SAFEGUARDING POLICY AND PROCEDURE FRAMEWORK
Tall Ships Youth Trust 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, the Trust 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 the Trust, 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 Tall Ships Youth Trust and the people we seek to support.

Alastair Floyd
Chief Executive Officer
## Contents

1.0 Purpose of the policy ................................................................. 1
2.0 About this policy ............................................................................. 1
3.0 Legal framework ............................................................................... 1
4.0 Structure of the policy ........................................................................ 2
5.0 Part one: Potential risks on TSYT voyages ....................................... 2
6.0 Children living with domestic abuse ............................................... 3
7.0 Child sexual exploitation .................................................................... 3
8.0 The new definition of child sexual exploitation .................................. 4
9.0 Technologies, Grooming: sexual communication with a child ............ 5
10.0 Bullying/cyberbullying ..................................................................... 6
11.0 Drugs and alcohol ........................................................................... 7
12.0 Neglect ........................................................................................... 7
13.0 Physical .......................................................................................... 7
14.0 Emotional ....................................................................................... 8
15.0 Sexual ............................................................................................. 8
16.0 Missing ........................................................................................... 9
17.0 Being alone with a child ................................................................. 9
18.0 Part two: Management of risk ....................................................... 10
19.0 Safer recruitment ............................................................................. 10
20.0 Recording of reports ........................................................................ 10
21.0 Physical intervention ........................................................................ 11
22.0 Information sharing .......................................................................... 11
23.0 Disclosure ....................................................................................... 11
24.0 Role of the Trustees ......................................................................... 12
25.0 Process of reporting ........................................................................ 12
26.0 Lines of responsibility and leadership ............................................. 13
27.0 Administration of the policy .......................................................... 14

Appendix A ......................................................................................... 15
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 below. The policy is bespoke to TSYT.

3.0 Legal framework

3.1
- Children Act (1989)
- Education Act (2002)
- Keeping Children Safe in Education (2021)
- Working Together to Safeguard Children (2020)

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
4.0 **Structure of the policy**

4.1 The first part 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 **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. However, this must be balanced with the needs of the child and their exposure to risk as part of their daily life.
6.0  Children living with domestic abuse

6.1  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.

6.2  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.

6.3  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.

7.0  Child sexual exploitation

7.1  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.

7.2  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.

7.3  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.
8.0  **The new definition of child exploitation**

8.1  ‘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 consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

9.0 Technologies, Grooming: Sexual communication with a child

9.1 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.

9.2 Legislation on grooming is:

This legislation 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.

9.3 The key changes are:

9.4 Criminalise a person aged 18 or over who intentionally communicates with a child under 16, who the adult does not reasonably believe to be 16 or over, if the communication is sexual or if it 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.

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

9.6 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 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 out of the 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.
10.0  **Bullying/Cyberbullying**

10.1  **Sexting definition:**

It is a criminal offence for anyone aged 18 or over to intentionally communicate with a child 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.

10.2  Non-statutory guidance is available here

10.3  This can be online or in person, the consequences can lead to self-harm and 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.

10.4  This is absolutely linked to child abuse and should be treated as such.
11.0  Drugs and Alcohol

11.1 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.

11.2 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.

12.0  Neglect

12.1 This is a complex category of abuse, it can range from leaving children alone for protracted periods to physical or emotional abuse. The key factor here is to be able identify when it is or has occurred, how to record it and what to do. This must be recorded (see below in 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.

13.0  Physical

13.1 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, maybe take a photograph or a sketch of the injury and the body part where appropriate, and inform the relevant authority as soon as possible. A record must be made of the injury and include as much information as possible without carrying out a ‘full’ investigation.
14.0 Emotional

14.1 Like neglect, this is a complex difficult form of abuse. It is hard to identify and 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.

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

15.0 Sexual

15.1 This normally amounts to a crime. However, historical allegation can be made a to staff member of 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.

15.2 An initial scope of the allegation must be recorded and professional help sought as soon as possible.
16.0 Missing

16.1 Missing children are often connected to wider issues, such as exploitation, criminal exploitation (drugs). However, it can also illustrate other emotional pressure such as bullying (above).

16.2 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.

17.0 Being alone with a child

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

17.2 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 exists this 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.
18.0  **Part two: Management of risk**

19.0  **Safer recruitment**

19.1  This advises on best practice to recruit and emphasise the need to set clear safeguarding objectives with the recruiting company for staff/volunteers for TSYT.

20.0  **Recording of reports**

20.1  A detailed account of a report, what information to record and the process of where the report should go in terms of safeguarding, activity, accountability and the legal requirements. The report must explain how to record bruises/injuries to children and a body map of any injuries.

20.2  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.

20.3  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.

20.4  The report must be shared with the Designated Safeguarding Lead who will save it in a secure, password protected folder.
21.0 Physical intervention

21.0 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.

22.0 Information sharing

22.1 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.

23.0 Disclosure

23.1 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.
24.0 Role of the Trustees

24.1 The Trustees do not have a passive role in terms of safeguarding. The Charity Commission Guidance (2014) should be considered by the Trustees.

24.2 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.

24.3 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 are able to advise of the correct levels.

24.4 Trustees should receive safeguarding training as frequent as the Designated Safeguarding Lead feels is appropriate. This training should also cover their role in safeguarding and the context of TSYT’s policy.

25.0 Process of Reporting

25.1 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 different, however, a first point of contact should be the local police or children’s services in the area.

25.2 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.
25.3 A reporting template is available in Appendix A

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

25.5 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.

25.6 When a report is made, this must be shared with the Designated Safeguarding Lead who may seek further expert advice or may decide to take this to the authorities or deal with the issues internally.

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

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

A PROCESS FOR REPORTING IS BELOW

- Record and send to:
  - Designated Safeguarding Lead, who will either:
    - Seek further advice
    - Refer to the Local Authorities or
    - Deal with the incident internally but record the rationale and what you did or did not do

26.0 Lines of responsibility and leadership

26.1 Safeguarding of children is the responsibility of everyone.

26.2 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.

26.3 The Designated Safeguarding Lead has the responsibility to review each report and decide the right course of action for the best outcome of the child.
26.4 The Designated Safeguarding Lead is to ensure that the policy is up to date with all amendments included and that the staff/volunteers are aware of any amendments.

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

27.0 Administration of the Policy

27.1 The policy is owned by TSYT. The awareness among staff of the policy is the responsibility of the Designated Safeguarding Lead.

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

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

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

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

27.6 An audit of safeguarding should be completed every two years by a qualified volunteer or staff member.
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<td>Details of concern:</td>
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<td></td>
<td>(from whom and what was advice given)</td>
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<tr>
<td>Concern/referral discussed with parent/carer?</td>
<td>If no, state reasons why – if yes, note discussion with parent</td>
</tr>
<tr>
<td>Referral made:</td>
<td>If no, state reasons why – if yes, record to whom and any action agreed</td>
</tr>
<tr>
<td>Feedback to referring member of staff:</td>
<td>By whom</td>
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<tr>
<td>Response to/ action taken with pupil:</td>
<td>By whom</td>
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<td>Other notes/information:</td>
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<tr>
<td>Any other action required:</td>
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**For further information contact:** Chas Cowell, Youth Development and Volunteer Manager, [info@tallships.org](mailto:info@tallships.org)

**Your local designated safeguarding lead is:** Chas Cowell, Youth Development and Volunteer Manager.

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