

|   |  |
|---|--|
| <p><b>Safeguarding Policy (Section C) /<br/>Child Protection Policy and<br/>Procedure<br/>(SHORTENED VERSION)</b></p> | <p><b>FOR ALL CSE STAFF</b></p>          |
| <p>Updated: November 2018</p>   | <p>Due to be reviewed: November 2019</p> |

**Application of Policy and Procedure:** This policy and procedure is to be read and acknowledged by all members of staff at Capital School of English involved in supporting and safeguarding children and young people at Capital School of English, such as all administration staff, academic staff (teachers), homestay providers and group leaders.

**Content:**

- C1. Overview
- C2. Terminology
- C3. Nominated / Designated Person
- C4. How to respond to concerns
- C5. Recognising symptoms of abuse
- C6. A child telling an adult
- C7. Record keeping
- C8. If an adult is accused
- C9. If a child is accused
- C10. Raised awareness of specific areas

## C1. Overview

Capital School of English (CSE) believes that all students have a right to live, study, develop and achieve in a safe and supportive environment. All members of the school community (staff, homestay providers, group leaders and parents or legal guardians) have a responsibility to **safeguard** all students in or out of the school, at social events organized by the school or in accommodation provided by the school, irrespective of the age of the students. Many international students, particularly new arrivals, can be considered 'vulnerable', because they are:

- living in an unfamiliar culture
- living away from family and friends
- having much greater freedom
- living and studying in a country in a second language

All members of the school community (staff, homestay providers, group leaders and parents or legal guardians) have an extra **Duty of Care** for students under 18 (U18s) in or out of the school, at social events organized by the school or in accommodation provided by the school. In the UK, a student under the age of 18 is legally considered a **child**.

### CSE's approach to safeguarding

CSE takes a child-centred and coordinated approach to safeguarding. CSE believes that:

- The welfare of the child and/or vulnerable person is paramount.
- All children and/or vulnerable people irrespective of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.
- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (KCSIE - September 2016).
- All staff have an important part to play in the wider safeguarding system for children, as described in statutory guidance Working together to safeguard children. (KCSIE - September 2016).
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.
- CSE believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

The purpose of the policy is to:

- Provide protection for the children and and/or vulnerable people who study at CSE or live with a CSE homestay provider.
- Provide staff, homestay providers and group leaders with guidance on procedures they should adopt in the event that they suspect a child or vulnerable person may be experiencing, or be at risk of, harm.

## **C2. Terminology**

See Safeguarding (Section A) / Policy Statement

## **C3. Nominated / Designated Person**

Safeguarding is  
everyone's  
responsibility

- Everyone who works with children has a responsibility for keeping them safe.
- Everyone who comes into contact with a child has a role to play in identifying concerns, sharing information with the Designated Safeguarding Team and taking prompt action.

### **The Designated Safeguarding Team & Prevent Team**

All members of staff (administrative and academic) form part of the Safeguarding & Prevent Team. However, CSE has key members of staff (Designated Safeguarding Team and Prevent Lead Team) who are trained to:

- Provide support to staff members to carry out their safeguarding duties.
- Listen to any concerns about or from a child and ensure the appropriate course of action is taken.
- Listen to any concerns about extremism.

**If you have a general concern about a child or student at CSE, please speak to any member of staff.**

**If you have a concern regarding abuse, please speak to a member of the Designated Safeguarding Team or a Level 2 trained member of staff.**

### **The Designated Safeguarding Team**

| Position in Designated Safeguarding Team | Name   | Safeguard training | Contact details  |
|--|--|--------------------|--|
| Strategic Safeguarding Lead (DSP)        | <b>Paulina Fordham, Finance Director</b>                           | Level 3            | <a href="mailto:paulina@capitalschool.co.uk">paulina@capitalschool.co.uk</a>   |
| Designated Safeguarding Person (DSP)     | <b>Spencer Fordham, Managing Director</b>                          | Level 3            | <a href="mailto:spencer@capitalschool.co.uk">spencer@capitalschool.co.uk</a>   |
| Designated Safeguarding Person (DSP)     | <b>Leanne Priestley/Kasia Rytczak, Director of Studies</b>         | Level 3            | <a href="mailto:dos@capitalschool.co.uk">dos@capitalschool.co.uk</a>           |
| Designated Safeguarding Person           | <b>Jenny White</b><br>Academic Administrator / U18 Welfare Officer | Level 3            | <a href="mailto:academic@capitalschool.co.uk">academic@capitalschool.co.uk</a> |

This team is also displayed on key noticeboards around the school.

### **The Prevent Lead Team (PLT)**

| Position in Prevent Lead Team | Name   | WRAP accreditation reference number | Contact details  |
|-------------------------------|--|-------------------------------------|--|
| Strategic Prevent Lead        | <b>Spencer Fordham, Managing Director</b>    | 9739935                             | <a href="mailto:spencer@capitalschool.co.uk">spencer@capitalschool.co.uk</a> |
| Prevent Team Member           | <b>Paulina Fordham, Finance Director</b>     | 9739934                             | <a href="mailto:paulina@capitalschool.co.uk">paulina@capitalschool.co.uk</a> |
| Prevent Team Member           | <b>Leanne Priestley, Director of Studies</b> | 9739936                             | <a href="mailto:dos@capitalschool.co.uk">dos@capitalschool.co.uk</a>         |

This team is displayed on key noticeboards around the school.

**Local agency details (Updated Nov 2018)**

| Agency  | Name  | Contact details   |
|---|---|---|
| <b>MASH - Multi-Agency Safeguarding Hub</b><br>DSP to contact immediately regarding concerns  | <b>Pam Singleton</b>  | 01202 458101 / 458102   |
| <b>Local LADO (Local Authority Designated Officer)</b><br>DSP to contact LADO within 24 hours of a criminal offence being committed | <b>Laura Baldwin</b><br>or<br><br><b>Kay Errington (Lead)</b> | 01202 456744<br><a href="mailto:LADO@bournemouth.gcsx.gov.uk">LADO@bournemouth.gcsx.gov.uk</a><br><a href="mailto:laura.baldwin@bournemouth.gov.uk">laura.baldwin@bournemouth.gov.uk</a><br>Dorset Safeguarding Children Board<br><a href="https://www.dorsetlscb.co.uk/site/home/">https://www.dorsetlscb.co.uk/site/home/</a><br><br>01202 456204 |
| <b>LSCB – Bournemouth &amp; Poole Local Safeguarding Children Board</b>   | <b>Sue Jones</b><br>LSCB Business Manager                     | 01202 458873  |
| <b>Local Prevent Officer</b>  | Gary Thorpe   | <a href="mailto:Gary.Thorpe@Dorset.PNN.Police.uk">Gary.Thorpe@Dorset.PNN.Police.uk</a><br>Tel: 01202-229319   |
| <b>Mentor</b><br>Management to contact Mentor for advice on Duty of Care towards employee.  | NA  | Management have on file   |
| <b>Safe Schools &amp; Communities Team (SSCT)</b>   |   | Telephone: 01202 222844 (Monday to Friday: 0800 - 2000, Saturday: 0800 - 1600)<br>E-mail: <a href="mailto:ssct@dorset.pnn.police.uk">ssct@dorset.pnn.police.uk</a>  |
| <b>NSPCC Whistleblowing Helpline</b>  |   | <b>0800 028 0285</b><br>E-mail: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>  |

#### **C4. How to respond to concerns**

##### **RESPONDING TO CONCERNS, ALLEGATIONS OR DISCLOSURES – MEMBER OF STAFF PROCEDURE:**

1. Stay calm.
2. Listen carefully to what is said.
3. Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets.
4. Allow the child to continue at his/her own pace.
5. Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Do NOT ask closed questions. ASK open questions, such as TED questions (Tell ..., Explain ..., Describe ...)
6. Reassure the child that they have done the right thing in telling you.
7. Tell them what you will do next and with whom the information will be shared.
8. Record in writing using the 'Safeguarding - Incident Reporting Form' (Appendix 2) what was said using the child's own words as soon as possible.
9. Inform a Designated Safeguarding Person

**REMEMBER:** The person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. That is a task for the professional child protection agencies following a referral to them of concern about a child.

**NOTE:** Any staff member can make a referral to children's social care. If anyone other than the Designated Safeguarding Team makes the referral, they should inform the Designated Safeguarding Team as soon as possible. If a child is in immediate danger or is at risk of harm, a referral should be made to children's **social care and/or the police immediately**.

Staff can also use the NSPCC Whistleblowing Helpline (0800 028 0285) to go direct to Local Area Designated Officer (LADO), not via DSPs.

## C5. Recognising symptoms of abuse

### What are abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

| TYPES     | DEFINITION   | SIGNS   |
|-----------|--|---|
| Emotional | Is when parents/carers or others fail to show their children sufficient love or attention or when they threaten, taunt or belittle them, causing them to become nervous, withdrawn, aggressive, or disturbed in their behaviour. | <ul style="list-style-type: none"> <li>Physical and/or emotional developmental delay</li> <li>Becoming extremely passive or aggressive</li> <li>Sudden onset of speech disorders</li> <li>Overreaction to mistakes, or continual self-depreciation</li> <li>Neurotic behaviour; e.g. rocking, hair twisting, self-harm</li> <li>Being scared of particular places or people</li> </ul>  |
| Physical  | Is when parents/carers or others deliberately inflict injuries on a child or young person, or do not protect their child from being physically harmed by someone else.   | <ul style="list-style-type: none"> <li>Unexplained bruises, burns, marks or injuries on areas of the body where accidental injuries are unlikely</li> <li>Wearing clothes to cover injuries, even in hot weather</li> <li>Being scared of particular places or people</li> <li>Withdrawn behaviour</li> </ul>   |
| Sexual    | This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.                         | <ul style="list-style-type: none"> <li>Behaving in an inappropriate sexual way with objects or classmates</li> <li>Nightmares, sleeping problems</li> <li>withdrawn behaviour</li> <li>Personality changes, seeming insecure</li> <li>Being scared of particular places or people</li> <li>Change in eating habits</li> <li>Physical signs such as unexplained soreness around genitals, sexually transmitted diseases</li> <li>Becoming secretive</li> </ul> |
| Neglect   | Is when a parent/carer fails to meet a child or young person's essential need for food, clothing, shelter or medical care, or when children are left without proper supervision, which leaves them unsafe or unprotected.        | <ul style="list-style-type: none"> <li>Often hungry</li> <li>Poor appearance and personal hygiene; unwashed, hair not brushed</li> <li>Tiredness</li> <li>Might abuse alcohol or other drugs</li> </ul>   |

### **C6. A child telling an adult**

All U18 students are informed at induction, in weekly Under 18 meetings, on posters around the school to talk to a teacher or member of staff immediately if they have any concerns, issues or problems, such as bullying or abuse.

#### **The Child's rights:**

- Every student has the right to make an allegation if it happens.
- Allegations against members of staff will be taken seriously.

### **C7. Record keeping**

If you have a concern, allegation or disclosure related to a child or vulnerable adult speak to a member of the Designated Safeguarding Team or a level 2 trained member of staff. You may be required to record in writing your concerns, or what was said in a disclosure using the child's own words as soon as possible.

### **C8. If an adult is accused (Complaints and allegations against members of staff)**

Capital School of English has a complaints procedure, with clear written procedures for complaints. For more information see our Complaints Procedure [www.capitalschool.co.uk](http://www.capitalschool.co.uk)

### **C9. If a child is accused (Complaints and allegations against a child)**

It is the school's decision if a student's behaviour is unacceptable or not. If unacceptable behaviour is very serious, the student will not be allowed to continue at school (expelled) immediately with no refund of any fees.

Note: Capital School of English reserves the right to contact the police if the school requires assistance or to investigate a suspected criminal incident.

### **C10. Raised awareness of specific areas**

- **Sexting**

There is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

**The law:** Creating and sharing sexual photos and videos of under-18s is illegal.

**How to respond:** If an incident involving U18 produced sexual imagery comes to your attention follow the same procedure for reporting any safeguarding concerns; speak to the Designated Safeguarding Team.

#### **Child Sexual Exploitation**

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess.

**Child sexual exploitation is never the victim's fault, even if there is some form of exchange:** all children and young people under the age of 18 have a right to be safe and should be protected from harm.

**How to respond:** Follow the same procedure for reporting any safeguarding concerns; speak to the Designated Safeguarding Team.



### **Female Genital Mutilation (FGM)**

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. Cases should be dealt with as part of existing structures, policies and procedures on child protection and adult safeguarding.

**How to respond:** Follow the same procedure for reporting any safeguarding concerns; speak to the Designated Safeguarding Team.

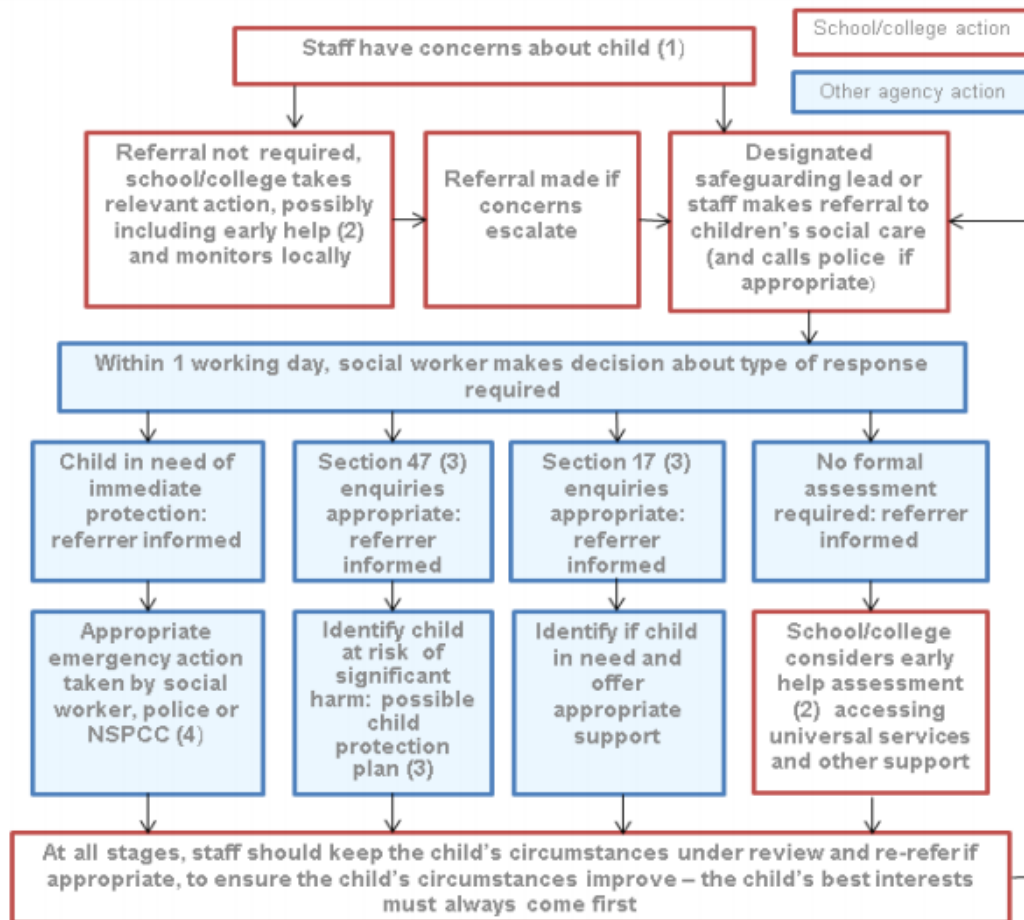
### **Forced Marriage**

A forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities or mental incapacity, cannot) consent to the marriage and violence, threats or any other form of coercion is involved. Coercion may include emotional force, physical force or the threat of physical force and financial pressure.

**How to respond:** Follow the same procedure for reporting any safeguarding concerns; speak to the Designated Safeguarding Team.

## Appendix 1

### ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

## Appendix 2

# Safeguarding - Incident Reporting Form

This form is designed to be printed and completed manually.  
 Return this form to the relevant Designated Safeguarding Person (DSP) or a DSP.

### Student's details:

|                           |                     |
|---------------------------|---------------------|
| Full name:                |                     |
| Student number:           |                     |
| Date of birth (if known): | Gender:             |
| Nationality:              | Mother tongue (L1): |

### The Disclosure

Please complete the information below recording when the student spoke to you about the incident

|                                   |      |
|-----------------------------------|------|
| Date                              | Time |
| Place                             |      |
| Any other person(s) present       |      |
| Full Name / Job title or student: |      |
| Full Name / Job title or student: |      |
| Full Name / Job title or student: |      |
| Full Name / Job title or student: |      |

### Contextual information

Is there anything you have observed that might assist in understanding the concerns?

|  |
|--|
|  |
|  |
|  |
|  |
|  |

The demeanour of the student (option)

|  |
|--|
|  |
|  |
|  |
|  |
|  |

