

SAFEGUARDING POLICY AND PROCEDURE FRAMEWORK



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

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Chief Executive Officer



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1.0 PURPOSE OF THE POLICY

1.1 The purpose of this policy is to safeguard children 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 protect the children, staff and reputation of the company. The policy explains the emerging risks and signposts staff to obtain the correct help. The policy will be divided into two parts set out in [section 4.0](#). The policy is bespoke to TSYT.

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 \(1967\)](#)

We believe the safety of the children in our care is at the heart of what we do and fully endorse the Children Act (1989).

3.2 We will keep children safe by:

- Ensuring we have a current policy and our staff have access to and have seen the policy
- Our training is aligned to the policy
- We will ensure our staff and volunteers are trained in safeguarding
- We ensure our staff and volunteers have been safely recruited
- Reviewing the policy annually in Autumn school term with Safeguarding Lead and Safeguarding Trustee, presenting updates to the TSYT Board

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 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

All members of TSYT must take reasonable steps to ensure the safety of young people in our care.

6.0 PART ONE: POTENTIAL RISKS ON TSYT VOYAGES

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

7.0 ABUSE

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

7.2 Recognising signs or indicators of child abuse:

- Significant changes in the child'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 child's home, school etc.

8.0 PEER-ON-PEER ABUSE

8.1 Peer-on-peer child 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

8.2 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)

9.0 PHYSICAL ABUSE

9.1 This will require an assessment of any visible injury to a child. 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. A record must be made of the injury, including as much information as possible.

9.2 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 (FII)
- 'Acting out' or modelled play with adults or other children

*Non Accidental Injury

10.0 EMOTIONAL ABUSE

10.1 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.

10.2 Detailed record keeping ([see part two](#)) is key, as agencies may find the behaviour of value in the place of residence to the child.

10.3 Recognising signs of emotional abuse:

- Usually based on observations over time
- Abnormal attachment between child 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)

11.0 NEGLECT

11.1 Like emotional abuse, this form of abuse is complex. Neglect can range from leaving children 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 28.0](#) for recording of reports).

Often neglect is spread over a protracted period and escalates over time. TSYT has the child 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 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 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.

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.

Signs may include:

- 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

13.0 CHILDREN LIVING WITH DOMESTIC ABUSE

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

13.2 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.

13.3 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.

13.4 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 Designated Safeguarding Lead (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.

14.0 CHILD SEXUAL EXPLOITATION

14.1 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.

14.2 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.

14.3 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.

15.0 THE NEW DEFINITION OF CHILD EXPLOITATION

15.1 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.

Click [here](#) for more information.

16.0 GROOMING: SEXUAL COMMUNICATION WITH A CHILD

16.1 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.

16.2 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:

16.3 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.

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

16.5 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.



17.0 BULLYING/CYBERBULLYING

17.1 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.

17.2 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.

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

17.4 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.

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

18.0 DRUGS AND ALCOHOL

18.1 Children 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 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.

18.2 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 \(2016\)](#).

19.0 YOUNG PEOPLE INVOLVED IN COUNTY LINES

19.1 County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people 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 child abuse.

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

19.3 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

- Unexplained injuries
- Carrying weapons
- Significant decline in school results or performance
- Being isolated from peers or social networks
- Associating with or being interested in gang culture
- Self-harming or having significant changes in mental health

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

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

20.2 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

20.3 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.

21.0 MISSING CHILDREN

21.1 Missing children 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 16.0](#)).

21.2 While it is unlikely that a child 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.



22.0 BEING ALONE WITH A CHILD

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

22.2 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.

23.0 PART TWO: MANAGEMENT OF RISK

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

24.0 SAFER RECRUITMENT

24.1 This advises on best practice to recruit and emphasises the need to set clear safeguarding objectives when recruiting staff/volunteers.

24.2 See [section 3.2](#) for details on how we implement safer recruitment.

25.0 ROLE OF THE TRUSTEES

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

25.2 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.

25.3 Trustees should be satisfied that key staff and volunteers are trained to the appropriate level in safeguarding. Appropriate level can vary, however, the Local Authority or Designated Safeguarding Lead (DSL) are able to advise of the correct levels.

25.4 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.

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

26.0 INFORMATION SHARING

26.1 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). Recent high-profile cases have illustrated the complexities but importance of getting the balance right between people's right to privacy (European Court of Human Rights Article 5) and the protection of a child.

27.0 PHYSICAL INTERVENTION

27.1 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.

28.0 DISCLOSURE

28.1 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.



29.0 REPORTING OF CONCERNS OR INCIDENTS

29.1 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.

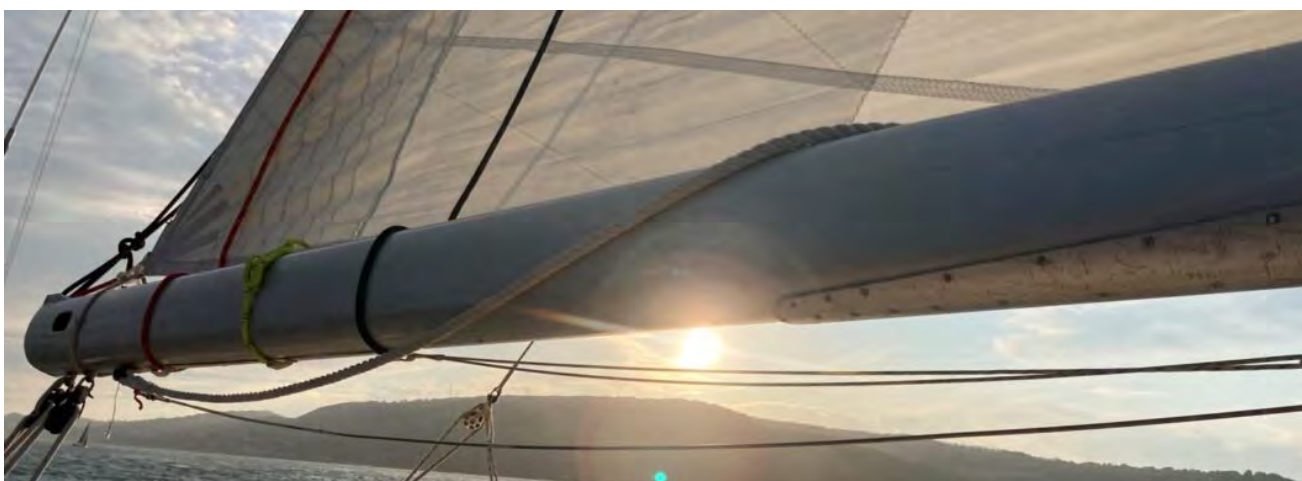


29.2 When reporting a concern or incident, a detailed account of the concern/incident must be submitted. The report must outline the facts, report the details and, when reporting, must use the words and language of the young person, not an adult interpretation of it. If an injury resulted, a body map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

29.3 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.

29.4 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.

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



30.0 PROCEDURES OF REPORTING

<u>DO'S</u>	<u>DON'TS</u>
<ul style="list-style-type: none">• Listen and remain calm• Record the FACTS and the words of the young person• Record when, where and who was present when the disclosure was made or the event occurred• Reassure the young person• Remain supportive and calm throughout• Make sure the young person knows what will happen next with the information• Support yourself in managing the information you have received <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">• Never promise to keep a secret• Never rush the young person• Don't write your opinions/views in the report when writing the young person's statement• Do not judge the young person or suggest what 'you might have done' in their circumstances• Don't share the information beyond those who NEED to know (e.g. Designated Safeguarding Lead and organisational DSL, if appropriate) <p>Don't ask questions that start with Why? or questions that lead (e.g. "Peter kicked you, didn't he?")</p>

30.1 A reporting template is available in [Appendix A](#) (page 19)

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

30.3 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.

30.4 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.

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

30.6 This part requires leadership, strong decision making and ownership.

30.7 A process for reporting can be found in [Appendix B](#) (page 20)

30.8 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.

30.9 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 children
- 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.

31.0 LINES OF RESPONSIBILITY AND LEADERSHIP

31.1 Safeguarding of children is the responsibility of **everyone**.

31.2 A child who is in the care of TSYT has an expectation that they will be protected by staff who are aware and alive to risks children face and know what their responsibility is.

31.3 The Designated Safeguarding Lead (DSL) has the responsibility to review each report and decide the right course of action for the best outcome of the child.

31.4 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.

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



32.0 ADMINISTRATION OF THE POLICY

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

32.2 All safeguarding training and dates are to be detailed and recorded.

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

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

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

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

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

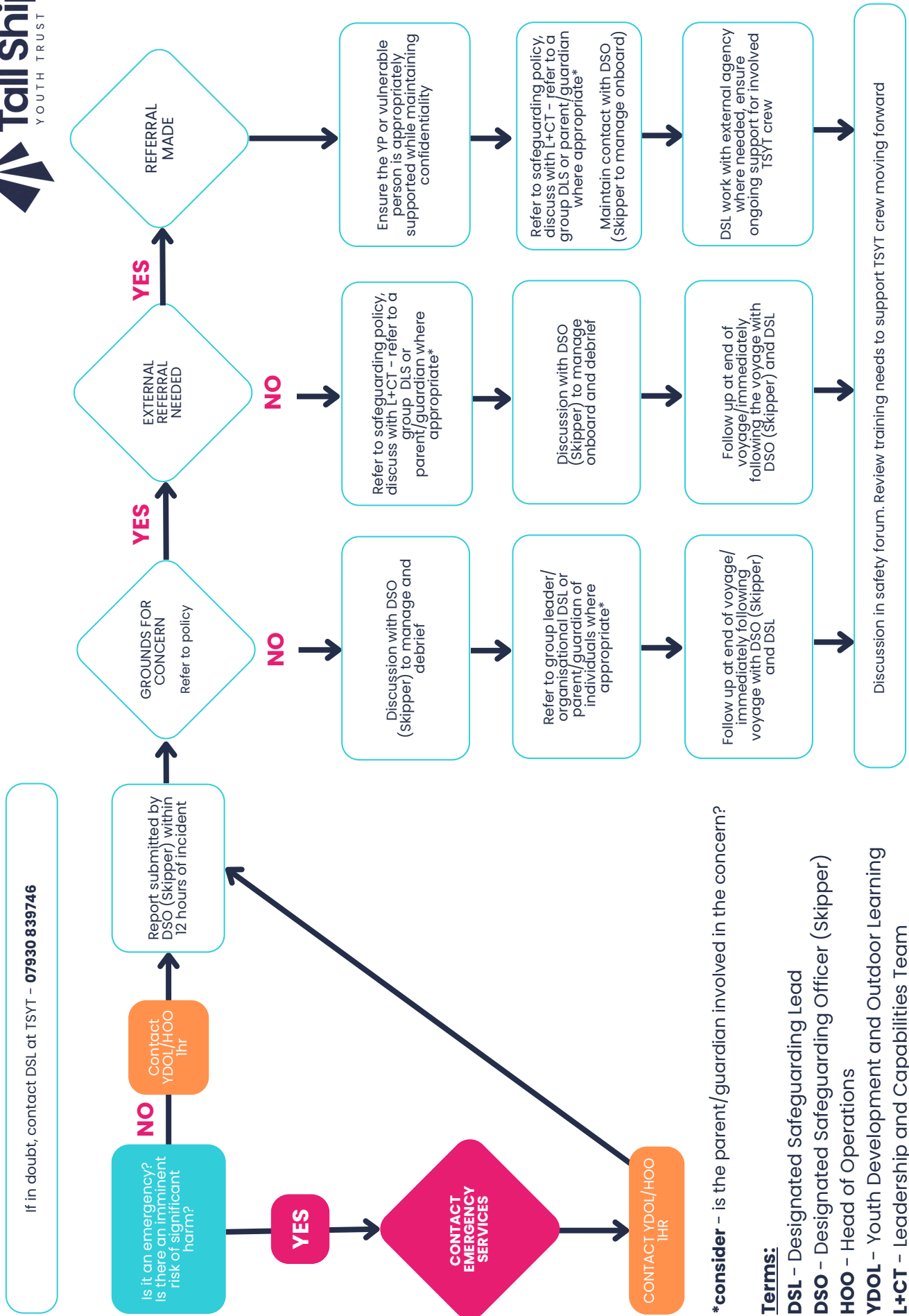
Detail of I/D/C (including if appropriate who the disclosure was made to)

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.)



APPENDIX C

Key contacts

Kirsty French (DSL)	Designated Safeguarding Lead	kirsty.french@tallships.org
Alastair Floyd (CEO)	Chief Executive Officer	alastair.floyd@tallships.org
John Farndell (HOO)	Head of Operations	john.farndell@tallships.org

Where can I get help/advice?

NSPCC	0808 800 5000	www.nspcc.org.uk
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	https://www.youngminds.org.uk/young-person/
CEOP	Online	www.ceop.police.uk/safety-centre/
Childline	0800 1111	www.childline.org.uk
ACT	0800 011 3764	https://actearly.uk/
Getting help with radicalization (UK Government website)	Online	https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised
NHS mental health support services	Online	https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/

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