

# SAFEGUARDING POLICY AND PROCEDURE FRAMEWORK



Tall Ships



**Tall Ships**  
YOUTH TRUST

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# CEO'S INTRODUCTION

Tall Ships Youth Trust (TSYT) is committed to enabling young people to fulfil their life potential through experiences at sea and by breaking down the barriers they face in society. To do this, our work inherently involves putting adults, young people and vulnerable adults together in a confined space for days at a time. As a result, TSYT is constantly at high risk of encountering a safeguarding event and we need to do everything in our power to protect those in our care and to deter those who may harm them.

This policy, and the implementation of it, is a vital part of our work at TSYT, and is to be read, understood and enacted by everyone who comes into contact with our voyagers, full-time staff, contractors and volunteers alike. Nobody should be left in any doubt about how important this policy and knowledge of it is to TSYT and the people we seek to support.

*Alastair Floyd*

**Alastair Floyd**

Chief Executive Officer



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## 1.0 PURPOSE OF THE POLICY

**1.1** The purpose of this policy is to **safeguard children and vulnerable adults** who are with the staff and volunteers of Tall Ships Youth Trust (TSYT). This policy provides framework that staff and volunteers can refer to when dealing with a safeguarding issue. Equally, it provides organisation security to TSYT if staff members or volunteers are faced with an allegation or indeed have breached the policy or legislation.

**1.2** The key part of this policy is its accessibility and understanding by all staff members and volunteers. Without this, it becomes a document and not a working living policy.

## 2.0 ABOUT THIS POLICY

**2.1** This policy sets out a framework for TSYT staff members and volunteers **to safeguard the children and vulnerable adults**, staff and reputation of the company. The policy explains the emerging risks and signposts staff to obtain the correct help. The policy is divided into two parts set out in [section 4.0](#). The policy is bespoke to TSYT.

**2.2** Definitions:

<b>Child</b>	anyone under the age of 18
<b>Vulnerable Adult</b>	<p>The Department of Health defined as a person aged 18 or over who may need community care services because of a disability (mental or other), age, or illness.</p> <p>This has been superseded by Section 42 of Care Act 2014 identifying 'adult at risk', defined as someone who has care and support needs impairing their ability to function. This policy refers to vulnerable adults in this context.</p>
<b>Functional capability</b>	<p>Due to the nature of our environment at sea, all voyage crew must have a base level of physical and mental capability to ensure they can safely access our experiences and programme. We refer to this as Functional Capability, devised by TSYT for operational and safety purposes - See Appendix D (page 26) for full details.</p>



## **3.0 LEGAL FRAMEWORK**

### **3.1**

- [Children Act \(1989\)](#)
- [Children Act \(2004\)](#)
- [Education Act \(2002\)](#)
- [Keeping Children Safe in Education \(2022\)](#)
- [Working Together to Safeguard Children \(2018\)](#)
- [The Criminal Law Act \(1967\)](#)
- [Care Act \(2014\)](#)
- [Safeguarding Vulnerable Groups Act \(2006\)](#)

*We believe the welfare of children and vulnerable adults in our care is paramount, taking into account the wishes and feelings of the individual. We fully endorse the Children Act (1989).*

### **3.2 We will keep children and vulnerable adults safe by:**

- Ensuring all staff and volunteers receive regular safeguarding training.
- Ensuring we have a current policy and our staff have access to and follow the policy.
- Completing Enhanced DBS checks for all client facing staff, for both youth and adult engagement.
- We ensure our staff and volunteers have been safely recruited, see Section 25.0 for details.
- Ensuring safeguarding staffing structures include DSL, deputies and a designated safeguarding trustee.
- Reviewing the policy annually in Autumn school term with DSL and safeguarding trustee, update the TSYT Board and policy; release notice to all staff and volunteers with updates.

## **4.0 STRUCTURE OF THE POLICY**

**4.1** The first part of the policy will address the risks and the second part will deal with the management of these issues. Each part and subcomponent part was benchmarked against a school-based policy and then amended to reflect the realities of a TSYT voyage. While the risks children and vulnerable adults are exposed to are common across most boundaries, there will be a bespoke nature to TSYT's voyages as opposed to simply applying a standard 'fit'.

## **5.0 SAFEGUARDING IS EVERYONE'S RESPONSIBILITY**

IT IS EVERYBODY'S  
RESPONSIBILITY TO KEEP  
CHILDREN AND  
VULNERABLE ADULTS SAFE





# PART ONE: POTENTIAL RISKS ON TSYT VOYAGES

## 6.0 PART ONE: POTENTIAL RISKS ON TSYT VOYAGES

The risks children and vulnerable adults face on a TSYT voyage are no different to those they could face at home or in an education setting. However, it should be taken into account that the time children and vulnerable adults spend with the charity is limited. This must be balanced with the needs of the individual and their exposure to risk as part of their daily life.

## 7.0 ABUSE

**7.1** Abuse happens when someone harms another. It can be physical, sexual or emotional, or involve neglect. Children and vulnerable adults who experience abuse may struggle to speak out, so it's vital for anyone working with children and vulnerable adults to be able to recognise the signs of abuse. ([NSPCC, 2022](#)).

### **7.2 Recognising signs or indicators of abuse:**

- Significant changes in the person's behaviour or mental health.
- Deterioration in general wellbeing and self-esteem.
- Comments, letters or drawings that give cause for concern.
- Unexplained bruising, marks, pain or signs of possible abuse or neglect.
- Self-harm or risky behaviour.
- Any reasons to suspect neglect or abuse outside the programme setting, for example in the person's home, school etc.



## **8.0 PHYSICAL ABUSE**

**8.1** This will require an assessment of any visible injury to a person. In normal circumstances, most injuries occur by accident.

However, where an allegation of an injury occurs that has a safeguarding implication attached to it, staff should treat this seriously and take immediate steps to preserve any evidence (e.g. by taking a photograph or a sketch of the injury and body part, where appropriate) and inform the relevant authority as soon as possible (Section 30.0). A record must be made of the injury, including as much information as possible.

### **8.2 Recognising signs of physical abuse**

- Unexplained injuries, bruising or marks
- Explanations inconsistent with injury, or unexplained delay in seeking treatment
- Parents or guardians displaying lack of interest in accident
- Repeated presentation of minor injuries
- Bruises (NAI\* sites), finger marks, burns, cuts, or bite marks
- Aggression, withdrawal, agitated, flinching or other reactions
- Fabricated or induced illness (FI)
- 'Acting out' or modelled play with adults or other children

\*Non Accidental Injury

## **9.0 EMOTIONAL ABUSE**

**9.1** This is a complex category of abuse, as it is hard to identify and is often hidden by the victim. The time spent on a voyage is limited, the range of emotions may be difficult to identify. It is often presented as an outcome from bullying, relationship breakdown, difficulties at home or systematic exposure to a range of challenging issues.

**9.2** Detailed record keeping is key, as agencies may find the behaviour of value in the place of residence to the person. For guidance, see Section 30.0.

### **9.3 Recognising signs of emotional abuse**

- Usually based on observations over time
- Abnormal attachment between person and parent or guardian
- Failure to thrive

- Withdrawal or verbal abuse
- Speech impediments or delay
- Frozen watchfulness
- Low self-esteem, tearful moments, overreaction
- Self-harming or difficulty relating
- Anxiety
- 'Acting out'
- Radicalisation
- Discrimination (e.g. homophobia, transphobia)

## **12.0 SEXUAL ABUSE**

**12.1** This normally amounts to a crime. However, historical allegation can be made to a staff member or volunteer. On receipt of this information, the authorities and/or parents/ guardians should be informed unless there is a good reason not to. Such reasons should be well- documented.

**An initial scope of the allegation must be recorded and professional help sought as soon as possible (Section 30.0).**

### **12.2 Recognising signs of sexual abuse:**

There may be no physical signs, indications are likely to be emotional/behavioural. Abuse can be contact and non-contact.

- Self-harming or eating disorders
- Not wanting to get undressed
- Unusual wetting or soiling, bruising
- Acting out of character, aggressive impulses or being withdrawn
- Pregnancy/STIs
- Rashes around the mouth
- Soreness sitting down
- Fingerprint marks on upper arms

## 11.0 NEGLECT

**11.1** Like emotional abuse, this form of abuse is complex. Neglect can range from leaving children and vulnerable adults alone for protracted periods of time to physical or emotional abuse.

The key factor here is to be able to identify when it is occurring or has occurred, how to record it and what to do. This must be recorded (see [Section 30.0](#)).

Often neglect is spread over a protracted period and escalates over time. TSYT has the children and vulnerable adults in their care for a moment of time, however allegations of neglect at home, general standard of basic needs and any evidence of emotional struggles can become apparent over a limited period. The key is to be aware and make a record. The record may become relevant in later years as any neglect issues progress at home. The authorities have to complete a journey of showing neglect.

### 11.2 Recognising signs of neglect:

- Evidence of neglect is built up over a period of time
- Pallid appearance, weight loss or frequent skin diseases (e.g. scabies)
- Constant lateness
- Poor dental hygiene, smelliness, shabbiness or inappropriateness in appearance
- Frequent hunger and/or tiredness
- Lack of boundaries, resulting in very 'needy' behaviour
- Lack of parental involvement
- Left with different and/or inappropriate people





## **12.0 CHILDREN LIVING WITH DOMESTIC ABUSE**

**12.1** In 2021, the law was reviewed and recognised that children can be independently identified as victims of domestic abuse.

**12.2** This is a common occurrence reported in every police area. TSYT cannot be seen as any different, as the component parts that culminate in domestic abuse at home are present. Children on a voyage may disclose abuse in the home, show signs of emotional harm or may even disclose criminal offences committed in their home to a TSYT staff member or volunteer.

**12.3** This risk is in the business plan for the Portsmouth Safeguarding Children Board that demonstrates the importance and significance it has in a child's life.

**12.4** A child may mention life at home to a staff member. There are clear reporting lines on receipt of this information, however the anonymity of the child may be an issue and something the DSL must consider.

Gaining information from life in the home is important. If there are immediate 'here and now' concerns, the emergency services should be contacted, otherwise a report can be made to the police. In most cases of domestic abuse, the parties are known and the police and related agencies will be well-versed in how to respond to this.

## **13.0 VULNERABLE ADULTS AND DOMESTIC ABUSE**

**13.1** The Care Act 2014 guidance outlines that the aims of adult safeguarding against forms of abuse including domestic, are to:

- prevent harm and reduce the risk of abuse or neglect to adults with care and support needs.
- safeguard adults in a way that supports them in making choices and having control about how they want to live.
- promote an approach that concentrates on improving life for adults concerned.
- address what has caused the abuse or neglect.

For further information on signs and impacts follow this [link](#).

## 14.0 PEER-ON-PEER ABUSE

**14.1** Peer-on-peer abuse (Source: [Met Police](#)) is a term used to describe children abusing other children. It can include, but is not restricted to:

- Bullying (including online bullying and bullying because of someone's race, religion, sexuality, disability or trans status)
- Abuse by your girlfriend, boyfriend or partner
- Physical abuse
- Sexual violence, such as rape and sexual assault
- Sexual harassment
- Sharing naked or semi-naked photos or videos without permission
- Up-skirting\*
- Initiation/hazing\*\* type violence and rituals to harass, abuse and humiliate.
- Emotional abuse
- Financial abuse
- Coercive control

\*Up-skirting - an informal term for a type of voyeurism when someone uses equipment like a camera or mobile phone to take photos or videos underneath a person's clothes, without their permission

\*\* Hazing - any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them, regardless of a person's willingness to participate

### 14.2 Recognising signs of peer-on-peer abuse

- Absence from school or lack of interest in school activities
- Physical injuries which can't be explained
- Mental or emotional health issues
- Becoming withdrawn or showing a lack of self esteem
- Lack of sleep
- Alcohol or substance misuse
- Sudden changes in behaviour
- Inappropriate behaviour
- Showing harmful behaviour towards others or self (self-harm, violent outbursts)

## 15.0 CHILD SEXUAL EXPLOITATION

**15.1** The exploitation of children for sex is a well-documented form of abuse. This can be seen as a risk to children, who may be engaging in this activity, whether on a voyage or online. While the wider exposure to this activity will be minimal on a voyage, any ongoing process may still continue while the child is on a voyage and away from their area of residence. All staff members should be aware of the legislation.

**15.2** Any suspicions or intelligence gathered by staff should be considered in context with the knowledge of the child and the experience of the staff member. Sometimes the conversation by children can be nothing more than just 'talk'. However, the assessment on the ground must be made.

**15.3** Signs of exploitation, above what has been covered in approved training could include: sudden receipt of gifts, constant use of mobile phones, mood swings, being withdrawn, unscheduled visits onshore and visible, available money with no logical reason.

## 16.0 THE NEW DEFINITION OF CHILD EXPLOITATION

**16.1** Child sexual exploitation 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

The victim may have been sexually exploited even if the sexual activity appears to be consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

For information:

**NSPCC** ([Link](#)) CSE

**Gov.UK** ([Link](#)) CSE: definition and guide for practitioners



## **17.0 GROOMING: SEXUAL COMMUNICATION WITH A CHILD**

**17.1** Sometimes linked to exploitation, this is a systematic method where children are groomed. The methods are often hidden and difficult to identify, unless staff are aware of what to look for and do.

**17.2** Legislation on grooming is important to schools in an increasingly digital world. Clearly the government see grooming as an important threat to young people by introducing new legislation.

### **THE KEY CHANGES ARE:**

**17.3** Criminalising a person aged 18 or over who intentionally communicates with a child aged under 16, who the adult does not reasonably believe to be 16 or over, if the communication is sexual or if it is intended to encourage the child to make a communication which is sexual. The offence will be committed whether or not the child communicates with the adult.

**17.4** The offence will apply only where the defendant can be shown to have acted for the purposes of obtaining sexual gratification.

**17.5** While the above is a legal definition, it is important for staff to be aware of the technical ages and intent to show the offence has been or is about to be committed. Staff must consider the evidential chain, such as the phone, oral testimony from pupils/staff, absence from school or clandestine meetings outside of school. Advice should be sought from the police if there are any concerns from staff about a young person, as groomers often communicate with more than one person at a time.



## 18.0 BULLYING/CYBERBULLYING

### 18.1 Cyberbullying:

Cyberbullying is bullying online and any form of anti-social behaviour over the internet or via a mobile device. It is an attack or abuse using technology, which is intended to cause another person harm, distress or personal loss ([NBH, 2022](#)). It can include sharing personal or private information about someone else, causing embarrassment or humiliation.

Some cyberbullying crosses the line into unlawful or criminal behavior. Over half of young people aged 12-15 in the UK have faced some form of bullying, including cyberbullying within the last year.

Research by the [National Centre for Social Research](#) found that 47% of young people reported being bullied at the age of 14.

### 18.2 Sexting definition:

It is a criminal offence for anyone aged 18 or over to intentionally communicate with a child aged under 16, where the person acts for a sexual purpose and the communication is sexual or intended to elicit a sexual response.

The offence applies to online and offline communication, including but not limited to: social media, email, text messages and letters.

**18.3** Non-statutory guidance is available [here](#).

**18.4** This can be online or in person, and the consequences can lead to self-harm or episodes of going missing.

This can also include adults; while the protection is not the same as children, the consequences can be the same and often, a lack of management action can lead to adverse publicity.

**18.5** This is absolutely linked to child abuse and should be treated as such.

## **19.0 DRUGS AND ALCOHOL**

**19.1** Children and vulnerable adults should be safeguarded from being exposed to or using both drugs and alcohol. It is a consequence of modern life and a reality that children and vulnerable adults are exposed to alcohol and drugs. However, it is the responsibility of those who are tasked to protect them to mitigate this exposure. It is an offence to purchase alcohol for a child. Staff and volunteers have the power to confiscate alcohol from a child.

**19.2** Equally, it is an offence to possess Class A and Class B drugs; the supply of these drugs is also an offence. [The Misuse of Drugs Act \(1971\)](#) sets out the legal framework. The use of psychoactive substances has been made illegal, and the list and advice on these substances can be found within the [Psychoactive Substance Act \(2016\)](#).

## **20.0 INVOLVED IN COUNTY LINES**

**20.1** County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children to store drugs and money and/or transport them to suburban areas, market towns and coastal towns ([Home Office, 2018](#)). It can happen in any part of the UK and is against the law and a form of abuse.

**20.2** Children may be criminally exploited in multiple ways. Other forms of criminal exploitation include child sexual exploitation, trafficking, gang and knife crime.

### **20.3 Recognising the signs of county lines involvement:**

- Frequently going missing from school, home or care
- Travelling to locations, or being found in areas they have no obvious connections with, including seaside or market towns
- Unwillingness to explain their whereabouts
- Acquiring money, clothes, accessories or mobile phones which they seem to be unable to account for
- Receiving excessive texts or phone calls at all hours of the day
- Having multiple mobile phone handsets or SIM cards
- Withdrawal or sudden changes in personality, behaviour or the language they use
- Having relationships with controlling or older individuals and groups

## 21.0 RADICALISATION (SOURCE: [UK GOV](#))

**21.1** Radicalisation means someone is being encouraged to develop extreme views or beliefs in support of terrorist groups and activities.

### 21.2 Recognising the signs of radicalisation:

Radicalisation can happen both face to face or online. It is easier than ever to be groomed by terrorist recruiters on the internet and to find extremist materials.

Everyone is different, and there is no checklist that can tell us if someone is being radicalised or becoming involved in terrorism. But these common signs may mean someone is being radicalised:

- Expressing an obsessive or angry sense of injustice about a situation, and blaming this on others
- Expressing anger or extreme views towards a particular group – such as a different race or religion
- Suggesting that violent action is the only way to solve an issue
- Sharing extreme views or hatred on social media

### 21.3 Prevent

Prevent is an early intervention programme, which protects individuals targeted by terrorist influences. It works with frontline professionals such as teachers and social workers to support young people who show signs of radicalisation.

A referral can be made by anyone, and guidance can be sought at any time from [ACT](#); teachers and parents can also learn more by referring to the [Educate Against Hate website](#).

For further information, please refer to one of the above links. Prevent training is a requirement for schools but it is recommended, as a member of TSYT crew working with young people, that you make yourself aware of the programme.



## 22.0 MISSING CHILDREN AND VULNERABLE ADULTS

**22.1** Missing children and vulnerable adults are often connected to wider issues, such as exploitation and criminal exploitation (drugs). However, it can also illustrate other emotional pressure such as bullying (Section 18.0)

**22.2** While it is unlikely that a child or vulnerable adult will go missing while on a voyage, they may have a history of going missing before they undertake the voyage and this information can help staff/volunteers gauge the risk of the child.

## 23.0 BEING ALONE WITH A CHILD

**23.1** This will link with a range of risks associated with any professional who will be left alone with a child or group of children.

**23.2** Staff/volunteers should avoid being left alone with children for a variety of reasons. However, it is unrealistic to avoid this scenario in a working environment so instead, risks should be mitigated. The staff member/volunteer should take time to understand the child, where any sign of risk existing should be raised to a supervisor. Such risk could be a child who has had an allegation of abuse made against them, is the victim of abuse, regularly goes missing or uses drugs or alcohol.

## SAFEGUARDING VS PROTECTION

**Safeguarding** is everyone's responsibility.

Two agencies have legal power to **protect** Children & Vulnerable Adults –  
Police and Social Services.





# PART TWO: MANAGING OF RISK



## CAPACITY + CONSENT

**Under 18's** - you **can** share safeguarding information with appropriate agencies even without their consent, **BUT** good practice to ensure they're on board.

**Over 18's** - you **cannot** share safeguarding information without their consent. Over 18's with capacity **MUST** give their consent for sharing.

## **24.0** **PART TWO: MANAGEMENT OF RISK**

This section of the policy details TSYT's procedures and processes when dealing with incidents, concerns and disclosures.

## **25.0** **SAFER RECRUITMENT**

**25.1** When recruiting staff and volunteers the following guidelines are followed:

- Job descriptions and adverts state need for DBS checks to be completed if required as part of role.
- Checks for appropriate experience and required qualifications.
- Short listing to first and potential further interview rounds.
- Interview safeguard question, with consent to complete DBS requested.
- References obtained.
- Enhanced DBS checks completed for all new staff and volunteers engaging with children and vulnerable adults.
- All new staff complete induction followed by probation period with review.
- Safeguarding training required for all new staff and all staff externally every two years through Educare. Annual refreshers given to all sea-going staff and volunteers.
- Policies held on recruitment of ex-offenders and handling of information provided by DBS.
- Annual completion and confirmation of DBS compliance for recruitment practice and DBS checks (Most recent compliance January 2024).

## **26.0** **ROLE OF THE TRUSTEES**

**26.1** The Trustees do not have a passive role in terms of safeguarding. [The Charity Commission Guidance \(2021\)](#) should be considered by the Trustees.

**26.2** Part of their role is to be satisfied that TSYT has a policy that is accessible to all staff and volunteers who are responsible for the young people in their care and that all staff and volunteers are adequately trained to an appropriate level in safeguarding.

**26.3** TSYT will maintain a designated Trustee for Safeguarding at all times, to support the DSL and deputies within the organisation.

**26.4** Trustees should receive safeguarding training as frequent as the DSL feels is appropriate. This training should also cover their role in safeguarding and the context of TSYT's policy.

**26.5** Trustees will review updates on an annual basis following review of KCSIE autumn updates.

## **27.0 INFORMATION SHARING**

**27.1** There is a clear data protection rule that governs information sharing. There is a statutory duty to share information connected to the protection of the child in Section 47 of the Children Act (2004), and the Local Safeguarding Children Board have the authority to request information (Section 14b Children Act 2004).

**27.2** Sharing information regarding a **child under the age of 18** is permitted without consent, but good practice is to keep the child involved. Sharing information in the context of this policy about an **adult aged 18 and above** is permitted with their consent, due to our functional capability requirements. All individuals aged 18+ sailing with TSYT have capacity and therefore **MUST** give consent for information sharing.

**27.3** Any information provided to TSYT by the DBS is stored in line with our Handling of DBS certificate information policy (DBS002).

## **28.0 PHYSICAL INTERVENTION**

**28.1** There may be occasions where physical intervention is necessary. Where physical intervention is necessary, two people should be present; visual recording is also an option to protect the interests of both the child and the staff member. Only the minimal level of force can be used to defuse the situation. The Criminal Law Act 1967 (section 3) sets out the legal framework.

## **29.0 DISCLOSURE**

**29.1** Similar to information sharing, but in an internal context within the charity and normally around misconduct of staff who may pose a risk to voyagers and other staff members. This can also cover disclosure to voyagers or the media (press). If handled poorly, the reputation of TSYT is at risk of adverse publicity.

## 30.0 REPORTING OF CONCERNS OR INCIDENTS

**30.1** In the process of reporting, we move through the 6Rs (see below). As a member of TSYT crew onboard our vessels, it is important to recognise a potential concern, respond to it, record essential details and refer it on to the Designated Safeguarding Lead (DSL). At this point, the DSL will ensure the correct referrals are made where needed and that all incidents, concerns and disclosures are reviewed through a forum to guide future training and welfare updates where needed.

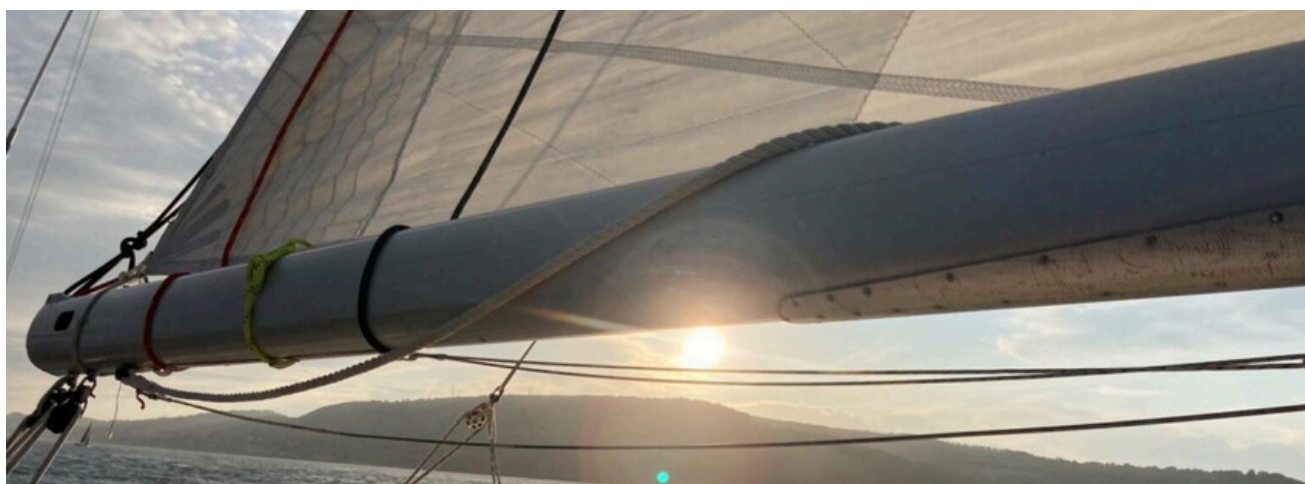


**30.2** When reporting a concern or incident, a detailed account of the concern/incident must be submitted. The report must outline the facts, report the details and, when reporting, must use the words and language of the young person, not an adult interpretation of it. If an injury resulted, a body map locating the details must be included.

**30.3** The report must include sufficient information for the authorities or the senior trained person to make a considered decision. The balance between writing too much against a concise, relevant account must be struck.

**30.4** The content of the report is potentially open for disclosure and this must be in the mind of the author. Personal comments and views can have a value, but only if supported by evidence or relevancy.

**30.5** The report must be shared with the DSL who will save it in a secure, password-protected folder.



### 31.0 PROCEDURES OF REPORTING

In this section, young person refers to both children and vulnerable adults.

<u>DO'S</u>	<u>DON'TS</u>
<ul style="list-style-type: none"><li>• Listen and remain calm</li><li>• Record the FACTS and the words of the young person</li><li>• Record when, where and who was present when the disclosure was made or the event occurred</li><li>• Reassure the young person</li><li>• Remain supportive and calm throughout</li><li>• Make sure the young person knows what will happen next with the information (refer to <b>Section 27.2</b> re: age and permissions)</li><li>• Support yourself in managing the information you have received</li></ul> <p>Ask questions that start with What? When? Who? How? Where? (once clarification is achieved, ask no further questions)</p>	<ul style="list-style-type: none"><li>• Never promise to keep a secret</li><li>• Never rush the young person</li><li>• Don't write your opinions/views in the report when writing the young person's statement</li><li>• Do not judge the young person or suggest what 'you might have done' in their circumstances</li><li>• Don't share the information beyond those who NEED to know (e.g. Designated Safeguarding Lead and organisational DSL, if appropriate)</li></ul> <p>Don't ask questions that start with Why? or questions that lead (e.g. "Peter kicked you, didn't he?")</p>

**31.1** A reporting template is available in [Appendix A](#) (page 23)

**31.2** The process of reporting should be as easy as possible. TSYT will keep a record of the reports taken.

**31.3** When a disclosure is made, it could be following a 'block and report' allegation by a young person. The person who received the report must do something and must record enough detail to justify the action.

**31.4** When a report is made, this must be shared with the DSL who may seek further expert advice or may decide to take this to the authorities or deal with the issues internally.



**31.5** Whatever the DSL does, it will be recorded and left on file for any audit review or may become evidentially crucial another time.

**31.6** This part requires leadership, strong decision making and ownership.

**31.7** A process for reporting can be found in [Appendix B](#) (page 24)

**31.8** Each Local Authority area will have multi-agency arrangements set up to safeguard children, following the Children Act (2004). Each authority area will have a routing system for referrals to be sent. Most, but not all, will have a dedicated multi-agency Safeguarding Hub. As TSYT travels around the country, the contact numbers will be different, however a first point of contact should be the local police or children's services in the area.

**31.9** The key factor will be the detail of the record and the level of information recorded at the time. If in doubt, call an authority (police or children's services) and make a record of when you called, who you spoke with and what was discussed.

- Be aware - know your crew
- Challenge behaviour - if something doesn't look and/or feel right, question it
- Know where to go for help
- Seek early advice
- Record it
- Refer it

**Record** and send to:

The DSL and multi-agency Safeguarding Hub **or** authorities **or** deal with the incident internally, **but** record the rationale and what you did or did not do.

## **32.0 LINES OF RESPONSIBILITY AND LEADERSHIP**

**32.1** Safeguarding of children and vulnerable adults is the responsibility of **everyone**.

**32.2** A child or vulnerable adult who is in the care of TSYT has an expectation that they will be protected by staff who are aware and alive to risks faced and know what their responsibility is.

**32.3** The DSL has the responsibility to review each report and decide the right course of action for the best outcome of the child or vulnerable adult.

**32.4** The DSL is to ensure that this policy is up to date with all amendments included and that the staff/volunteers are aware of any amendments.

**32.5** All new staff members must sign a declaration that they have read the policy and know where to access it.



### **33.0** ADMINISTRATION OF THE POLICY

**33.1** The policy is owned by TSYT. The awareness among staff of the policy is the responsibility of the DSL.

**33.2** All safeguarding training and dates are to be detailed and recorded.

**33.3** Any self-learning, such as e-learning, must be recorded against a name and date that should, where applicable, include any refresher training.

**33.4** Details of the policy should be available onboard all TSYT boats.

**33.5** The policy should be reviewed annually. This can be completed by a volunteer with the necessary expertise.

**33.6** An audit of safeguarding should be completed every two years by a qualified volunteer or staff member.

## APPENDIX A - Safeguarding Report Form - Tall Ships Ltd

### PRIVATE AND CONFIDENTIAL

To be completed and submitted by the Skipper within 12 hours of the incident/disclosure/concern (I/D/C)

Completed by:	Date:	Time:
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Vessel name	
Date	
Time	
Skipper	
Mate	
Voyage number	
Type	

Crew name:	Rank:	Age:	DOB:
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Overview of relevant events leading up to I/D/C

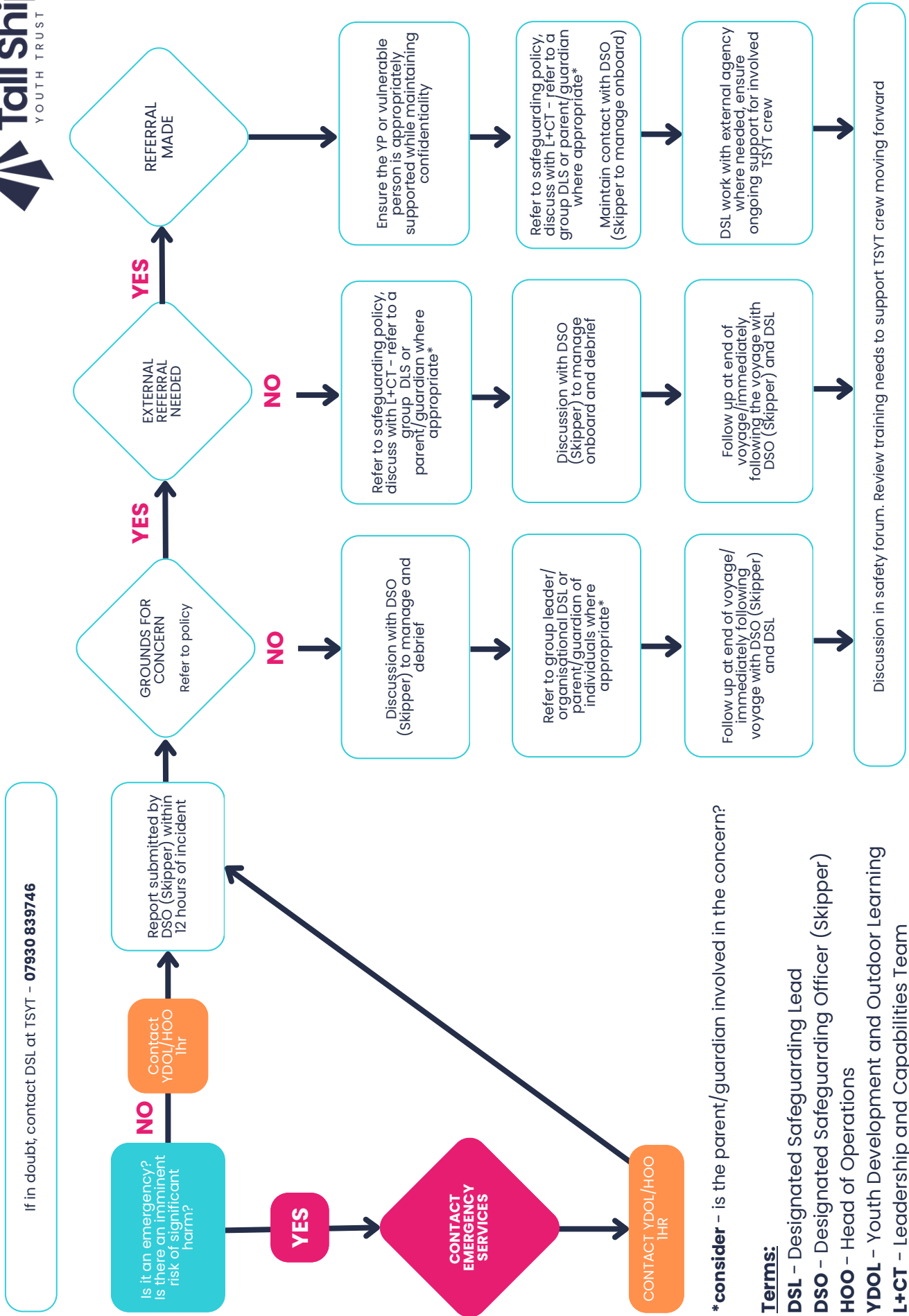
Detail of I/D/C (including if appropriate who the disclosure was made to)

I/D/C witnesses

Action taken after I/D/C (include names and role or anyone else advised/aware of I/D/C such as group leaders etc.)

Provide details of any other documents attached or related to this report (i.e. witness statements, drawings, photos etc.)

Request for support (advise if you consider additional support is required for particular staff or crew in relation to this I/D/C with regards to personal impact etc.)



**\*consider** – is the parent/guardian involved in the concern?

**Terms:**

- DSL** – Designated Safeguarding Lead
- DSO** – Designated Safeguarding Officer (Skipper)
- HOO** – Head of Operations
- YDOL** – Youth Development and Outdoor Learning
- L+CT** – Leadership and Capabilities Team

## APPENDIX C

### Key contacts

Kirsty French (DSL)	Designated Safeguarding Lead	07930 839746	<a href="mailto:kirsty.french@tallships.org">kirsty.french@tallships.org</a>
Alastair Floyd (CEO)	Chief Executive Officer	07413 205528	<a href="mailto:alastair.floyd@tallships.org">alastair.floyd@tallships.org</a>
John Farndell (HOO)	Head of Operations	07827 894726	<a href="mailto:john.farndell@tallships.org">john.farndell@tallships.org</a>

### Where can I get help/advice?

NSPCC	0808 800 5000	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Young Minds (young people): The site covers a huge range of issues affecting young people and information to support them to cope with day-to-day life.	Online	<a href="https://www.youngminds.org.uk/young-person/">https://www.youngminds.org.uk/young-person/</a>
CEOP	Online	<a href="http://www.ceop.police.uk/safety-centre/">www.ceop.police.uk/safety-centre/</a>
Childline	0800 1111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
ACT	0800 011 3764	<a href="https://actearly.uk/">https://actearly.uk/</a>
Getting help with radicalization (UK Government website)	Online	<a href="https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised">https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised</a>
NHS mental health support services	Online	<a href="https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/">https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/</a>

### Advice on reporting for different regions:

Scan the QR code below, enter the individual's home postcode. Local Authority contacts are then available.



**Child**



**Adult**



## Voyage Crew Functional Capability

### Guidance for Individuals applying to join a TSYT voyage

We will make all reasonable adjustments to remove barriers to sailing and make voyaging on our vessels as inclusive as possible. There are, however, safety considerations around mobility, independence and self-management that may impact on an individual's ability to join a voyage.

As a minimum, Voyage Crew must be able to;

- Manage dressing, toileting & personal hygiene independently
- Climb up and down a ladder with assistance
- Step up onto and down from a 30cm step
- Learn, understand and follow simple safety instructions (with support)
- Have strategies that they can use independently to manage challenging emotions
- Function as part of a team of up to 6 people without 1-1 support
- Communicate needs and wants
- Manage communal living, sleeping in a bunk within a 5 berth cabin \*

If you or your young person have additional needs, you should complete an Individual Needs Assessment and send it back to us as soon as possible after booking and at least two weeks before your voyage starts so that we can work with our TSYT Crew to make all the reasonable adjustments needed to ensure your safety and active participation.

\*For Voyage Crew with mobility issues, we can usually allocate a lower bunk.



**Tall Ships**  
YOUTH TRUST

 [tallships.org](http://tallships.org) | [info@tallships.org](mailto:info@tallships.org) | 02392 832055