

<b>Safeguarding Policy (Section A) / Policy Statement</b>	<b>FOR ALL CSE STAFF</b>
Updated: November 2018	Due to be reviewed: November 2019

**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 the supporting and safeguarding of children, young people and vulnerable adults. This includes management, administration staff (Student Services), academic staff (teachers), homestay providers and group leaders.

**Content:**

**A1. Context**

- A1A. Location
- A1B. Ages of students
- A1C. Type of accommodation available

**A2. Terminology**

**A3. Statement**

**A4. U18s entitlement**

**A5. Adults' responsibilities**

**A6. Associated Policies**

**A7. Policy Review**

**A8. Roles and Responsibilities**

- A8A. What Capital School of English does to safeguard all students
- A8B. The roles and responsibilities of ALL staff (Management, Designated Safeguarding Team, Student Services, Academic, Homestay Providers and Group Leaders)
- A8C. Additional roles and responsibilities of homestay providers
- A8D. Additional roles and responsibilities of all administration and academic staff employed at CSE
- A8E. Additional roles and responsibilities of Social Co-ordinator and Social Organisers
- A8F. Additional roles and responsibilities of teachers
- A8G. Additional roles and responsibilities of Under 18 Welfare Officer
- A8H. Additional roles and responsibilities of Group Administrator
- A8I. Additional role and responsibilities of Group Leaders
- A8J. Additional role and responsibilities of the Academic Administrator
- A8K. Additional role and responsibilities of the DOS
- A8L. Additional role and responsibilities of Senior First Aider(s)
- A8M. Additional roles and responsibilities of Accommodation Officers
- A8N. Additional roles and responsibilities of Residential Manager
- A8O. Additional roles and responsibilities of the Designated Safeguarding Team
- A8P. Additional roles and responsibilities of the Designated Safeguarding Strategic Lead
- A8Q. Additional roles and responsibilities of the owners

**A9. U18s involvement**

**A10. Policy Availability & Formats**

**EMPLOYEE CONFIRMATION OF RECEIPT AND CONTENT OF SAFEGUARDING POLICY (SECTION A) /  
POLICY STATEMENT**

I have read the Safeguarding Policy (Section A) / Policy Statement and Part One of the Keeping Children Safe in Education (September 2016).

**Keeping Children Safe in Education (KCSIE) (September 2016) overview:** This statutory guidance sets out what schools must do to safeguard and promote the welfare of children and young people under the age of 18.

I understand, accept and will comply with the contents.

Employee signature:

Date:

Full name (printed):

Position:

Please also initial each page of the policy.

## A1. Context

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 and/or legal guardians) have a responsibility to **safeguard** all students, and an extra **Duty of Care** for students under 18 (U18s) in or out of the school, at social events organised by the school or in accommodation provided by the school.

As CSE provides services or activities for children under the age of 18 and vulnerable adults we have a safeguarding policy and take our commitment to safeguarding seriously. As such, CSE will seek to:

- create a safe and supportive environment
- prevent harm to children
- minimise any potential risk of harm to children
- respond appropriately to any concerns about children

We are also committed to:

- ensuring all staff, Homestay Providers, and Group Leaders have a written copy of this policy and Part One of the Keeping Children Safe in Education (September 2016) and have read, understood and acknowledged the policy and their responsibilities.
- publishing this policy on our website.

The information below (Location, Ages of students & Type of Accommodation) provides an overview of CSE and identifies the need for a safeguarding policy within CSE.

### A1A. Location

CSE is located in the University district of Bournemouth in Winton Banks. CSE is conveniently placed in both a residential and commercial area.

The school building itself (a former bank) is over 100 years old and has been extensively refurbished over the last few years making for a wonderful learning environment but maintains its unique charm and elegance. Many of our teaching areas still have a number of the original features and in the tradition of the rich history of the building we invest heavily in the upkeep and maintenance of the school offering our students, staff and visitors a warm and inviting place to study, work and visit.

Main site (Year round centre)	Summer School additional site*
<p><b>Capital School of English</b> 324 Wimborne Road Winton Bournemouth BH9 2HH</p>	<p><b>Capital School of English</b> <b>Bournemouth University</b> Bournemouth House, 19 Christchurch Rd, Bournemouth BH1 3LH</p>
<p>General Telephone: <b>+44 (0)1202 546875</b> Monday – Friday, 08:30 – 17:30 (GMT): U18 Welfare Telephone: +44 (0)7414 083406 Monday – Friday, 08:30 – 17.30 (GMT):</p>	
<p>Out of school hours a member of the Designated Safeguarding Team and Prevent Lead Team is available on the school Emergency phone (available 24-hours a day): <b>+44 (0)7969524647</b>.</p>	

\*During the months of July and August, Capital School of English runs courses from Bournemouth University (BU).

### A1B. Ages of students

CSE accepts students aged:

Age range	16+	16 and 19 year olds	<ul style="list-style-type: none"> <li>12-15 year olds (young learners - YL)</li> <li>16-19 year olds (young adults -YA)</li> </ul>
Courses available	General English courses / Cambridge English Exam Courses / English for Work / Academic IELTS / One-2-One tuition	Young Adult (YA) course	Mini-Stay courses / Group Programmes
Available	Year round	During the summer term, CSE offers General English courses for learners aged between 16 and 19 years old from around the world.	Mini-stay courses are offered to closed groups of young adults and young learners all year round, with a minimum of 7 students in a group.

### A1C. Type of accommodation available

CSE offers:

Type of Accommodation	Homestay Accommodation	Residential Accommodation
Available	Year round	Summer Term Only
Age ranges	12+	Students aged 18 or over <b>OR</b> students under 18 when part of a group and accompanied by a group leader
Type of rooms available	<ul style="list-style-type: none"> <li>Single rooms.</li> <li>Twin/double rooms (available on request). Ideal when travelling with a friend, partner or colleague willing to share.</li> </ul>	<ul style="list-style-type: none"> <li>Private, single &amp; double en-suite rooms</li> </ul>
Who may you live with?	<ul style="list-style-type: none"> <li>The homestay provider's family.</li> <li>Other students from Capital School of English (up to 3 adults, or 4 Under 18s).</li> </ul>	<ul style="list-style-type: none"> <li>Other students from Capital School of English</li> </ul>
What is provided?	<ul style="list-style-type: none"> <li>A safe, clean, comfortable and friendly environment for you.</li> <li>Breakfast and dinner (Monday to Friday).</li> <li>Breakfast, lunch and dinner (Saturday and Sunday).</li> <li>One load of laundry a week.</li> <li>Towels and bed linen.</li> <li>Internet/Wi-Fi</li> </ul>	<ul style="list-style-type: none"> <li>A private kitchen with cooking utensils and cutlery</li> <li>Duvet, duvet covers, bed sheets, pillow and pillow case</li> <li>24 hour security</li> <li>Communal area</li> <li>Laundry facilities (charges will apply)</li> <li>Weekly cleaning service</li> <li>Wi-Fi access</li> </ul>
How is the quality monitored?	<ul style="list-style-type: none"> <li>The Accommodation Team monitor the quality of service provided on a regular basis or as</li> </ul>	<ul style="list-style-type: none"> <li>CSE employs a Residential Manager, who welcomes students on arrival and assists with any</li> </ul>

	and when needed.	questions/issues students may have. Induction carried out on arrival as well as copy of Residence Handbook given to students, which students sign to say they have read and understood.
Location	<ul style="list-style-type: none"> <li>• Around Capital School of English</li> </ul>	<ul style="list-style-type: none"> <li>• Town centre location</li> </ul>

## A2. Terminology

### What is **safeguarding**?

All children and young people need to have trusted adults around them to make sure they are kept safe from harm. It is also about taking action to enable all children to have the best possible outcomes.

#### How can this be done?

We should ensure that all children and young people:

- are well cared for
- are healthy
- are safe
- have the best chances in life

and that:

- all people working with children and young people are safe and suitable to do so
- all places where children and young people go are safe.

#### Safeguarding is also about ...

- giving support to children, young people and their families
- getting other people to help if necessary
- early identification and intervention if a child or a young person needs help
- knowing what to do if you're worried about a child or a young person
- recognising if a child or a young person is at risk of harm or abuse
- taking action to protect the child or young person.

Safeguarding is about working together to prevent harm or abuse happening in the first place. It's not just about protecting and getting involved with those families where children and young people are most at risk of harm or being hurt.

#### Safeguarding includes a wide range of issues such as ...

<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Prejudice</li> <li>• Fire Safety</li> <li>• Child Abuse</li> <li>• Running Away</li> <li>• Eating Disorders</li> <li>• Child Protection</li> <li>• Depression</li> <li>• Mental Health Issues</li> <li>• Missing Children</li> <li>• Education</li> </ul>	<ul style="list-style-type: none"> <li>• Gangs, Youth Violence</li> <li>• Female Genital Mutilation</li> <li>• Domestic Abuse</li> <li>• Road Safety</li> <li>• Sexual Exploitation</li> <li>• Child Trafficking</li> <li>• Drugs &amp; Alcohol</li> <li>• Self-harm</li> <li>• E-Safety</li> <li>• Health &amp; Safety Issues</li> <li>• Prevention of Radicalisation</li> </ul>
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### What is **Child Protection**?

- a part of safeguarding
- refers to the need to protect students U18 (children) from direct harmful or abusive behaviour.

### A **child** is ...

- any person who has not yet reached their 18<sup>th</sup> birthday, irrespective of age of maturity in their home country. In the UK, a person under the age of 18 is legally considered a child.

**A vulnerable person is ...**

- any learner, irrespective of age, who is unable to or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation
- Many international students, particularly new arrivals, can be considered 'vulnerable', because they are:
  - living in an unfamiliar culture and environment
  - living away from family and friends
  - having much greater freedom
  - living and studying in a country in a second language

**What is 'Duty of Care'?**

- Connected to safeguarding is the phrase 'Duty of Care'
- There is a legal responsibility that adults who work with children as professionals or volunteers have a duty to look after them properly.
- Children depend on adults for their safety and well-being.

**What is abuse?**

- Abuse may be from an adult and/or another child.
- There are four main types of abuse:
  - Emotional
  - Physical
  - Sexual
  - Neglect

### What is a Designated Safeguard Team?

All members of staff (administrative and academic) form part of the Safeguarding Team. However, CSE has key members of staff (Designated Safeguarding 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.

**If you have a general concern about a child or student at Capital School of English, 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	<b>Paulina Fordham</b> , Finance Director	Level 3	<a href="mailto:paulina@capitalschool.co.uk">paulina@capitalschool.co.uk</a>
Designated Safeguarding Person	<b>Spencer Fordham</b> , Managing Director	Level 3	<a href="mailto:spencer@capitalschool.co.uk">spencer@capitalschool.co.uk</a>
Designated Safeguarding Person	<b>Leanne Priestley / Kasia Rytczak</b> Director of Studies	Level 3	<a href="mailto:dos@capitalschool.co.uk">dos@capitalschool.co.uk</a>
Designated Safeguarding Person	<b>Jenny White</b> Academic Administrator / U18 Welfare Officer / Mental Health First Aider	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.

### **A3. Statement**

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 organised 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 and environment
- 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 organised 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 co-ordinated 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.

#### **A4. U18s entitlement**

This policy applies to ALL children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

CSE believes ALL children have the right to equal protection from all types of harm or abuse.

CSE takes a child-centred and co-ordinated approach to safeguarding, as outlined above. Ultimately this means that CSE will consider, at all times, what is in the **best** interests of the child.

Where there is a safeguarding concern, CSE will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

#### **A5. Adults' responsibilities**

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.

## **A6. Associated Policies**

All CSE Safeguarding Policies and Procedures (Section A-F) have been written in accordance with the following:

- Keeping Children Safe in Education (September 2016)
- Working Together to Safeguard Children 2015
- What to do if you are worried a child is being abused – Advice for practitioners
- **LSCB** Multi-Agency Child Protection Procedures
- Bournemouth, Dorset and Poole Adult Safeguarding Policy
- Child Sexual Exploitation Guidance (2017)
- Data Protection Act 1989
- Putting Children First (July 2016)
- Children Acts 1989 and 2004
- Vulnerable Group Act 2006
- Counter Terrorism and Security Act 2015
- Sexual Offences Act 2003
  - Sexting in schools and colleges: Responding to incidents and safeguarding young people
- Human Rights Act 1998
- Safeguarding Matters Handbook 2005
- Guidance for Safer Working Practice for Adults who work with Children and Young People in all Education Setting March 2009

## **Related policies and procedures and documents**

This policy supports the following CSE policies and procedures:

- Employee Handbook
- Health & Safety Handbook
- Safeguarding Section B Policy and Procedure / Code of Conduct
- Safeguarding Section C Policy and Procedure / Child Protection Policy
- Safeguarding Section D Policy and Procedure / Training
- Safeguarding Section E Policy and Procedure / Safer Recruitment
- Safeguarding Section F Policy and Procedure / Welfare & Implementing Safeguarding
- Abusive Behaviour Policy and Procedure - Capital Against Bullying
- Student Attendance and Absence Policy and Procedure
- Evacuation Policy
- Hosting students aged 17 and under Terms and Conditions
- Staff Declaration Regarding Suitability to Work with Children

## **A7. Policy Review**

This policy will be reviewed annually or whenever there is a major change in the school or in relevant legislation by management and the Designated Safeguarding Team and/or all members of staff.

## **A8. Roles and Responsibilities**

### **A8A. What Capital School of English does to safeguard all students**

#### **STUDENT WELFARE**

- i. Ensure all members of staff are aware of their Safeguarding and Child Protection responsibilities (see responsibilities of individual members of staff below).
- ii. Have a 'Student Code of Conduct' for in and out of the school, on social events organised by the school or in accommodation provided by the school. The 'Student Code of Conduct' explains the expected standard of behaviour from all students while enrolled at Capital School of English.
- iii. Have an Employee Handbook and Staff Code of Conduct. The 'Staff Code of Conduct' explains the expected standard of behaviour from all members of staff while working at Capital School of English.

#### **SPECIFIC TO U18S**

- iv. Ensure all members of staff, where necessary, are aware of the colour coding for student ID cards
  - a. 18 and over = white student ID cards
  - b. U18s = orange student ID cards
  - c. U16s = red student ID cards
- v. Ensure all members of staff are aware of the extra Duty of Care required for U18s, as outlined in the Safeguarding Section C Policy /Child Protection.
- vi. Have an 'Under 18 Student Code of Conduct' for in and out of the school, on social events organised by the school or in accommodation provided by the school. The 'Under 18 Student Code of Conduct' explains the expected standard of behaviour from all students under the age of 18 while enrolled at Capital School of English.

#### **DOCUMENTATION**

- vii. Deal effectively with allegations. All complaints will be dealt with seriously, quickly, appropriately and confidentially. All reasonable efforts will be made to deal with complaints in a fair and consistent manner.
- viii. Keep records of allegations securely.
- ix. Have an Abusive Behaviour policy and procedure. For more information read 'Capital Against Bullying'
- x. Review and update this policy and all related policies regularly.

**A8B. The role and responsibilities of ALL staff (Management, Designated Safeguarding Team, Student Services, Academic, Homestay Providers and Group Leaders)**

**SAFEGUARDING AND CHILD PROTECTION**

- i. All staff has a responsibility to provide a safe and secure environment in which children can learn and live.
- ii. All staff will treat all students and members of staff fairly, equally and with respect and dignity.
- iii. All staff must know or be able to identify students who are Under 18.
- iv. All staff must ensure all students follow the *Student Code of Conduct* and if necessary the *Under 18 Student Code of Conduct*.
- v. Any staff member who has a concern about a child's welfare should follow CSE's procedure set out in our Safeguarding Section C Policy / Child Protection and inform a member of the Designated Safeguarding Team.

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**.

- vi. All staff should be prepared to identify children who may benefit from early help.
 

*Early help* means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Team. Staff may be required to support other agencies and professionals in an early help assessment.
- vii. All staff should listen to any concerns, allegations or disclosures made by students or members of staff to a degree the individual is comfortable with.
- viii. All staff should be aware of the procedure to deal with any initial concerns, allegations or disclosures.
  - Staff should maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding team and children's social care.
  - Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
  - Any staff member who has a concern about a child's welfare will be asked to complete CSE's incident records and disclosures form.
- ix. All staff should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in our Safeguarding Section C policy / Child Protection.
  - All staff should speak to a member of the designated safeguarding team if unsure.

NOTE: Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- x. All staff working with children should maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best interests** of the child.

- xi. All staff must ensure that a child receives the right help at the right time to address risks and prevent issues escalating.
- xii. If staff members have concerns about another staff member, then this should be referred to a member of management (Managing Director, Finance Director or Director of Studies). Where there are concerns about a member of management, this should be referred to another member of management or reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding strategic lead and make any referral via them.
- xiii. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should follow the Capital Against Bullying Procedure and speak to a member of the Designated Safeguarding Team.
- xiv. All staff should feel able to raise concerns about poor or unsafe practice and potential failures in CSE's safeguarding regime and know that such concerns will be taken seriously by management.

#### E-SAFETY

- i. Protect children and young people from the risks they may encounter on the internet (UK Council for Child Internet Safety (UKCCIS).
- ii. Ensure the privacy settings on their personal social media accounts are set appropriately.
- iii. Ensure appropriate filters and appropriate monitoring systems are in place on the internet to safeguard children from potentially harmful and inappropriate online material.
- iv. Believe ***'Together we can make a difference'***
- v. Educate Young People about being safe on the internet.
- vi. Report any websites to a DSP at CSE or for websites hosted in the UK to the Internet Watch Foundation ([www.iwf.org.uk](http://www.iwf.org.uk)) or for websites hosted overseas to InHope – International Association of Internet Hotlines (<http://www.inhope.org>) which have:
  - Child sexual abuse content
  - Criminally obscene adult content
  - Non-photographic child sexual abuse images
 NOTE: This can be reported anonymously and confidentially.
- xi. Report any concerns to CSE or UK Safer Internet Centre 0344 381 4772, [helpline@safeinternet.org.uk](mailto:helpline@safeinternet.org.uk) or [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

#### PREVENT DUTY

- vii. All staff must be aware that anyone, not only U18s; all students, staff and sub-contractors (homestays), may be vulnerable to extremist exploitation.
- viii. All staff must be aware of the procedure outlined in Capital School of English's 'Prevent policy'.
- ix. All staff must promote core British values; a) democracy b) the rule of law c) individual liberty d) respectful tolerance of different faiths or beliefs.
- x. All staff must challenge inappropriate views to a degree the individual is comfortable with.
- xi. All staff must Develop students' critical thinking skills to help them question extreme views (for long-stay students)

### TRAINING & COMMUNICATION

- xii. All staff must complete Safeguarding and Child Protection training appropriate to their position within the school.
- xiii. All staff must complete Prevent training appropriate to their position within the school.
- xiv. All staff must attend update and/or further training, when necessary.
- xv. All staff must communicate this policy and procedure to all students, members of staff and the school community, if necessary.

### **A8C. Additional role and responsibilities of homestay providers**

- i. Keep their property safe and in good repair.
- ii. Comply with the law on fire safety.
- iii. Conduct a risk assessment of the property.
- iv. Arrange regular gas safety checks.
- v. Ensure a fair, harmonious, safe and supportive living environment. Such as treating the student as a full member of the household, eating together and sharing the common living areas.
- vi. Make available:
  - a. A bedroom and common areas in a proper state of cleanliness and repair.
  - b. Adequate heating and lighting.
  - c. A sufficiently spacious bedroom with natural light; equipped with an adequately sized bed and adequate hanging and drawer space for clothes.
  - d. Privacy for members of the opposite sex.
  - e. A table for private study, where appropriate.
  - f. Sufficient washing facilities and access to a bathroom, with baths and/or showers available daily.
  - g. A change of towels and bed linen each week and adequate supply of duvets or blankets.
  - h. A weekly laundry service or clearly explained laundry arrangements.
- vii. Offer a well-balanced diet, taking into account any reasonable dietary requirements expressed by students.  
Provide breakfast and dinner (Monday – Friday) and breakfast, packed lunch and dinner (Saturday – Sunday). This excludes accommodation booked as a Bed and Breakfast.
- viii. Ensure there is an adult, a person aged 18 or over, available to welcome students when they first arrive.

### **HOSTING STUDENTS AGED 17 AND UNDER - ADDITIONAL RESPONSIBILITIES**

- i. Unlimited laundry service, including ironing must be provided.
- ii. A Homestay Provider hosting an under 16 cannot host any other student aged 17 or above at the same time.
- iii. Unless attending an event organised by the school, Mini-Stay Programme students (under 16s) should not be out in the evening, unless supervised by the homestay.
- iv. The following curfew times apply to 16 – 17 year olds:
  - Sunday to Thursday must be in no later than 10:30pm
  - Friday and Saturday must be in no later than 12 midnight
 Students are informed of these times during their induction on their first day at Capital School of English. If any student is not home at the stated curfew time, please call the emergency contact number.
- v. Day trips are permissible.
- vi. Overnight excursions are only permissible when a parental consent form has been completed by their parents/guardians. This is arranged by the school directly and students are made aware of this during their induction programme on the first day at school. The school will give you notice of any such arrangement.
- vii. Closed under 18 groups have their own social programme and should only be attending these events. You will be given a copy of this and also made aware of any safeguarding policies specific to that group.

**A8D. Additional role and responsibilities of all administration/academic staff employed by CSE**

**EVACUATION**

- i. All staff must be aware of the procedure outlined in Capital School of English's 'Emergency Evacuation policy and procedure'.
- ii. All staff must ensure students evacuate the building safely in the event of hearing the fire alarm.
- iii. All staff must ensure all fire escapes and passageways are kept clear at all times. Remove and/or inform your line manager of any blockages immediately.

**FIRST AID**

- iv. All staff must be aware of which members of staff are first aid trained.
- v. All staff must be aware of the location of first aid boxes.
- vi. All staff must be aware of the location of the accident book.

**E-SAFETY**

- viii. All staff must not link their personal social networking accounts or blogs to the School's website.
- ix. All staff must not invite or accept as 'friends' on such sites any learners, who are currently studying at the School. Direct the student to the official School Facebook account.
- x. All staff must not give out personal e-mail addresses to current students at any time.
- xi. All staff must not give out URLs to personal web pages, or personal space provided by internet providers including blogs.

**A8E. Additional role and responsibilities of Social Co-ordinator/Social Organisers**

**PLANNING ACTIVITIES**

- i. Ensure written risk assessments minimise any risks to students and clear guidelines on how to respond to situations where students are at risk are in place for social events and/or activities organised by the school on and off-site.
- ii. Ensure risk assessments include identifying the supervision ratios for U18s.
- iii. Ensure students, including U18s, have appropriate information about, and access to, social, cultural and sporting events and activities which enhance their experience of studying in the UK. This includes stating the minimum age of activities.
- iv. Ensure the 16-17 year old activity programme (summer term only) is appropriate for the students.
- v. Ensure Under 18s are not able to register for 18+ activities.
- vi. Ensure any social events and/or activities organised by the school are well organised and sufficiently resourced.
- vii. Ensure alternative activities are available if activities are cancelled for reasons such as poor weather, where social events and/or activities organised by the school are part of the course programme (e.g. Mini-Stay Programme).
- viii. Ensure social events and/or activities organised by the school take into account the students' age, maturity, experience and ability, and cultural backgrounds.

**COMMUNICATION**

- i. Ensure all students on excursions have a Social Activity phone number to contact in emergencies.
- ii. Ensure students know where and how a member of staff can be contacted during the entire period of social events and/or activities organised by the school on and off-site.
- iii. Set clear boundaries and time frames for free time on activities and excursions.

- iv. Set meeting times earlier than necessary, usually 30 minutes prior, to ensure late students have time to meet the rest of the group and to deal with any issues should they arise.
- v. Encourage students to spend their free time in groups when on excursions.

#### **E-SAFETY**

- vi. Ensure the PEGI rating is appropriate for the students at the activity.  
*What is a PEGI rating?* Age ratings are systems used to ensure that entertainment content, such as films, videos, DVDs, and computer games, are clearly labelled by age according to the content they contain. NOTE: PEGI 18 is only suitable for adults aged eighteen and above.
- vii. Ensure that all videos, DVDs or clips from the internet have been watched in advance from beginning to end to ensure they are appropriate for the students at the activity.

#### **SPECIFIC TO U18s**

- viii. Ensure U18s are identifiable on activity sign-up sheets.

#### **SPECIFIC TO U16s**

- ix. Ensure there is always at least one member of staff to every fifteen U16s on social events and/or activities organised by the school off-site.

#### **A&F. Additional role and responsibilities of teachers**

##### **IN THE CLASSROOM**

- i. Ensure that the lessons take into account the students' age, needs and cultural backgrounds.
- ii. Ensure teaching techniques are appropriate to the needs of the group and individual learners.
- iii. Engage students, including U18s, through the effective management of learning activities and interactions.
- iv. Create a positive learning atmosphere through the effective management of learning activities and interactions.
- v. Ensure children are taught about safeguarding, including online, through teaching and learning opportunities.

#### **E-SAFETY**

- vi. Ensure that all videos, DVDs or clips from the internet have been watched in advance from beginning to end to ensure they are appropriate for the class.
- vii. Ensure the PEGI rating is appropriate for the students at the activity  
*What is a PEGI rating?* Age ratings are systems used to ensure that entertainment content, such as films, videos, DVDs, and computer games, are clearly labelled by age according to the content they contain. NOTE: PEGI 18 is only suitable for adults aged eighteen and above.



## HEALTH AND SAFETY

- viii. Ensure that all infrastructures are secure. For example, if you feel any chairs need repairing or replacing, remove them from use immediately and inform your line manager or a member of management or complete a Hazard Reporting Form – See Health & Safety Folder.
- ix. Ensure that all electrical cables are not protruding or could trip up a student.
- x. Politely ask students to hand over any potentially harmful objects (e.g. knife) and inform your line manager or a member of management.
- xi. Ensure written risk assessments and clear guidelines on how to respond to situations where students are at risk are in place for lessons and/or activities organised by the school off-site. Risk assessments must identify the number of U18s in the class and ensure appropriate measures are in place for them.

## FIRE SAFETY AND EVACUATION

- xii. Check your whole class is present at the assembly point. Stay with your class keeping them off the road and other people's property.

### **A8G. Additional role and responsibilities of Under 18 Welfare Officer**

- i. Ensure the relevant section of the Student Attendance and Absence policy is adhered to.
- ii. Ensure all U18s are informed of and attend their weekly U18 meeting.
- iii. Ensure the U18 Welfare phone is checked regularly.
- iv. Inform homestays and parents and/or guardians or ETOs (depending on the contact details on the 'Parental Consent Form' of the Study Programme of an U18 on arrival at the school.
- v. Ensure the parents and/or legal guardians of Under 18s who request a holiday or day off with an overnight stay have completed an 'U18 Permission to Travel Form' before permission is granted.
- vi. Ensure all Under 18s are:
  - a. Informed of the U18 Code of Conduct
  - b. Informed of their curfew times
  - c. Informed of the safeguarding and child protection policy during their U18 meeting in their first week at Capital School of English
  - d. Reminded of any sections of this safeguarding and child protection policy and procedure, if necessary, during their weekly U18 meetings.

## E-SAFETY

- vii. Ensure U18s are not creating and sharing sexual imagery. This may involve checking their personal phones, if necessary.
- viii. Ensure U18s are not using age inappropriate apps. This may involve checking their personal phones, if necessary.

### **A8H. Additional role and responsibilities of Group Administrator**

- i. Ensure the above roles and responsibilities are adhered to.
- ii. Ensure all group leaders receive a copy of this Safeguarding, Child Protection and Prevent policy before or on arrival.

- iii. Ensure all group leaders are aware of their responsibilities with regard to the Safeguarding, Child Protection and Prevent policy.
- iv. Ensure the relevant section of the Student Attendance and Absence policy is adhered to.
- v. Ensure alternative activities are available if activities are cancelled for reasons such as poor weather, where social events and/or activities organised by the school are part of the course programme (e.g. Mini-Stay Programme).
- vi. Ensure group leaders are contacted if a student is late for class or wishes to leave class early.
- vii. Ensure the group leader remains with a late student until the start of the next lesson.

**A8I. Additional role and responsibilities of Group Leaders**

- i. Ensure a DBS or DBS equivalent is provided.
- ii. Ensure CSE supervision ratios are met. NOTE: Group leaders will not be asked to look after students from another group.
- iii. Ensure group leaders are contacted if a student is late for class or wishes to leave class early.
- iv. Ensure the group leader remains with a late student until the start of the next lesson.

**A8J. Additional role and responsibilities of the Academic Administrator**

- i. Ensure the relevant section of the Student Attendance and Absence policy is adhered to.
- ii. Ensure teachers are informed of any relevant medical information regarding students.
- iii. Ensure students follow the Student Code of Conduct.

**A8K. Additional role and responsibilities of the DOS**

- iv. Ensure Study Programmes for all students, irrespective of age, highlight not only the class times but also times students can use the Self-Study Centre.
- v. Ensure scheduled classes for U16s are different from the rest of the school.
- vi. Ensure teachers are informed of any relevant medical information regarding students.
- vii. Ensure students follow the Student Code of Conduct.

**A8L. Additional role and responsibilities of Senior First Aider(s)**

- i. Ensure any information regarding medical conditions is collated and distributed to all members of Student Services.
- ii. Ensure if an U18 needs to visit a hospital they are accompanied by one of the following:
  - Group leader, if applicable
  - A member of CSE staff
  - A friend over the age of 18

**A8M. Additional role and responsibilities of Accommodation Officers**

- i. Ensure homestay providers adhere to their responsibilities outlined in this policy.
- ii. Ensure the main carer of a homestay for U18s has an Enhanced DBS check and is registered with the 'DBS Update Service'.
- iii. Ensure that all members living at the homestay, aged 16 or over, complete Capital School of

- English's 'Declaration for Suitability to work with Children' .
- iv. Ensure a child under the age of 16 (or 18 if they're disabled) is being looked after under the necessary arrangements according to UK law, i.e. Private Fostering.

**A8N. Additional role and responsibilities of Residential Manager**

- i. Ensure the summer residential provision is adequately cleaned.  
ii.

**A80. Additional role and responsibilities of Designated Safeguarding Team**

- i. Ensure the above roles and responsibilities are adhered to.  
ii. Ensure the school has a designated safeguarding team who will provide support to staff members to carry out their safeguarding duties.  
iii. Ensure the school has a designated safeguarding strategic lead who will liaise closely with other services such as children's social care.  
iv. Ensure all staff members are made aware of systems within CSE which support safeguarding as part of their staff induction. These should include copies of the below policies:  
a. Safeguarding Section B Policy and Procedure / Code of Conduct  
b. Safeguarding Section C Policy and Procedure / Child Protection Policy  
c. The role of the designated safeguarding lead.  
d. Part one of Keeping Children Safe in Education (September 2016)  
v. Ensure all staff members receive appropriate safeguarding and child protection training which is regularly updated.  
vi. Ensure all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.  
vii. Ensure all staff are aware of the process for making referrals to CSE's safeguarding team.  
viii. Ensure any concerns that require a referral to children's social care for statutory assessments under the Children Act 1989 are adhered to, along with the role they might be expected to play in such assessments.  
ix. Ensure if staff have any concerns about a child, the appropriate course of action is taken. If necessary, there should be a conversation with other members of the designated safeguarding team and/or the designated safeguarding strategic lead to agree a course of action. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board (LSCB).

Once a referral has been made the local authority should make a decision within one working day about what course of action they are taking and should let the referrer know the outcome. The designated safeguarding team should follow up on a referral should that information not be forthcoming.

If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

- x. If early help is appropriate, the designated safeguarding team should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

- xi. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.
- xii. Ensure that a child receives the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.
- xiii. Ensure there is an appropriate safeguarding response to children who do not attend school, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. See 'Student Attendance and Absence Policy and Procedure'.
- xiv. During school time, a member of the designated safeguarding team should be available for staff to discuss any safeguarding concerns.
- xv. Ensure that CSE's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB.
- xvi. Recognise the importance of information sharing between professionals and local agencies. NOTE: Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- xvii. Ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with advice from the LSCB.
- xviii. Recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- xix. Prevent people who pose a risk of harm from working with children to be employed by CSE, by checking staff who work with children and taking proportionate decisions on whether to ask for any checks beyond what is required. See Safeguarding Section E/Safer Recruitment Policy and Procedure.
- xx. Ensure their child protection policy:
  - a. includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.
  - b. includes CSE's approach to sexting.

- c. includes CSE's approach to the different gender issues that can be prevalent when dealing with peer on peer abuse.
  - d. reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs (SEN) and disabilities.
- xxi. When necessary, ensure that staff have the skills, knowledge and understanding necessary to keep *looked after* children safe and ensure that appropriate staff have the information they need in relation to a child's *looked after* legal status:
- a. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order
  - b. contact arrangements with birth parents or those with parental responsibility
  - c. information about the child's care arrangements
  - d. the levels of authority delegated to the carer by the authority looking after him/her
  - e. details of the child's social worker
- xxii. Review online safety and include E-Safety policy as part of safeguarding policy.
- Read regular newsletters from the SSCT - Pan-Dorset Online Safety and Anti-Bullying champions

**A8P. Additional role and responsibilities of Designated Safeguarding Strategic Lead**

- i. Ensure the above roles and responsibilities are adhered to.
- ii. Take lead responsibility for safeguarding and child protection
- iii. The designated safeguarding strategic lead and any deputies should liaise with the local authority and work with other agencies in line with Working Together to safeguard children.
- iv. The designated safeguarding strategic lead should be available for staff to discuss any safeguarding concerns 24 hours a day on the school emergency phone.
- v. Make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

**A8Q. Additional role and responsibilities of the school owners**

- i. Ensure the above roles and responsibilities are adhered to.
- ii. Ensure that they comply with their duties under legislation.
- iii. Ensure that the policies, procedures and training in CSE are effective and comply with the law at all times.
- iv. Ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- v. Ensure there are procedures in place to handle allegations against members of staff.

**TRAINING**

- vi. Ensure CSE has a Designated Safeguarding Team and Designated Strategic Lead, and that their role is explicit in their job description and that they undergo training to provide them with the knowledge and skills required to carry out the role. See Safeguarding Policy Section D / Training.

NOTE: It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead.

### RECRUITMENT

- xxiii. Ensure all involved in recruitment have completed Safer Recruitment Training and adhere to Safeguarding Section E/Safer Recruitment Policy and Procedure.

### HEALTH & SAFETY

- xxiv. Ensure the premises, including any external areas, are in a good state of repair, cleanliness and decoration.
- xxv. Ensure that the main building and all other external buildings CSE use are safe and secure.
- Ensure risk assessments of the main building are conducted annually and that copies of the risk assessments are available for all members of staff in the Teachers' Preparation Room and Student Services (ground floor).
  - Ensure copies of risk assessments for all other external buildings are available.
- xxvi. Ensure that all infrastructures are secure or if reported by a member of staff will be repaired or replaced.
- xxvii. Ensure that all electrical cables are not protruding or could trip up a student.
- xxviii. Ensure there are sufficient First Aid boxes throughout the building and on social events organised by the school.
- xxix. Ensure that students are provided with adequate rooms and suitable facilities for relaxation and the consumption of food. NOTE: Capital School of English does not have a cafeteria; a choice of affordably priced food is available locally.
- xxx. Ensure the school buildings and summer residential accommodation is adequately cleaned.
- xxxi. Ensure all members of staff work to the agreed Code of Conduct.

### FIRE SAFETY & EVACUATION

- xxxii. Ensure there is an 'Emergency Evacuation Policy and Procedure' in place and it is reviewed annually or when necessary.
- xxxiii. Ensure the fire extinguishers are checked annually.
- xxxiv. Ensure fire drills are conducted 4 times a year.
- xxxv. Ensure there are sufficient trained fire wardens available.
- xxxvi. Ensure personal risk assessments are conducted for any students with disabilities.

**A9. U18s involvement**

Sections of this policy are included in the U18 Code of Conduct, which they are informed about at their U18 meeting. Furthermore, relevant sections of this policy will be shared with U18s in the U18 weekly meetings.

**A10. Policy Availability & Formats**

This policy is available to download on Capital School of English's website [www.capitalschool.co.uk](http://www.capitalschool.co.uk)

If you would like a printed copy, please email [info@capitalschool.co.uk](mailto:info@capitalschool.co.uk)