



GIRL ON FIRE

3. Participant Wellbeing And Support Boundaries

Owner: Course manager, with DSL oversight

GOF provides learning and personal development within the published course scope. Before delivery, agree an emergency response plan appropriate to the activity and participant group. Unless a separately commissioned, appropriately qualified and governed service is expressly identified, courses are not therapy, diagnosis, treatment, crisis intervention or legal advice. Facilitators must accurately describe their qualifications and limits.

Before delivery, explain sensitive topics, participation choices, confidentiality limits and support routes. Participants may pass on an activity, decline personal disclosure, request a break or leave a discussion without humiliation. Offer alternatives that still meet the learning aim. Do not use exercises that pressure participants to revisit trauma or publicly disclose abuse.

If someone becomes distressed, pause, offer a calm space and ask what would help. Keep support within competence; do not diagnose, promise recovery or suggest changing medication. If risk suggests immediate danger, follow emergency arrangements. For possible self-harm or suicide risk, stay calm, establish immediate safety and seek appropriate urgent professional help; do not leave an imminently unsafe person unsupported while assistance is arranged. Follow safeguarding procedures where relevant.

Agree a short support plan where appropriate: adjustments, preferred contacts, referral options and safe return to learning. Signposting should use current verified services; do not guarantee access or outcomes. Record only what is needed. No participant is required to disclose their history to receive ordinary respect or reasonable adjustments.

Debrief staff after difficult incidents without unnecessary disclosure of participant information. Review the course design where repeated distress suggests an avoidable delivery problem.