exchange for something the victim needs or wants, and/or b) for the financial advantage or increased status of the perpetrator or facilitator. CSE does not always involve physical contact; it can occur through the use of technology, so it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).

[8] https://www.met.police.uk/advice/advice-and-information/honour-based-abuse/honour-based-abuse/

- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:
Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example).
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity.

Child Criminal Exploitation (CCE)
CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:
- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or do not take part in education.

County Lines
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of ‘deal line’.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Domestic Abuse
The definition of Domestic Abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to; psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All children witnessing domestic violence are being emotionally abused, and this is now recognised as 'significant harm' in legislation.

Radicalisation
Section 26 of the Counterterrorism and Security Act 2015 refers to, 'due regard to the need to prevent people being drawn into terrorism.' The Prevent Duty 2015 states, 'it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of a schools' and childcare providers' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.' If a member of Tender staff is concerned about the potential radicalisation of a child, young person or vulnerable adult, they should follow the disclosure procedures outlined in this document.

Signs of students who are possibly being drawn into extremist ideology:
Radicalisation can be difficult to spot. Signs that may indicate a child is being radicalised include:

- Isolating themselves from family and friends.
- Talking as if from a scripted speech.
- Unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

Refer to the Prevent Duty document for more information.[9]

Online Abuse

Online safety (e-Safety) is an essential element of safeguarding all children and adults in the digital world. The internet and information communication technologies are an important part of everyday life, so children must be supported to be able to learn how to develop strategies to manage and respond to risk so they can be empowered to build resilience online. Some of the dangers may include:

- Access to illegal, harmful or inappropriate images or other content.
- Loss of privacy / control of personal information.
- Grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge.
- Inappropriate communication / contact with others, including strangers.
- Cyber-bullying.
- Access to unsuitable video / internet games.
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

Child-on-Child Abuse

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Gender-based violence.
- Sexting (also known as youth produced sexual imagery).
- Initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with child-on-child abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Mental Health

All Tender staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
Staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the Designated Safeguarding Lead or Deputy.

Special Educational Needs and Disabilities

[9] Prevent duty guidance: Guidance for specified authorities in England and Wales

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs.
- Difficulties may arise in overcoming communication barriers.

Children and Young People with a Social Worker
At Tender, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

Section 3: Responding to Disclosures and Allegations of Abuse
Safeguarding Leads

In the event of a disclosure follow the protocols as set out in Appendix A

Tender's Designated Safeguarding Lead is Susie McDonald, Chief Executive.
Susie can be contacted at:
Tender, Unit 1.01 Wenlock Studios, 50 – 52 Whard Road, London N1 7EU.
Or mobile: 07957 971 974
Or email: susie@tender.org.uk

Tender's Deputy Designated Safeguarding Lead is Kate Lexen, Director of Services.
Kate can be contacted at:
Mobile: 07794 082 254
Or email: kate@tender.org.uk

In the unlikely event of members of staff being unable to contact the DSL or Deputy DSL, they must report any urgent concerns directly to the child or young person's local authority Children's Services team or the Police.

It is the responsibility of the person receiving the disclosure to do something about it. Practitioners who make a referral should always follow up their concerns if they are not satisfied with the response. In the case of Tender workshop leaders, they should share their concerns with Tender's DSL. In the case of Tender's DSL, please see page 17 (Disclosures with a school setting and an after-school setting) for process.

NSPCC Child Protection Helpline
Tel: 0808 800 5000
The Child Protection Helpline is for adults but can pass children on to Childline. Childline is for children and young people up to the age of 19.
E-mail: help@nspcc.org.uk

Guidance on responding to a child disclosing abuse

Research shows that survivors of abuse asked only three things of those who they disclose to: Hear me, believe me and respect me. These are the three principles to remember when hearing a disclosure:

Introduction

It should always be remembered it is a privilege when a person trusts you enough to disclose experiences of abuse and violence. If the abuse is current this is a very frightening time for the child or young person who is telling you to try and stop the abuse happening to them or their loved ones. It is very brave, defiant, and often desperate act as they will have an awareness of the possible repercussions from the perpetrator for telling their secret. By the time a disclosure takes place the person has usually tried many different ways to stop or prevent the violence and abuse, however they have been unsuccessful. A disclosure is the final step in trying to end a dangerous situation.

Disclosures within a school setting and an after-school setting
When a child or young person discloses experience of current child abuse it is the responsibility of the person who receives the disclosure to follow section four, 'Receiving a disclosure of abuse' (Appendix A) and the steps outlined in the table. Ultimately the school, setting or organisation that has employed Tender have the responsibility to safeguard the child or young person and Tender will pass on the disclosure so they can progress it.
If Tender's DSL is not satisfied that the setting is treating the issue with sufficient seriousness, they will consider the following escalation stages:
Stage One: Discuss the case with Tender's Safeguarding Trustee and the relevant Programme Manager to triangulate a response.
Stage Two: Request a meeting with the setting DSL to explore the issue
Stage Three: Contact the headteacher/principal to discuss the issue
Stage Four: Contact the Designated Safeguarding Link Governor
Stage Five: Contact the local LADO or Ofsted

Disclosures within a Tender led project
Tender has ultimate responsibility for progressing disclosures for children or young people who are involved in Tender's work and are not attached to a school or after-school setting. This includes Tender's Youth Board and some Specialist Provision programmes. Follow the steps 'Receiving a disclosure of abuse' and in the table, 'Reporting and responding to abuse' (Appendix A) to act appropriately to disclosures.

Disclosures of abuse from an adult at risk
In the case of a disclosure from a vulnerable adult, the same steps should be followed as with a child/young person depending on whether they're attached to a school, after school or Tender project.

Responding to disclosures of historic violence and abuse
There is considerable evidence to show that the majority of disclosures are disclosures of historic abuse rather than current abuse. It is a healthy response to a traumatic experience and does not

need to be feared by those working with children and young people. There are many reasons why a person chooses to disclose experiences of historic abuse. Firstly, it is considerably safer to talk about their experiences of abuse when they are no longer threatened by the perpetrator. The experience of violence and abuse can feel very shameful, and part of a person's recovery can be to articulate and speak out about the experience. This can help them to breakdown the feelings of shame, guilt and embarrassment which are often associated with abuse. The response of the practitioner can also play a part in the recovery. Simply by listening and validating the person's experiences can assist them to feel understood and help to reduce the feelings of shame or responsibility.

If the young person is under 18 years old Tender believes it is good practice to follow the same steps as for those experiencing current abuse to ensure the well-being of the child, siblings and non-abusive parent.

If the young person is 18 or older Tender would sign post them to support services and sources of further information.

Guidance on receiving a disclosure of abuse from a child:

- **Stay calm.**
- **Listen carefully** to what is said.
- **Do not promise to keep secrets** – find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others.
- **Allow the child to continue at their own pace.**
- **Only ask questions for clarification purposes** – at all times avoid asking questions that suggest a particular answer.
- **Reassure** the child that they have done the right thing in telling you.
- **Tell them what you will do next** and with whom the information will be shared.
- **Record in writing what was said** using the child's own words as soon as possible – note date, time, any names mentioned and to whom the information was given and ensure that the record is signed and dated.
- **Thank them for telling you and acknowledge how challenging it must be for them,** by saying something like, 'Thank you for telling me it sounds like a really hard time for you and your family.'

Allegations of abuse made against staff
This section should be read in conjunction with Tender's Whistle Blowing Policy. If a member of the Tender team, a workshop leader, trustee or a volunteer has a concern about the conduct of another member of the team or an adult at the setting towards a child or young person they must report this allegation to Tender's Designated Safeguarding Lead.

An allegation is when a person has a concern that someone has behaved:

- In a way that harmed or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they are unsuitable to work with children.

If the allegation is against Tender's Safeguarding Lead the allegation should be made to Tender's Designated Safeguarding Lead on the trustee board:
Laura Sanford
lsanford@mulberryschoolstrust.org
07748965494.

If the allegation is against a member of staff in a school or out of school setting this must be taken directly to the headteacher or setting Safeguarding Lead by Tender's DSL.

How to make an allegation (see Appendix G):

- The allegation should be made within 24 hours of the concern.
- The person making the allegation should contact Tender's Designated Safeguarding Lead (DSL). If the DSL is not available, contact should be made with the Deputy DSL.
- Once contact has been made the allegation form is to be completed and emailed to the DSL only.

Tender's responsibilities once an allegation has been received:

If the allegation is against a member of the setting's team: within 24 hours Tender will pass the allegation to the head teacher of the host organisation to follow up on.

If the allegation is against a member of the Tender team: within 24 hours Tender's Safeguarding Lead will contact Islington LADO (Local Authority Designated Officer) to report the allegation and seek advice on further procedure.

LADO@islington.gov.uk, 020 7527 8102.

After a discussion with the LADO Tender's Safeguarding Lead will contact the alleged person to provide them with the document 'LADO guidance – allegations made against staff' along with suspending them from their duties until further notice.

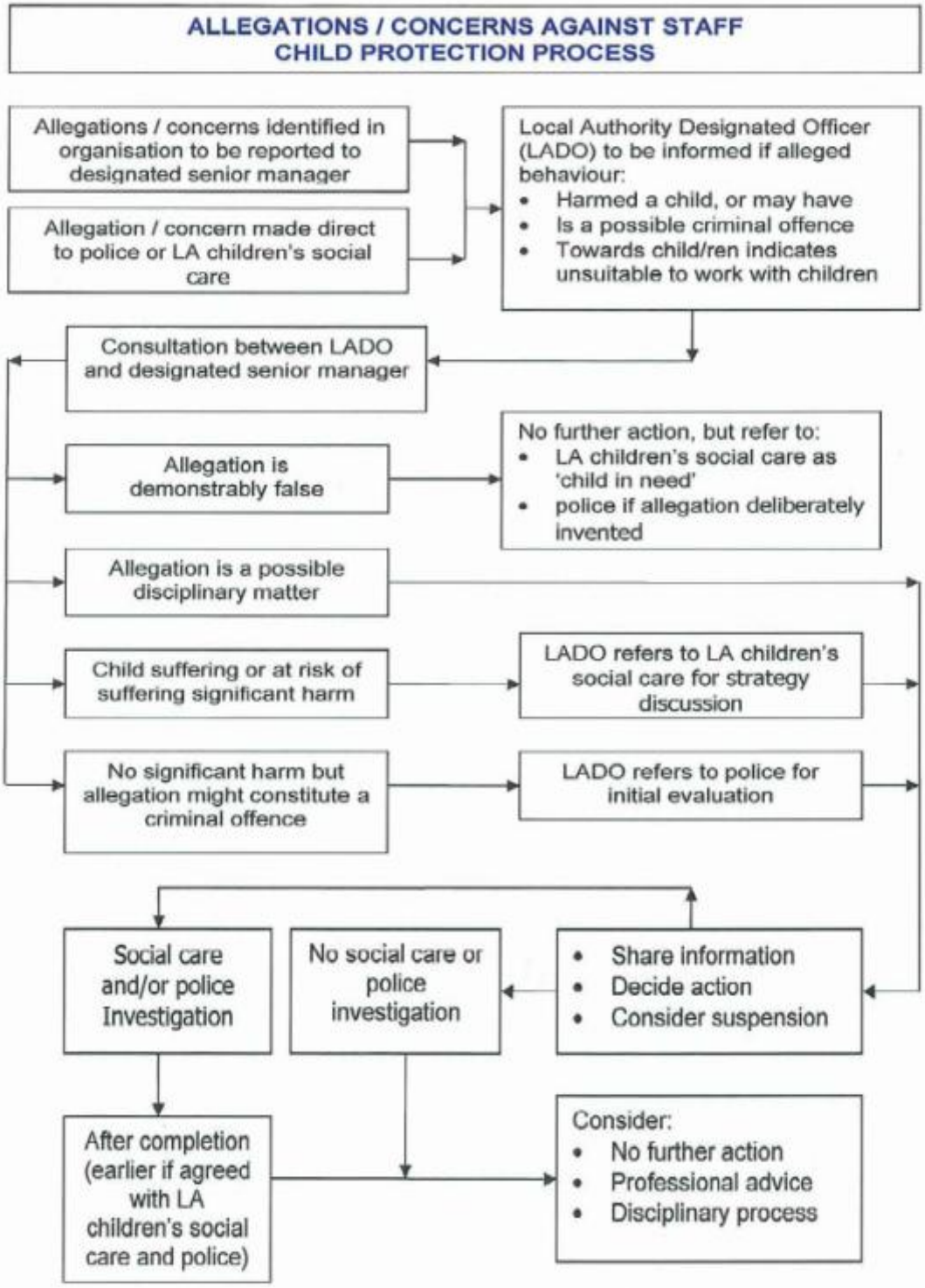
If a child/young person has made the allegation against a member of Tender's team, Tender will follow the above procedure and keep the child/young person up to date on progress, tell them the outcome of the investigation and provide any further support required as appropriate to age and understanding.

After the allegation has been received by Islington LADO:

The LADO will begin an investigation into the allegation which is expected to take a maximum of one month. Once the investigation has been completed the alleged person will either be able to return to work sensitively or dismissed.

The following flowchart explains the complete process.

15.10 Allegations / concerns process flowcharts



London Safeguarding Children Board, 4th Edition as at 2018 (www.londonscb.gov.uk)

This policy will be reviewed, updated and re-approved by the Board at least every 12 months.

Version	Purpose / changes	Author	Date
1.0	Policy formally reviewed	Kate Lexen	12/01/2026
1.1	Addition to Appendix D: Disclosure process for schools and youth settings (new process for disclosures on paper evaluations)	Kate Lexen	19/05/2026
1.2	Minor changes to wording in Appendix D Minor changes to wording in Appendix E Minor changes to wording in Appendix F	Kate Lexen	27/07/2026

SECTION FOUR: Appropriate Behaviour and Good Practice Appendices

Appendix A: Steps for Reporting and Responding to Children and Young People's Disclosure

		Step:	**Applicable project:**	**Responsibility:**	**Action:**	**Contact:**
Taking a disclosure	1	Listen and believe the disclosure. Explain that you will need to let the Designated Safeguarding Lead in the setting know what has happened in order to keep them safe.	Schools Out of schools Specialist Provision Youth board	All Workshop leaders, staff and volunteers.	Listen.	Designated Safeguarding Lead in setting.
	2	Establish with the abused person if this is current or historic abuse. If it is current abuse you MUST notify the Designated Safeguarding Lead in the setting IMMEDIATELY.	Schools Out of schools Specialist Provision Youth board	All Workshop leaders, staff and volunteers.	Let the setting staff in the room and your co-facilitator know that you have received a disclosure and will be reporting it to the DSL. Communicate with Designated Safeguarding Lead or their deputy in the setting before leaving the setting (for disclosures about both current and historic abuse).	The setting Safeguarding Lead contact can be found on the school audit form. Tender's Designated Safeguarding Lead Susie McDonald Tel: 07957 971 974 safeguarding@tender.org.uk

	3	Record using Tender's disclosure form.	Schools Out of school Specialist Provision Youth board	All Workshop leaders, staff and volunteers.	Write up notes promptly. Record the date, time, place and circumstances. State who else was present, what was said and what you said. Confirm in writing that the safeguarding lead in the setting has been made aware.	safeguarding@tender.org.uk
	4	Submit record via email on the same day of the disclosure.	Schools Out of schools Specialist Provision Youth board	All Workshop leaders, staff and volunteers.	Email the disclosure form as a PDF document to Tender's safeguarding lead, Susie McDonald.	safeguarding@tender.org.uk
Referral method	5	Referral method for school and out of school project settings.	Schools Out of school settings Specialist Provision	Tender's Safeguarding Lead.	Within 24 hours Tender's Safeguarding Lead will have contacted the setting's Safeguarding Lead. She will share necessary information regarding the disclosure to appropriate members of staff to ensure effective decision making about next steps.	safeguarding@tender.org.uk
	6	Referral method for project that Tender is fully responsible for.	Youth board Youth facilitators Specialist Provision	Tender's Safeguarding lead	Refer to the child or young person's borough Children's Social Services Or Refer to the vulnerable adult borough Social Services team.	Local Duty Team
	7	Referral method if any of the above process fails.	Schools Out of schools Specialist Provision Youth board	If Tender's Safeguarding Lead cannot be contacted, contact the Deputy Designated Safeguarding Lead.	Refer to NSPCC (National Society for the Prevention of Cruelty to Children).	NSPCC will refer to relevant Children's Social Services.
	10	Support offered to the staff member who received the disclosure and is working with the young person.	Specialist Provision Youth board	Team member's line manager.	In one-to-one supervisions the line manager is to talk with the member of staff who received the disclosure and may be supporting the young person to ensure their wellbeing.	

APPENDIX B: Code of Conduct

Tender Code of Conduct
Workshop Leaders

This Code of Conduct provides guidance for workshop leaders on what is expected of them when delivering work on behalf of Tender. If you have any questions about this guidance, please email Kate Lexén on kate@tender.org.uk.

The purpose of the code is:

- To maintain consistent quality, professionalism and effectiveness across all of Tender's work.
- To ensure workshop leaders are fully aware of the standards expected of them.
- To ensure that Tender maintains a deserved reputation for the high standards of its activities and the integrity of its representatives at all levels.

1. Professional Conduct – Participants

Workshop leaders delivering Tender workshops and training must maintain their role as a professional educator to both partners and participants and meet the high standards of delivery expected by Tender. They should always ensure that Tender's projects create spaces in which participants, particularly children and young people, are always valued, respected, listened to and taken seriously.

2. Professional Conduct – Partner Organisations

Workshop leaders must maintain a high standard of professionalism, in particular, though not exclusively, in relation to partner organisations (e.g., schools, youth centres and other VAWG organisations). Any issues arising with partner organisations should be discussed with Tender in the first instance, in order that any necessary action can be taken at management level. Care must be taken whilst on or near partner organisations' premises to ensure that discussions, including those with colleagues, maintain professionalism and could not be interpreted as criticising partners or Tender.

3. Safeguarding

Safeguarding procedures:

Workshop leaders must remind themselves of Tender's safeguarding policy and procedures before every project or workshop. It is important that the statement in the quick reference guide is read out in every workshop.

The setting's role:

In any settings where the participants are under 18 years old, the partner organisation is expected to ensure that a member of staff is present at all times. If no staff member is present at the start of the session, the workshop leader should not start the session and should contact Tender to discuss next steps. Similarly, if setting staff leave during the workshop, leaving the workshop leaders alone, the workshop leaders should pause the session and contact Tender before continuing. In settings where the participants are over 18 years old, Tender will agree

with them in advance whether a particular person should be present and, if so, inform the workshop leaders.

The workshop leader is not in the setting as a teacher or teacher substitute and should maintain appropriate boundaries. Workshop leaders should not be pulled into roles that are not their responsibility or remit, such as disciplining participants. If a young person has an accident the setting staff are responsible for administering first aid.

Contact with participants:
Avoid any unnecessary physical contact with children and young people, and discourage participants from making physical contact with you, except where it is a necessary part of a drama exercise. This includes any physical contact to control or manage interactions between the young people – this is the responsibility of the teacher present at the workshop.

Be aware that some students may be uncomfortable with physical contact (particularly with the opposite sex).

DBS checks:
All workshop leaders working with young people or vulnerable adults must hold an up-to-date DBS check (dated within the previous 2 years) or be signed up to the update service. Workshop **leaders must bring their original DBS document and a valid form of photo ID to all sessions.**

Workshop leaders must inform Tender immediately if they are arrested, charged, convicted or cautioned for any offence. Workshop leaders must also inform Tender immediately if they cease working for another organisation as a result of a safeguarding issue, complaint against them or disciplinary issue. If a workshop leader does not inform Tender of these matters and they come to Tender's attention, Tender reserves the right to immediately cease working with that workshop leader.

5. Communication with Young People

Any communication with young people, beyond that which takes place as part of project delivery, is prohibited. This includes but is not limited to:

- Online contact including services such as Facebook, Instagram, Twitter and internet forums; and instant messaging including WhatsApp and email.
- Telephone contact: messages or calls from mobiles or landlines.
- Meeting a young person outside of contracted sessions.

Should a young person attempt to contact you online or in person, you should reject their request or not respond, and inform Tender.
If a young person wishes to get into contact with you, they can contact Tender and we will pass the message on.
If you or the child/young person needs to pass on information regarding a performance or workshop, in all instances it should go through the allocated teacher/youth leader of the project, the school or Tender and they/ we will liaise on your/ the student's behalf. Tender can be contacted at home@tender.org.uk or 0207 697 4275.

5. Contracts

Workshop leaders must sign and return a copy of each project or workshop contract they receive within one week, and in any event at least one week before the date of the project or workshop.

6. Safety, Wellbeing, and Illness

The safety of workshop leaders and participants is of paramount importance to Tender. If a workshop leader is unable to deliver a project or workshop they have agreed to, they should inform Tender as early as possible so that alternative arrangements can be made. If a workshop leader informs another workshop leader that they are unable to deliver a project or workshop that they are co-facilitating, that workshop leader should discuss with Tender, not with the school.

The project or workshop contract will contain details of the cancellation and payment policy.

Tender encourages workshop leaders to make use of Tender's Employee Assistance Programme should they require any support following a workshop.

7. Monitoring Forms

After each session, a monitoring form **must** be completed describing the content of the session, issues to be addressed etc. These forms must be returned to Tender within 3 days of the session. Failure to return monitoring forms may cause delays in authorising invoices for the corresponding work. Workshop leaders will be signposted to the monitoring form when contracted to deliver a project.

8. Questionnaires

Evaluative questionnaires for projects will be sent to workshop leaders along with resources. Please ensure these are completed as instructed as these can differ from project to project. Please ensure all questionnaires are checked for potential disclosures and posted to the office within 7 days of the end of the project.

9. Dress

Workshop leaders should take care to dress appropriately for the sessions they deliver. Clothes should be clean and in good condition and avoid logos or designs that could distract participants.

10. Timekeeping

Session contracts will generally state the start and end times of face-to-face delivery. It is the workshop leader's responsibility to ensure they arrive in good time to locate their lead contact and **where possible the Designated Safeguarding Lead for the setting**, go to the session location and set up anything necessary before the stated start time. All sessions should run their full stated length unless otherwise directed by the partner organisation.

Workshop Leaders should ensure they have communicated with their co-facilitator to plan the session before arriving at the session location.

11. Resources

Project specific resources will be provided. If you are missing resources or if further copies of resources are required for subsequent work, it is the workshop leader's responsibility to inform Tender with sufficient notice prior to the work taking place.

It is the responsibility of Workshop Leaders to keep up to date with new projects, resources, training opportunities and changes to Tender via the monthly workshop leader newsletter. Historical copies of the newsletter are uploaded to the SharePoint folder.

12. Intellectual Property

Tender's resources and working methods are the intellectual property of Tender and are provided to workshop leaders for the sole purpose of delivering Tender projects. At no point should these be passed to any third party, including partner organisations, without express consent from Tender. Tender's resources and working methods should not be used in the delivery of any projects or workshops outside Tender projects (e.g., if a workshop leader delivers work on behalf of another organisation).

13. Ongoing Training and Observation

Workshop leaders are expected to complete appropriate training before commencing work as facilitators for Tender and will be required to complete refresher and ongoing professional training to continue working with Tender over time. In particular, workshop facilitators must complete safeguarding training at least every two years. The training will be arranged and delivered by Tender.

Periodically Tender will send a member of staff to observe sessions and/or performances, for quality assurance and staff development purposes as well as to escort guests who are interested in supporting Tender.

14. Photography, Recordings and Social-Media

Some Tender workshops and performances are filmed and/or recorded by other means. Signing this code of conduct gives consent for any recordings that include you to be used by Tender for promotional purposes. If you would prefer Tender to not use photographs or recordings that include you, please contact Kate Lexén on kate@tender.org.uk.

Workshop leaders must not take any photographs or recordings during workshops, unless agreed in advance with Tender. Tender will endeavour to provide appropriate equipment for any approved photography or recordings.

We encourage workshop leaders to share social media posts from Tender. Workshop leaders using their own social media profiles, blogs or websites to promote their work with Tender should make it clear that they are doing so in a personal capacity. When referring to their work with Tender, workshop leaders must not: disclose confidential information; abuse or harass anyone; post photographs without obtaining Tender's permission; share content which is libellous, defamatory, offensive, racist, obscene, or which infringes copyright; or post anything which brings Tender into disrepute. If a workshop leader is contacted by the press about any social media posts relating to their work with Tender, they should talk to their Tender contact immediately and under no circumstances respond directly. Tender's logo and trademarks can be used by workshop leaders when posting about their work with Tender.

15. Equality

Tender is an equal opportunity service provider, committed to ensuring practices free from unlawful or unfair discrimination. We aim to promote equity, diversity and inclusion in everything we do. Workshop leaders must ensure their delivery is inclusive and non-discriminatory and reflects and celebrates the diversity of participants and acknowledges and explains the ways in

which inequality and discrimination affect minoritised groups within the context of domestic abuse and sexual violence.

16. Raising Concerns and Disciplinary Procedures

If a workshop leader has concerns about the behaviour of any setting staff, co-facilitator(s) or a member of the Tender team which is a safeguarding issue, please follow the procedures in the Tender Safeguarding policy. If a workshop leader has any concerns about any behaviour which is not a safeguarding concern, they should contact Kate Lexén on kate@tender.org.uk for a confidential discussion about the issues.

Workshop leaders are expected to challenge any unlawful, unethical, or inappropriate behaviours where the session plan covers such behaviours. In all other circumstances, please do not discuss the behaviour with the person about whom you have concerns (instead, contact Tender as outlined above).

Any incidents of behaviour falling below the standards expected in this Code of Conduct will be investigated by Tender, and Tender may temporarily or permanently cease working with a workshop leader if this Code of Conduct is breached. Tender may require that a workshop leader complete additional training (without pay) to address any breaches of this Code of Conduct before working with them again. Tender reserves the right to remove a workshop leader from a project without pay if this Code of Conduct is breached.

Quick Reference Guide

Please read this quick reference guide before every project or workshop you deliver on behalf of Tender.

Confidentiality Agreement
Always state the following confidentiality statement at the beginning of your first session workshop with young people:

"We would like to keep what is talked about during the sessions, private and 'in the room'. But we can't guarantee this so if you don't want to talk about anything personal please don't feel you have to. If anything that we talk about in the sessions brings issues up for you, then we'll be around after each session should you want to talk to us. However, if you tell us something that we are concerned could be harmful to you or endangering you then we would need to tell the Designated Safeguarding Lead in the school/youth project so that you can be made safe. The Safeguarding Lead here is ……"

Resources
You will have been sent any resources specific to the project or workshop by email.

Photography and Recording
Do not take any photographs or recordings during the project or workshop unless this has been agreed in advance with Tender.

Contact with Participants
Avoid any unnecessary physical contact with children and young people, and discourage participants from making physical contact with you, except where it is a necessary part of a drama exercise.

What to do if….

- You are unwell before the project or workshop: please tell your Tender contact as far in advance of the project or workshop as possible. If you are unwell on the day of the project or workshop, please call the co-ordinator that booked you onto the project in the first instance. Their contact details can be found on the coversheet of your session plan.
- You become unwell during a project or workshop, or unable to continue with a workshop for any reason: please tell your co-facilitator and then contact the co-ordinator that booked you onto the project. Once you have told us, please leave the project or workshop immediately. We will work with the co-facilitator and school to complete the project or workshop if possible.
- Your co-facilitator becomes unwell immediately before or during a workshop: pause the workshop and please call the co-ordinator that booked you onto the project to discuss how to proceed.
- There is an incident which could risk your safety or wellbeing, e.g., an incident between participants: pause the workshop and call us on 0207 697 4277 to discuss how to proceed. Allow the setting staff present to deal with the incident.
- If there is no member of setting staff present at the start or during any part of the project or workshop: do not begin or continue the workshop and call the co-ordinator that booked you onto the project to discuss how to proceed.
- If there is a safeguarding incident: follow Tender's safeguarding procedure.

- If a participant tries to initiate physical contact such as a hug: deflect them and offer a handshake or high five.
- If a participant contacts you after the project or workshop, in person or online: do not respond and immediately contact your usual Tender contact.

Appendix C: Staff and Trustee Declaration

Safeguarding Policy

Read and Signed 2025

Name of member of staff/trustee/workshop leader/volunteer: _____

By signing this document, you:

- Confirm that you have read through **Tender's Safeguarding Policy and Procedures.**
- Understand your responsibility regarding correctly and as fully as possible documenting any disclosures.
- Keep disclosures and incidents confidential, only to be discussed with Designated Safeguarding Leads.
- Agree to follow the **Code of Conduct**, guidelines and laws stated in the **Safeguarding Policy**, workshop leader packs or any other communications from Tender.
- Confirm that you have read "Keeping Children Safe in Education September 2024". https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf
- Confirm that that there is **no reason** why you should be considered unsuitable to work with children and young people and agree to: (i) notify Tender if you incur a criminal conviction that isn't present on your DBS; and (ii) cooperate promptly with Tender's request for documents or information to renew or check your DBS certificate status.

If you are found to be in breach of any of the above, or not correctly following **Tender's Safeguarding Policy** and laws stated within them, Tender has the right to remove you from any project without pay and inform the authorities where necessary (in the case of workshop leaders) or may result in disciplinary action (in the case of staff or Trustees).

Signed:_____ Date:_____

Please sign and return one copy to: Trupti Reddy, Tender, Unit 1.01 Wenlock Studios, 50 - 52 Wharf Road, London N1 7EU, trupti@tender.org.

APPENDIX D: Safeguarding Concern Process for Schools and Youth Settings

If a child/young person discloses information to you or behaves in a way that indicates that they may be at risk of immediate danger, or that the risk is current, you should take the following steps:

1. The supervising teacher/staff member, and co-facilitator, must be made aware that you have a safeguarding concern, as soon as is practically possible.

2. You must inform the Designated Safeguarding Lead (DSL) - or member of the safeguarding team - **before leaving the setting**. Reporting to the DSL in the setting will ensure sustainable support for that child/young person, which Tender cannot provide, due to the short-term nature of the interaction with the child/young person.

3. The actual details of the safeguarding concern must only be shared with the DSL or member of their team, **not** the supervising teacher/staff member in the room.

4. If the DSL is not on site, you should ask what procedure the setting takes when this is the case and follow it accordingly.

5. Inform Tender's DSL, Susie McDonald, as soon as is practically possible. This is preferably done via email: safeguarding@tender.org.uk. However, if the situation is urgent you can contact her by phone: 07957 971 974.

6. Complete the Safeguarding Concern Report Form in as much detail as possible and send to Susie McDonald. Ideally, this should be sent **on the same day**, but **must always be received within 24-hours** of the taking place. Please do not copy other members of Tender staff into this email as it should only be read by the DSL and considered confidential. The Safeguarding Lead may share necessary information about the concern with appropriate members of Tender staff in order to ensure effective decision making about next steps. All conversations and communications will remain confidential.

   Please note: the safeguarding Concern Report Form should be sent as a PDF

7. On receiving the Safeguarding Concern Report Form, Susie McDonald will confirm receipt and make every effort to contact the school/setting DSL immediately. Once Susie has confirmed that she has received the Safeguarding Concern Report Form, you should delete any record of this from your personal devices (including any email attachments).

Important:
If the disclosure is made by the child to a teacher or staff member in the presence of a Tender workshop leader, it is the responsibility of the setting to report to their DSL to progress it. The workshop leader should still complete a Safeguarding Concern Report Form and forward to Susie McDonald.

You must check all paper evaluation forms before leaving the setting, and take the following steps to action any comments of concern:

1. Show the comment(s) to the teacher in the room. This step will a) help you identify the name of the student and b) give any useful context to the written comment before you take this to the DSL.

2. Share with the DSL in the setting. Do not leave the survey with the school; they are permitted to take a photocopy if they wish.

3. Email the coordinator/programme manager who booked you to confirm you have taken these steps – letting them know the name of the school. Please do not include any more details about the safeguarding concern.

4. Add your signature next to each comment you have passed on to the school before sending the surveys back.

5. Please now complete a safeguarding concern report following the standard steps. Please record in this report that this safeguarding concern was written on a completed survey.

APPENDIX E: Managing disclosures by adults during Tender training sessions

Managing disclosures

by adults
during Tender training sessions

Guidance Document January 2026

This guidance is for workshop leaders and Tender staff delivering:

- Parent/family/carer sessions
- Inset/staff training
- Post 18/university settings training

This document outlines:

- how you **must** introduce safeguarding and support at the beginning of all sessions
- the guidelines you **need** to follow if a participant discloses an experience of domestic abuse or sexual violence to you

The groups that you are likely to be working with are:

1. parents/carers/family members
2. professionals (teachers, youth workers, social care providers)
3. Students and staff in higher education settings

While we do not have a responsibility to safeguard adults, we do have a duty of care to provide them with information about support. ***Where an adult is responsible for a child, we do have a safeguarding duty for that child.***

Tender does not provide frontline support for victims/survivors of domestic and sexual violence, and it is ***important that you do not try to provide that support*** in your role as a Tender trainer.

In order to ensure that participants access the support they may need and that you are confident about your own role, please read and follow the steps provided below.

Sessions with Parents/Carers/Families

Introducing the session

When introducing the session and setting up the group agreement/or discussing self-care please include the following statement:

"Some of the content we will be discussing today can be difficult and we would encourage you to take care of yourself and take breaks if you need to. The session may raise personal issues for you that you want to seek support for. Tender is not a front-line organisation, so we cannot safely support with disclosures or provide you with the support a survivor deserves. However, we will give a list of support organisations at the end of this session, which are both local and national and we would encourage you to reach out to those, if you need support.

You can also speak to {name of Designated Safeguarding Lead)} at your school if you want support with accessing help. If you are ever in immediate danger, please call 999.

Tender has a safeguarding responsibility for all children and as you are here as a carer/parent/family member, we do want to let you know that if we are concerned about the wellbeing of a child, we would need to talk to the designated safeguarding lead in the school {name here} to ensure that the child is properly protected."

Receiving a disclosure from a parent/carer/family member

If a participant discloses to you, please follow these steps:

1. Thank them for sharing the information and acknowledge how difficult it can be to talk about these issues.

2. Establish if they are at risk of harm currently. If it is not clear from what they tell you, you can ask questions like "how safe do you currently feel?" or "How do you feel about going home?"

3. **If the disclosure is historic and they and any children are not at risk of current harm,** acknowledge that although the actual act may not be happening now, the physical and mental impact may still be present. Encourage them to consider the organisations that have been shared at the end of the session, that can give them support if they feel it might be useful.

4. **If the situation is current and involves children**, remind them of the introductory statement about accessing support, and our safeguarding responsibility for children which means that you need to contact the DSL in the setting as a matter of urgency and contact Tender's DSL, Susie McDonald by phone on 07957971974. Encourage the person to stay in the setting.

5. Following the disclosure, complete the Safeguarding Concern Report Form in as much detail as possible and send to DSL Susie McDonald by email to safeguarding@tender.org.uk. Ideally, this should be sent **on the same day**, but **must always be received within 24-hours** of the disclosure taking place. Please do not copy other members of Tender staff into this email as it should only be read by the DSL and considered confidential.

6. **Please do not worry about defining whether the issue is a disclosure or a cause for concern** – simply complete the form with as much detail as possible.

Please note: the Safeguarding Concern Report Form should be sent as a PDF document.

Sessions with Professionals; teachers/safeguarding professionals and higher education students over 18

When introducing the session and setting up the group agreement/or discussing self-care please include the following statement:

"While you are here as a professional or because you have a particular student role, some of the material that we will cover in this session may affect you personally. Or you may be here as a student who is interested in the issue. We would encourage you to take care of yourself and take breaks if you need to. It may raise issues for you that you want to seek support for. Tender is not a front-line organisation, so we cannot safely support with disclosures or provide you with the support a survivor deserves. However, we will give a list of support organisations at the end of this session, which are both local and national and we would encourage you to reach out to those, if you need support.

You can also speak to {name of DSL} at your school/organisation/university if you want support with accessing help. If you are ever in immediate danger, please call 999."

Receiving a disclosure

If a participant discloses to you, please follow these steps:

1. Thank them for sharing the information and acknowledge how difficult it can be to talk about these issues.

2. Establish if the issue is current or historic. If it is not clear from what they tell you, you can ask questions like "how safe do you currently feel?" or "How do you feel about going home?"

3. **If the disclosure is historic and they and any children are not at risk of current harm,** acknowledge that although the actual act may not be happening now, the physical and mental impact may still be present. Encourage them to consider the organisations that have been shared at the end of the session, that can give them support if they feel it might be useful.

4. **If the situation is current**, remind them of the introductory statement about accessing support. If the participant says that they do not want the disclosure shared, as they are over 18, that is their right. You can encourage the participant to seek help and offer to stay with them while they contact a support organisation.

5. **If the participant does want to share** their disclosure with the DSL in the setting, where possible include the participant in the process of sharing, for example going with them to the DSL after the session. The DSL will follow their internal safeguarding procedure.

6. **If the disclosure suggests a child is at risk,** follow the guidance above even if they are not in a specific parent/carer/family session.

7. Complete the Safeguarding Concern Report Form, whether it is historic or current, **without adding the name** of the participant and send to Tender's DSL, Susie McDonald, as soon as possible by email to safeguarding@tender.org.uk. Susie can contact the safeguarding lead at the setting to make them aware that there has been a disclosure, without giving any specific details or breaching confidentiality.

8. Please do not copy other members of Tender staff into the email to Tender's DSL as it should only be read by the DSL and considered confidential.

Please note: the Safeguarding Concern Report Form should be sent as a PDF document.

APPENDIX F: Safeguarding Concern Report Form

If a child/young person discloses information to you or behaves in a way that indicates that they may be at risk of immediate danger, or that the risk is current **it is vital that you follow the Safeguarding Concern response process as laid out in your contract.**

How to complete this form

Please provide as much information as possible, ensuring you have responded to every question.

Due to the high number of projects that Tender delivers, it is important that you give specific information about the project and young person involved, so that we can ensure that appropriate action is taken swiftly and without unnecessary delays.

If your report refers to more than one child and/or young person, a separate Safeguarding Concern report should be made for each subject.

When this form has been completed, please save it and email in PDF format to Tender's DSL: safeguarding@tender.org.uk

For further guidance on Tender's Safeguarding Concern process, please see your contract and Tender's Safeguarding Policy.

How does Tender use this form?

This form is for Tender's records and will be forwarded to the Designated Safeguarding Lead at the school/setting in which the disclosure took place. You should not expect to hear updates from the school or Tender related to this disclosure.

Please note that, although unlikely, Safeguarding Concern Report Forms may be used as evidence in criminal proceedings. Therefore, all included information should be factual and free from opinion and bias

Safeguarding Concern

Report Form November 2025

Managing disclosures by children and young adults (including participants over 18).

When a child or young person discloses to you, or they say something or behave in a way that concerns you, **it is important that you see the Designated Safeguarding Lead (DSL) before leaving the setting**, to make them aware of the concern. If they are not available, please ask what the procedure is for ensuring the DSL is aware that there has been a disclosure.

Managing disclosures by adults during Tender training sessions. Please follow the "Guidance Document January 2026" to ensure you are confident about the process.

This form is for Tender's records and will be forwarded to the Designated Safeguarding Lead at the school/setting in which the concern took place. Please provide as much information as possible.

School/setting name:	
Supervising teacher/staff member:	
Name of child/young person:	
Year group of child/young person:	
Ethnicity of child/young person:	
Disability of child/young person:	
Name of adult making disclosure (if permission given)	
Date of safeguarding concern:	
Project ID:	

Are you reporting your own concerns or passing on those of somebody else? Please give details:

Brief description of what has prompted the concerns *(please include dates and times of any specific incident/s, if the disclosure took place during the session/during a specific exercise etc.)*:
To your knowledge, has the child/young person received support for this particular issue in the past?:
Have you spoken to the child/young person? If so, what was said?:
Have you passed the information on to the Designated Safeguarding Lead at the school/setting? (*Please provide as much information as you can about who you spoke to and what was discussed)*:

Your name:	
Signature:	
Today's date:	

Tender's Designated Safeguarding Lead: Susie McDonald

Email: safeguarding@tender.org.uk as a PDF document.

APPENDIX G: working with beneficiaries who are over 18 years of age

1. **Tender's Duty of Care**

For the purposes of focusing on the wellbeing of the beneficiaries in our sessions, Tender will take a 'transitional safeguarding approach'. "Bridging the Gap; Transitional Safeguarding and the role of social work with adults" describes how this is used and aligns with Tender's focus on duty of care and support for young adults.

"the term Transitional Safeguarding " describes the need for an approach to safeguarding adolescents and young adults fluidly across developmental stages which builds on the best available evidence, learns from both children's and adult safeguarding practice and which prepares young people for their adults lives.

https://assets.publishing.service.gov.uk/media/60b108a88fa8f5489192fdb3/dhsc_transitional_safeguarding_report_bridging_the_gap_web.pdf

Tender recognises that in some of the settings in which we deliver our programmes we have adult beneficiaries who do not necessarily meet the definition of, or who have not been identified as, an adult at risk but still need support and advice to be safe from harm. In such instances where beneficiaries over 18 attend a workshop and a safeguarding concern is raised about them, Workshop Leaders must still follow Tender's Safeguarding policy. Here are some scenarios where we may be involved in safeguarding adult beneficiaries:

- Students who are victims of domestic abuse
- Students who disclose that they been victims of a crime (including historic offences) e.g. Female Genital Mutilation, sexual assault, physical assault, modern day slavery or human trafficking
- Students who are vulnerable due to their circumstances e.g. homelessness, or adults with substance or alcohol misuse issues
- Where an adult experiencing abuse is a parent, (or where they have care of a child) we also have a duty of care to consider if that child is safe
- Students who may be experiencing a mental health crisis or those who have a long-term mental health condition where this means they could pose an immediate or ongoing risk to themselves

Adapted from LIGHTHOUSE FUTURES TRUST SAFEGUARDING CHILD & ADULT PROTECTION POLICY FOR SCHOOLS & COLLEGES Academic Year 2025-2026

2. GDPR: sharing of personal details of adult beneficiaries

Tender's approach to data sharing is based on guidance in the GDPT & Data Protection Action 2018 (GDPR and Data Protection Act 2018):

- The GDPR permits the **lawful** sharing of information.
- The law does not prevent the sharing of sensitive, personal information between organisations where the public interest served outweighs the public interest served by protecting confidentiality – for example, where a serious crime may be prevented.

- You may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
- There should be a local agreement or protocol in place setting out the processes and principles for sharing information between organisations. (*see note regarding the Audit form below)*
- An individual employee cannot give a personal assurance of confidentiality (*see wording for workshop leaders to make as a statement at beginning of session which is a requirement for all workshop leaders)*
- Frontline staff and volunteers should always report safeguarding concerns in line with their organisation's policy – this is usually to their line manager in the first instance except in emergency situations. (So that would be WSLs trying to speak to the setting's DSL in the first instance and then with Tender's DSL).
- It is good practice to try to gain the person's consent to share information.
- As long as it does not increase risk, practitioners should inform the person if they need to share their information without consent.
- Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record. (*this would be something Tender's DSL would be responsible for. If WSLs are in any doubt about sharing information, they should contact Tender's DSL).*

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children and vulnerable adults.

3. The pre-project audit template

Additional questions for the audit:

1. What is your procedure for supporting students over 18 are not vulnerable or at risk but do disclose experiences of harm/abuse?

2. If you do, please provide a link to your procedure

4. Confidentiality statement for WSLs at start of EVERY session (and for any latecomers):

Note: this statement must be added to WSL contracts once confirmation is given by setting that participants will be over 18.

"We would like to keep what is talked about during the sessions, private and 'in the room'. But we can't guarantee this so if you don't want to talk about anything personal, please don't feel you have to. If there is anything that we talk about that brings up issues for you, then we'll be around after each session should you want to talk to us.

While most of you are 18 or over and so young adults, we have a duty of care towards you and so, if you tell us something that we are concerned could be harmful to you or endangering you then we would need to tell the Designated Safeguarding Lead in the college/youth project so that you can be made safe and receive the support you deserve. We will talk to you about this. The Safeguarding Lead here is ……."

APPENDIX H: Allegations of Abuse Concerning a Staff Member

This should be used in conjunction with Tender's Whistle Blowing Policy

Please fill out as much as you know. This form is for Tender's records.
An allegation is when a person has a concern about how someone has behaved:

- In a way that harmed or may have harmed child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates it unsuitable to work with children.

In what ways has the person (s) acted in a way that may have harmed or may have harmed child?

In what ways has the person (s) possibly committed a criminal offence against or related to a child

In what ways has the person (s) behaved towards a child in a way that indicates they are unsuitable to work with children?

Your name:

Date of reporting:

Signature:

Please return to susie@tender.or.uk only, titled 'confidential'

APPENDIX I: Photography and Video

Many of our projects and productions are photographed and videoed. We may wish to make a photographic record of activities for a number of reasons, including the promotion of our work, the compilation of reports and archival purposes. However, it is possible for offenders to manipulate images of children to create child pornography; individual children can also be identified with a

particular school or setting and then targeted for abuse or kidnapping or recognised by a domestic abuse perpetrator. In order to mitigate these risks, we should:

- Seek the active and informed consent of the teacher or setting contact with which we are working, to take the photographs or film in the first place, and to use it for specified purpose(s).
- Ensure that images of children are stored securely.
- Ensure that children and young people should only be identified using first names in press releases and marketing material.

It is also important that all young people photographed or filmed complete press and image consent forms prior to filming. This includes gaining parental consent for those under the age of 18 years and under the age of 21 for those with Special Educational Needs for use in Tender's marketing material.

APPENDIX J: E-safety

The use of information technology is an essential part of all our lives; it is involved in how we as an organisation gather and store information, as well as how we communicate with each other. It is also an intrinsic part of the experience of our children and young people and is greatly beneficial to all.

However, it can present challenges in terms of how we use it responsibly and, if misused either by an adult or a young person, can be actually or potentially harmful to them.

We will promote e-safety by:

- Ensuring safety online applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students and anyone working on behalf of Tender.

- Protecting children and young people who receive Tender's services and who make use of information technology (such as mobile phones, games consoles and the Internet) as part of their involvement with us.

- Ensuring that, as an organisation, we operate in line with our values and within the law in terms of how we use information technology.

- Working in partnership with children, young people, and other agencies, which is essential in promoting young people's welfare and in helping young people to be responsible in their approach to e-safety.

- Applying a range of procedures that provide clear and specific directions to staff on the appropriate use of ICT.

- Supporting and encouraging the young people using our service to use the opportunities offered by mobile phone technology and the internet in a way that keeps themselves safe and shows respect for others.

- Ensuring the statements about safe and appropriate ICT use in the codes of conduct both for staff and volunteers and for children and young people are understood and followed.

- Using our procedures to deal firmly, fairly and decisively with any examples of inappropriate ICT use, complaints or allegations, whether by an adult or a child/young person (these may include breaches of filtering, illegal use, cyberbullying, or use of ICT to groom a child or to perpetrate abuse).

- Reviewing and updating the security of our information systems regularly.

- Providing adequate physical security for ICT equipment.

- Ensuring that usernames, logins and passwords are used effectively.

- Using only official email accounts provided via the organisation and monitoring these as necessary.

- Ensuring that the personal information of service users (including service users' names) are not published on our website.

- Ensuring that images of children, young people and families are used only after their written permission has been obtained, and only for the purpose for which consent has been given.

- Any social media tools used in the course of our work with children, young people and families must be risk assessed in advance by the member of staff wishing to use them.

- Providing effective management for staff and volunteers on ICT issues, through supervision, support and training.

- Examining and risk-assessing any emerging new technologies before they are used within the organisation.

We recognise that:

- The welfare of the children/young people who come into contact with our services is paramount and should govern our approach to the use and management of electronic communications technologies.

- Staff should not contact young people via social networking sites or phones.

Online safeguarding – Moderating

Definition
Public interactive communication services through which individuals can make contact and exchange personal information with other users in a virtual public "space" such as but not limited to:

- Message boards
- Chat services
- Text to screen
- TV chat services
- Interactive games with chat or messaging facilities, and
- Chat or game services that use 'location services' as part of the communication facilities.

Tender follows the Home Office Good Practice Guidance for Moderation of Interactive Services for Children. It recommends that organisations:

- Assess the potential risk to children; establish if it would be appropriate to use moderation and, if so, decide the form of moderation to use.

- If using human moderation, assess the risk that a child abuser may apply for a position and develop policies for the safer recruitment, training, management, and supervision of moderators to safeguard against this.

- Make clear to users whether the interactive service is moderated, and if so, by what means, either human or technical moderation.

- Provide clear and prominent information to users about the kind of service offered, for example is the chat room moderated or un-moderated? If moderated, what form of moderation is used, i.e., technical, or human moderation and how does it work?

- Advise parents of the importance of communicating with their children about their safety online on a regular and consistent basis, as moderation or other safeguards are not foolproof.

- Regularly update children and young people of the potential risks to them. This should include what additional measures they can take, for example, tools to block communication or record communication dialogue etc.

- Inform users of a moderated interactive service that they have a means of contacting the moderator for assistance if they have concerns or difficulties when using the service In mass emails, only blind copying respondents and not sharing email addresses of young people with each other unless relevant safeguarding and consent forms have been signed and agreed by the young people and their parents or carers. Records of young people; Tender staff need to be mindful of the Data Protection Act when archiving and destroying information regarding young people. Distribution of young people's contact details and information can only happen when permission is sought either from the young person or, if under 18 from their parents.

APPENDIX K: Project Planning

Project managers should carry out risk assessments as part of the process of planning projects and activities and continue to monitor the risks throughout the life of the project. In practice this will mean drawing up and applying guidelines to our core work and carrying out individual risk-assessments for one-off projects.

As part of the risk-assessment, it should be established:

- Who will lead or be involved in the activity, and therefore have contact with children and vulnerable adults?
- Must that person have a Disclosure check? Do they already have one?
- Does that person fully understand our Safeguarding policy? Have they read and signed the copy? Is the signed copy on their file?

Where is the activity to take place?

- Does the working environment present any risks in itself, either to the health and safety of the group, or specific child protection risks?
- Who is in charge of the building where the activity is to take place, and how do we contact them if anything goes wrong?

How many children, and what age-range are to be involved?

- What happens if we are asked to work with a larger group of children than we think is safe for the activity?
- What happens if some or all of the children are of an inappropriate age-group for the activity?

Who is responsible for supervising the children?

- What happens if our staff or workshop leaders are left in sole charge of children?
- What happens if a child behaves inappropriately during the session?
- What happens if a child leaves or tries to leave the session or activity?

What happens if there is an accident or injury during the session?

- If a child had to be taken to hospital, whom should we inform? Who should accompany the child?

What happens if a child makes an accusation against a member of our staff, or an artist employed by us?

- What procedure should the member of staff or artist follow?
- Who should be informed?

APPENDIX L: Safer Recruitment

VIGILANCE

Tender's priority is to create an environment where:

- A safe space is created in which children and young people can thrive, aspire and learn to the best of their ability
- All staff, trustees, workshop leaders and volunteers are vigilant about looking out for potential harm to children and young people
- Children and vulnerable adults are free from harm
- Allegations are dealt with immediately and effectively
- An open and safe environment creates a culture that is positive for all
- Everyone is clear on roles, responsibilities and boundaries
- Tender shows that safeguarding is a priority
- Staff, workshop leaders, trustees and volunteers are protected from misplaced allegations

When recruiting staff, Tender will take the following steps:

1. All applicants to submit a covering letter or application form alongside a curriculum vitae. A curriculum vitae on its own will not provide adequate information.
2. A face-to-face element will generally be included in the hiring process before a role is offered, for example through an in-person interview or through a facilitation day (for workshop leaders). Online interviews will still be offered to applicants (in particular, to ensure accessibility to applicants who may not be able to attend in person), but in such circumstances the Hiring Manager and Designated Safeguarding Lead will discuss additional due diligence checks to ensure safeguarding remains at the forefront of the process.
3. Work history is checked for gaps and should be explained (e.g., maternity leave). Work history must be verified, consistent and accurate.
4. Questions at interview should explore the work history and include a question about safeguarding to ensure the candidate understands its relevance, and their attitudes, values and behaviours are assessed.
5. References are requested and followed up on (ensuring that there is a question about appropriateness of candidate to work with children/young people). Tender's standard reference request form has been designed to ensure we elicit relevant information and referees are aware of the need to disclose accurate information.
6. DBS checks will be carried out once an offer of employment is made.
7. At the beginning of employment, induction includes focus on safeguarding policy and procedures, and ongoing and refresher training ensures all staff are kept up to date on the most recent legislative and Tender approach to safeguarding.
8. Regular supervision ensures monitoring of behaviour and performance.

Volunteers will be subject to the same rigorous processes set out in the recruitment and selection policy as paid staff, especially if they have contact with young people or vulnerable adults.

For Trustees
The Charity Commission outlines four clear expectations for trustees:

- Provide a **safe and trusted environment**. Safeguarding involves a duty of care to everyone who comes into contact with your charity, not just vulnerable beneficiaries like children and young people.

- Set an **organisational culture that prioritises safeguarding**, so it is safe for people to report incidents and concerns in the knowledge they will be dealt with appropriately.

- Have adequate safeguarding **policies, procedures and measures** to protect people and make sure these are made public, reviewed regularly and kept up to date.

- Handle incidents as they arise. **Report them to the relevant authorities** including the police and the Charity Commission. Learn from these mistakes and put in place the relevant mechanisms to stop them happening again.

APPENDIX M: Additional Information Only

The following references to the CAF (Common Assessment Framework) and Team Around the Child (TAC) processes are only for additional information purposes, for those working with children and young people.

CAF (Common Assessment Framework)

There may be occasions where a child presents behaviour that is of concern to professionals, but the situation is not a case of child abuse. In such instances a worker advocating on behalf of the child may request that a CAF (Common Assessment Framework) is completed with the young person. The CAF exists in order to provide a joined up, holistic and strategic response to young people's welfare. The assessment should be carried out by someone working with the child or young person on a regular basis in a professional capacity. The overarching aim of the CAF is to determine what level of support is required to assist the child or young person (and their families). The CAF is a voluntary process.

CAF is underpinned by an integrated approach to support and has been designed for use by all professionals working with children and families with additional needs, but who do not meet the threshold for more intensive interventions such as those associated with children's social care or safeguarding. Existing research suggests that CAF can lead to positive outcomes for children and families and help to enhance integrated working across the children's workforce (Gilligan and Manby, 2008; Norgate, Traill and Osbourne, 2009; Easton, Morris and Gee, 2010).

TAC (Team around the Child)

TAC is a model of multi-agency service provision. The TAC brings together a range of different practitioners from across the children and young people's workforce to support an individual child or young person and their family. The members of the TAC develop and deliver a package of solution-focused support to meet the needs identified through the common assessment. The TAC model often supports the Common Assessment Framework process. It is important that the child or young person and their family are involved in the TAC process.

It is unlikely that staff working with Tender should ever be directly involved in the CAF or TAC process. However, if observations are made about a child or young person by a member of staff representing Tender that are of concern, the worker should enquire whether or not the child or young person is involved in the CAF/TAC process and ensure that details are passed on to the relevant lead worker as appropriate.

END OF POLICY