Child Protection and Safeguarding Policy
(Leeds)
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1 Introduction

The Designated Safeguarding Person (DSP) for CES Leeds is Sam Howard. She is located in reception in the main school. She is also the main school Welfare Officer:

Email: leedsaccommodation@ces-schools.com
Phone: 0113 2427171

Centre of English Studies is an English language school for international (ie non UK) students wishing to improve their English language skills. We take students from the age of 12 and there is no maximum upper age limit. We have schools located in Worthing (Head Office), Leeds, Oxford, Harrogate, Edinburgh and Wimbledon. We take 16 and 17 year old students onto our year round adult courses and in addition to this we take closed groups (ie not mixed with other students) of young learners (aged 12-17) year round in our adult school. We run schools just for young learners every summer in Worthing, Brighton and Leeds. Accommodation is for the most part in host families but our Brighton centre for young learners is residential.

Who is covered by this policy?

All adults who have any contact, in any form, with young persons aged under 18 are covered by this policy. This is a Child Protection and Safeguarding Policy.

Safeguarding – Generally ‘looking after’ the welfare of young people in our care
Child Protection – Protecting children from direct and/or harmful behavior
Young learners – Students under the age of 18

Whilst the majority of this policy is applicable to all centres, the Principal of each school is responsible for reviewing and updating the policy for their individual school in line with local conditions on an annual basis at a minimum, or more frequently if required:

CES Leeds Child Protection and Safeguarding Policy:

Updated and reviewed by : ________________________________
Position : ________________________________
Signed : ________________________________
Date of update / review : ________________________________
**Policy statement**

Centre of English Studies (herein after referred to as CES) has a moral and legal obligation to ensure that, when given responsibility for young people, CES staff provide them with the highest possible standard of care. CES is committed to devising and implementing policies so that everyone accepts their responsibilities to safeguard and protect children from harm and abuse. This means following procedures to protect children and report any concerns about their welfare to appropriate staff and authorities. Centre of English Studies is committed to ensuring that:

- the welfare of the child is paramount
- all children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have rights in general and in particular the right to protection from all types of abuse. EVERY CHILD (PERSON) MATTERS
- all suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately
- all staff (paid/unpaid) are covered by this policy and all staff have a responsibility to report concerns to the appropriate person, normally the Designated Safeguarding Person (DSP) or Principal, Designated Safeguarding Lead (DSL)
- all staff receive appropriate training
- this policy is disseminated to all staff, read by all staff and understood by all staff

CES has a duty of care to safeguard all children from harm. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. CES will ensure the safety and protection of all children through adherence to the Child Protection and Safeguarding Policy guidelines adopted by CES.

A child is defined as a person under the age of 18 (The Children Act 1989). The aim of this policy is to promote good practice, providing children and young people with appropriate safety and protection whilst in the care of CES and to allow staff to make informed and confident responses to specific child protection issues. This policy applies to both real world and online environments.

**Policy aims**

The aim of the CES Child Protection and Safeguarding Policy is to promote good practice by providing children and young people with appropriate safety and protection whilst in the care of CES and to allow all staff to make informed and confident responses to specific child protection issues.

**A child’s rights**

Anyone under the age of 18 is legally considered to be a child in the UK

- All children have rights. No one can take away a child’s right to be safe
- All children have a voice
- All children have the right to say ‘no’ if any person tries to do something to them which they feel is wrong.
- All children have the right to be supported against bullies.
- All children must feel they can tell an adult of any incident that frightens or confuses them or makes them unhappy.
- All children must know that if they go to an adult for help, they will be listened to seriously and supported.
- All children have the right to be treated with respect and to be safeguarded from harm
2 The CES code of conduct and promoting good practice

Child abuse, particularly sexual abuse, can arouse strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with your judgement about the appropriate action to take. Abuse can occur within many situations including the home, school and the sporting environment. You will have regular contact with young people and you will play a central role in identifying cases where a student needs protection. All suspicious cases of poor practice must be reported following the guidelines in this document.

The CES Code of Conduct

- All staff and responsible adults will promote an atmosphere of tolerance and respect and will actively challenge extremist views that threaten this atmosphere. Staff and responsible adults will promote core British values of democracy, the rule of law, individual liberty and tolerance of different beliefs and cultures. Staff will report any concerns to the PREVENT lead (please read the PREVENT policy carefully)
- All staff and responsible adults need to set standards and to be excellent role models. For example, be somebody children can trust, use appropriate language, be punctual, be fair and not have favourites, not to give preferential treatment, give clear instructions, be positive, react and respond appropriately to a variety of situations
- All staff and responsible adults know professional boundaries
- All staff and responsible adults must treat all students and young people with due respect
- All staff and responsible adults need to have appropriate appearance and to dress in a manner that is appropriate to their role.
- All staff and responsible adults should refrain from smoking, drinking alcohol and of course taking any form of illegal drug
- All staff and responsible adults should not swear in front of young learners
- All staff and responsible adults should be aware of CES guidelines on the use of social networks and misuse of IT.
- All staff and responsible adults in residential centres should be aware of appropriate forms of behaviour in accommodation, particularly around bedrooms and bathrooms and the right to privacy
- All staff and responsible adults should be aware of the correct action to take with regard to arranging transportation for young learners
- All staff and responsible adults have a duty of care towards all students but in particular towards students under the age of 18
- All staff and responsible adults should avoid all forms of physical contact with students unless in certain clearly defined situations (e.g. administering of first aid by a trained first aider ideally in the presence of another member of staff)
- All staff and responsible adults should be aware of CES guidelines relating to the use of photographic and video equipment with young people
- All staff and responsible adults should share any concerns with the appropriate member of staff immediately

This Code of Conduct is built upon in the following sections which give examples of good practice and poor practice.
Good practice

All staff should be encouraged to demonstrate exemplary behaviour in order to promote a child’s welfare and reduce the likelihood of allegations being made. The following are common sense examples of how to create a positive culture and climate. **Remember, following good practice can be as much for your benefit as for the student’s benefit.**

**You should:**

- work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- implement this policy at all times
- remember, other people may misinterpret your actions, no matter how well intentioned
- challenge unacceptable attitudes of behavior from other members of staff or students
- set an example you wish and expect others to follow
- treat all young people equally, avoiding favourites
- respect a young person’s right to personal privacy
- make the experience of studying with CES fun and enjoyable: promote fairness, confront and deal with bullying.
- treat all young people (including disabled young people) equally, and with respect and dignity.
- put the welfare of each young person first, before winning or achieving goals.
- maintain a safe and appropriate distance with young children in your care (e.g. it is not appropriate for staff to have an intimate relationship with a child or to share a room with them).
- avoid unnecessary physical contact with young people. Where any form of manual/physical support is required it should be provided openly and with the consent of the young person. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the young person’s consent has been given. Keep any physical contact with a child brief and don’t touch a child anywhere that would normally be covered by a swimming costume.
- use the procedure: demonstrate – ask permission – touch if you have to touch a child – for example to demonstrate a sporting technique. However, it is always best to avoid touching at all and simply to demonstrate the technique.
- try to ensure that other students and if possible other staff members or group leaders are present if physical contact is prolonged or sensitive - for example to comfort a crying child, if someone is injured or if you have to separate fighting children.
- request written consent from the group leader if staff are required to transport young people in their cars. **You should avoid doing this alone.**
- ensure you work in pairs with the appropriate gender of staff doing the supervising if students have to be supervised in changing rooms.
- be an excellent role model - this includes not smoking or drinking alcohol in the company of young people.
- give enthusiastic and constructive feedback rather than negative criticism.
- recognise the developmental needs and capacity of young people and disabled adults - avoiding excessive training or competition and not pushing them against their will.
- keep a written record of any injury that occurs, along with the details of any treatment given. This should be recorded in the incident books provided.
- ensure you know the location of medical consent forms for the administration of emergency first aid (provided you are qualified to do so) or other medical treatment if the need arises.
- recognise if a student is developing a ‘crush’ on you. Do nothing that might be construed as encouraging this. Inform the Centre Manager. Never flirt with a student or make sexually suggestive or provocative comments, even in fun.
**Poor practice**

It is not always easy to distinguish poor practice from abuse. It is therefore NOT the responsibility of employees to make judgements about whether or not abuse is taking place. It is however their responsibility to identify poor practice and possible abuse and to act if they have concerns about the welfare of the child.

**You should not:**

- spend time alone with young people away from others.
- betray a situation of trust
- permit abusive peer activities (e.g. initiation ceremonies)
- share changing rooms, washrooms, toilets or bedrooms with children. Always warn children before entering these places. Avoid being in these places with children unless absolutely necessary, and pay particular attention to avoid being alone with a child in these places. Always make sure you are there with another member of staff of the correct sex.
- take young people alone in a car on journeys, however short
- engage in rough, physical or sexually provocative games or contact, including horseplay
- engage in inappropriate language with young people – writing, phoning, email or internet
- hit, throttle, push, kick or otherwise act aggressively either physically or verbally towards a child even in pretence
- share a room with a child
- enter children’s rooms alone in a residence or invite children into your rooms
- take young people to your home where they will be alone with you
- allow or engage in any form of inappropriate touching
- allow children to use inappropriate language unchallenged
- make sexually suggestive comments or threats to a child, even in fun
- reduce a child to tears as a form of control
- fail to act upon and record any allegations made by a child
- do things of a personal nature for children or disabled adults, that they can do for themselves
- invite or allow children to spend time with you alone and unsupervised

N.B. It may sometimes be necessary for staff to do things of a personal nature for children, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of the child concerned and the group leader. There is a need to be responsive to a person’s reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. **Do not take on the responsibility for tasks for which you are not appropriately trained.**
The CES Code of Conduct Card is issued to all members of staff.

IF IN DOUBT – REPORT IT!

3 Child protection, how to handle a disclosure and how to report suspicions of abuse

Overview

CES Leeds has fully trained nominated Designated Safeguarding Persons (DSP). The Designated Safeguarding Persons (DSP), in turn provide training to all members of staff. Contact details are:

Samantha Howard. She is located in reception in the main school at 9 Park Place Leeds. She is also the main school Welfare Officers:

Email : leedsaccommodation@ces-schools.com

Phone : 0113 2427171

Emergency number : 07538 462164

We also operate a 24 hour emergency line. This is usually manned by the Designated Safeguarding Persons (DSP), but there would be occasional weeks throughout the year when other CES DBS checked staff would have the phone. If there is an issue outside of school hours and the emergency phone is called, whoever is holding the phone would make arrangements to have the child removed from a house immediately if the situation warrants it. That person would also contact the Principal immediately and he too would go to the house concerned. In the unlikely event that you cannot contact the emergency phone you may speak to the Principal, Rob Tuck. He can be contacted via the same numbers as above or via email: leedsprincipal@ces-schools.com. He may also be contacted on his mobile number : 0781 5622294

Defining Child Abuse

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. Remember P.E.N.S.

Physical Abuse: This is where adults physically hurt or injure a young person e.g. hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse.

Emotional Abuse: This is the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child’s emotional development. It may involve telling a young person they are useless, worthless, unloved, inadequate or valued in terms of only meeting the needs of another person. Emotional abuse may occur when the young person is constantly criticised, given negative feedback, expected to perform at levels that are above their capability. Other forms of emotional abuse could take the form of name calling and bullying. Ill treatment of children, whatever form it takes, will always feature a degree of emotional abuse.
**Neglect:** This occurs when an adult fails to meet the young person’s basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child’s health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment. Refusal to give love, affection and attention can also be a form of neglect. Neglect in sport could occur when a coach does not keep the young person safe, or exposing them to undue cold/heat or unnecessary risk of injury.

**Sexual Abuse:** This occurs when adults (male and female) use children to meet their own sexual needs, whatever form this may take. Showing young people pornography or talking to them in a sexually explicit manner are also forms of sexual abuse.

**Possible Indicators of Abuse**

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- an injury for which an explanation seems inconsistent
- the young person describes what appears to be an abusive act involving them
- another young person or adult expresses concern about the welfare of a young person
- unexplained changes in a young person’s behavior e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper
- inappropriate sexual awareness
- engaging in sexually explicit behavior
- nightmares, sleep problems,
- sudden or unexplained personality changes/mood swings; seems withdrawn, angry, clingy,
- shows significant changes in eating habits.
- an older child behaving like a younger child, e.g. bedwetting or thumb-sucking
- develops fear of particular places or resists being alone with particular child or young person for unknown reasons
- shows resistance to routine bathing, toileting or removing clothes even in appropriate situations
- play, writing, drawings or dreams include sexual or frightening images
- refuses to talk about a secret he/she has with an adult or older child
- stomach aches or illness, often with no identifiable reason
- leaves clues that seem likely to provoke a discussion about sexual issues
- uses new or adult words for body parts; engages in adult-like sexual activities with toys, objects or other children
- develops special relationship with older friend that may include unexplained money, gifts or privileges
- intentionally harming himself or herself, i.e. drug/alcohol use, cutting, burning, running away,
- sexual promiscuity
- develops physical symptoms, e.g. unexplained soreness, pain or bruises around genital or mouth;
- sexually-transmitted disease;
- pregnancy

This list is of course not exhaustive.
What to do if you suspect abuse – how to report

We may become aware of possible abuse in various ways. We may see it happening, we may suspect it happening because of signs such as those listed above, it may be reported to us by someone else or directly by the young person affected. In the last of these cases, it is particularly important to respond appropriately.

If you suspect an adult (or another student/child) is a threat to a child in some way tell the Designated Safeguarding Person or Principal immediately. If a student says or indicates that they are being abused, you should use the following guidelines without delay. You must act on allegations made. You cannot ever ignore an allegation or suspicion

Do:

- stay calm in the event of an allegation. Don't panic, don't over-react. It is extremely unlikely that the student is in immediate danger.
- Listen, hear and believe. DO NOT INTERPRET OR PUT WORDS INTO THE MOUTH OF SOMEONE MAKING AN ALLEGATION
- give time to the person to say what they want
- reassure & explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed
- report the allegation or suspicion immediately to the Principal or Designated Safeguarding Person.

Don't:

- try to deal with it yourself
- gossip with colleagues about what has been said to you
- make a child repeat a story unnecessarily

What the Principal or Designated Safeguarding Person will do

The person handling the disclosure will follow the principle of T.E.D. – Tell me, explain to me, describe to me.

- The Principal or DSP will take a written statement from all parties involved.
- All contact between the child concerned and the alleged abuser should cease with immediate effect.
- The Principal or DSP will speak to the person concerned to advise them of the allegations and advise them that no further contact is permitted.
- The Principal or DSP will take appropriate action which may involve contacting external agencies, contacting agents / parents, suspending the member of staff concerned (or student) pending an investigation
- If the Principal or Designated Safeguarding Persons (DSP) is the subject of the suspicion/allegation, the initial report must be made to the alternative Designated Safeguarding Persons (DSP), who will decide whether or not to refer the allegation to Social Services and inform other relevant parties.

It is not the responsibility of anyone working for CES, in a paid or unpaid capacity, to decide whether or not child abuse has taken place. However there is a responsibility to act on any concerns by reporting these to the Principal or Designated Safeguarding Persons (DSP). CES ensures all staff that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.
Handling a disclosure by a child

Care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more trauma to the child and/or compromising a criminal investigation during the disclosure phase. Ideally, a child making a disclosure should be taken immediately to the Principal or Designated Safeguarding Person. In the event that this is not immediately possible, these notes will help you in handling the disclosure.

Receive

Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down. Accept what is being said without judgement. Take it seriously.

Reassure

Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously. Don't promise confidentiality -- never agree to keep secrets. You have a duty to report your concerns. Tell the child that you will need to tell some people, but only those whose job it is to protect children. Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse.

React

Listen quietly, carefully and patiently. Do not assume anything - don't speculate or jump to conclusions. Do not investigate, interrogate or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation. Let the child explain to you in his or her own words what happened, but don't ask leading questions. Do ask open questions like "Is there anything else that you want to tell me?" Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose preferred language is not English. Do not ask the child to repeat what they have told you to another member of staff. Explain what you have to do next and to whom you have to talk. Refer directly to the named Designated Safeguarding Persons (DSP), or designated person in your organisation (as set out in the this policy). **Do not discuss the case with anyone outside the child protection team.**

Record (this would be for the Principal or Designated Safeguarding Person)

Make some very brief notes at the time and write them up in detail as soon as possible. Do not destroy your original notes in case they are required by Court. Record the date, time, place, words used by the child and how the child appeared to you - be specific. Record the actual words used; including any swear words or slang. Record statements and observable things, not your interpretations or assumptions - keep it factual

What information should be recorded in the formal report?
To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The child's name, age and date of birth of the child.
- The child's home address and telephone number.
- Whether or not the person making the report is expressing their own concerns or those of someone else.
- The nature of the allegation. Include dates, times, any special factors and other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries. Also any indirect signs, such as behavioural changes.
- Details of witnesses to the incidents.
- The child’s account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- Have the parents been contacted?
- If so what has been said?
- Has anyone else been consulted? If so record details.
- If the child was not the person who reported the incident, has the child been spoken to? If so what was said?
- Has anyone been alleged to be the abuser? Record details.
- Where possible referral to the police or social services should be confirmed in writing within 24 hours and the name of the contact who took the referral should be recorded.

If you are worried about sharing concerns about abuse with a senior colleague, you can contact social services or the police direct, or the NSPCC Helpline on 0808 800 5000, or Childline on 0800 1111.

www.crb.gov.uk Criminal Records Bureau
https://www.gov.uk/government/organisations/disclosure-and-barring-service
www.isa.homeoffice.gov.uk Independent Safeguarding Authority
www.CEOP.police.uk internet crimes

All reports will be reported to and recorded by one of the Designated Safeguarding Persons (DSP), or the Principal and kept securely in a password protected folder on the CES internal computer network (S Drive). Only the nominated Designated Safeguarding Persons (DSP), and Principal will have access to this folder, and outside agencies as appropriate.

Confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information will be handled and disseminated on a need to know basis only. This includes the following people:

- the Principal and Directors
- the parents of the person who is alleged to have been abused
- the person making the allegation
- social services/police
- the alleged abuser (and parents if the alleged abuser is a child)
Information (eg incident reports) will be stored in a secure place with access limited to designated people, in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

**What can adults do to prevent sexually harmful behavior between children?**

- Set and respect physical boundaries.
- Encourage children to also respect themselves and others.
- Demonstrate to children that it is all right to say “no” and that they need to accept “no” from others.
- Stay aware of how children are interacting with one another.
- Talk with children, and listen to what they have to say.
- Set clear guidelines
- Regularly remind children of other trusted adults whom they can talk to.

**4 Responsibilities and duty to report**

**Duty to report**

**ALL staff have a duty to report any welfare concern, allegation or suspicion of inappropriate contact with children to the DSP or Principal ONLY. Confidentiality is expected at all times. All staff (paid or unpaid) have responsibility to follow the guidance laid out in this policy and related policies, and to pass on information using the required procedures. We expect all staff (paid or unpaid) to promote good practice by being an excellent role model, contribute to discussions about safeguarding and to positively involve people in developing safe practices.**

**Failure to comply**

Non-compliance with the policy on contact with students under 18 will result in disciplinary procedures. (See disciplinary procedure in staff handbook)

**Employers have a duty to, and will remove an individual from any activity where there is risk of harm to children. Employers have a ‘duty to refer’ the suspicion or allegation of an individual having inappropriate contact with young people to external authorities where there is risk of harm to children.**

**Internal enquiries**

The Principal and Directors will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social services inquiries. Irrespective of the findings of the social services or police inquiries, CES will assess all individual cases to decide whether a member of staff can be reinstated and how this can be sensitively handled.

This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, CES will reach a decision based upon the available information which could suggest that on a balance of probability, it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

**Incidents that must be reported/recorded**
If any of the following occur you should report this immediately to the Centre Manager or Director of Studies and record the incident. You should also ensure the child’s group leaders are informed:

- if you accidentally hurt someone
- if a student seems distressed in any manner
- if a child appears to be sexually aroused by your actions
- if a child misunderstands or misinterprets something you have done.

5 Specific areas of abuse

- Female genital mutilation (FGM)
- Child sexual exploitation

Female genital mutilation

You are unlikely to come across the above two types of abuse in the setting of an EFL school. FGM is illegal in the UK yet is still practised in certain cultures and religions. In the unlikely event that you have suspicions that FGM has taken place please advise your line manager or contact the NSPCC – they have a helpline dedicated to FGM that is anonymous and open 24/7, you can call them on: 0800 0208 3550. For more information on services available and one-to-one support you can call FORWARD on 0208 960 4000. They are open Monday to Friday from 9:30 am to 5:30 pm or email us at support@forwarduk.org.uk. Remember FGM is a form of child abuse.

Child sexual exploitation

Official definition of child sexual exploitation

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

This definition of child sexual exploitation was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.
Child sexual abuse online

When sexual exploitation happens online, young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone
- have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the sexual abuse has stopped.

Child sexual exploitation in gangs

Sexual exploitation is used in gangs to:

- exert power and control over members
- initiate young people into the gang
- exchange sexual activity for status or protection
- entrap rival gang members by exploiting girls and young women
- inflict sexual assault as a weapon in conflict.

Girls and young women are frequently forced into sexual activity by gang members.

Who sexually exploits children and young people?

We don't know a great deal about who commits child sexual exploitation. Identifying abusers is difficult because:

- data often isn't recorded or is inconsistent or incomplete
- children and young people often only know their abuser by an alias, nickname or appearance
- victims may be passed between abusers and assaulted by multiple perpetrators
- children and young people are often moved from location to location and abused in each place
- young people may be given alcohol or drugs
- the number of known perpetrators is likely to be far higher than those reported.

People who sexually exploit children are often described as highly manipulative individuals. They exert power over young people through physical violence, emotional blackmail or financial pressure, for example holding them in debt. To maintain control or to distance children and young people from those who may be able to protect them, abusers create or exploit weaknesses such as:

- being isolated/distant from friends and family
- disengagement from services such as education or health
- challenging or criminal behaviour

The focus on manipulation and control has similarities with domestic violence, although more research is needed to establish this link and fully explore motivations for child sexual exploitation.
Gender, age and ethnicity of perpetrators

- 72% of abusers were male
- 10% of abusers were female
- in 18% of cases gender wasn't disclosed

The evidence indicated that the age range of abusers was from 12 to 75 years. Where ethnic group was recorded, the majority of perpetrators were White and the second largest group were Asian.

6 Radicalisation & Extremism PREVENT

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice.

Extremism (represented on both sides of the political spectrum) is an ideology (particularly in politics or religion), considered to be far outside the mainstream attitudes of a society or to violate common moral standards. Extremism can take many forms, including political, religious and economic.

PREVENT is a government strategy to stop people becoming involved in violent extremism or in supporting terrorism. It includes identifying and challenging those holding extremist views. Police forces now have PREVENT officers whose work is focussed in this area. Channel is a multi-agency support process to try and safeguard vulnerable people from being drawn into extremism. More details on PREVENT may be found at [https://www.gov.uk/government/policies/protecting-the-uk-against-terrorism](https://www.gov.uk/government/policies/protecting-the-uk-against-terrorism)

ELT organisations have been identified as areas where extremists may expound their views and try to involve others. In order to minimise the potential for our students being radicalised CES

- Will ensure that all views are respected and challenge any which don’t allow all students / staff to work easily together.
- Will identify a PREVENT Lead with specific responsibility for developing and implementing policies to challenge extremism and radicalisation and who will develop and sharing links with other local organisations in a similar position. We will also ensure that all staff undergo appropriate PREVENT training.
- Will ensure there is a culture prepared to understand the terms ‘radicalisation and extremism’ and, if necessary, to reassure staff and students that they will be supported if reporting any concerns (whistle-blowing) in this area.
- Will reinforce to students and staff the importance of mutual respect and tolerance in UK culture
- Will focus on IT safety, ensuring appropriate filters are in place and that students understand what the organisation’s IT rules are.
- Will ensure the school environment is one where everyone feels safe and supported; not allowing display or promotion of inappropriate materials or organisations.

There is a full policy document dedicated to PREVENT which is available in all policy folders.
7 Safer recruitment

CES recognises that anyone may have the potential to abuse children in some way and that all reasonable steps are taken to ensure unsuitable people are prevented from working with children in CES. CES follows a policy of safer recruitment which means:

- References will include a specific enquiry as to whether there is any impediment to the employee being employed in a situation where s/he will have responsibility for the care of or substantial access to children
- A self-disclosure form about any criminal record and suitability to work with young people must be completed prior to employment
- All references will be followed up
- We will require completion of a DBS disclosure before the induction day and normally prior to employment commencing.
- Staff must provide proof of identity and abode prior to taking up employment with CES
- Any gaps in CVs must be explained satisfactorily
- Applications for employment will normally only be accepted via the official Centre of English Studies application form

All advertisements for staff and host families will state ‘CES follows a policy of safer recruitment’. Furthermore, some of the questions asked in interview will be specifically designed to explore the candidate’s attitude towards working with young learners. In the event that we have to employ someone before receiving a formal DBS disclosure, additional checks on suitability will be undertaken by way of obtaining extra references (over and above 2), both verbal and written.

Evidence or disclosure of a criminal record will not necessarily result in a candidate not being appointed to a position. Naturally, the nature of the disclosure will be taken into account and if deemed irrelevant to dealing with young people, the candidate may well be successful if all other employment criteria are met. Such issues will of necessity be dealt with on a case by case basis.

8 Disclosure and Barring Service (DBS)

It is CES policy to DBS check all teaching, social and administrative staff prior to employment. In addition to this it is currently CES policy to check the main householder in every host family. All other adult members in a homestay will also be checked by ticking ‘box 66’ on paper applications or by selecting ‘working from home’ for online applications. Also every adult member in a host family will complete the CES Child Declaration form. References will be followed up for host families and such references will specifically ask if the referee knows of any reason why a particular family is not suitable to host people under the age of 18.

Staff will not be allowed to take part in ‘regulated’ activity (unsupervised) while a DBS is pending. If a member of staff is deployed prior to receiving a DBS that person will be supervised by someone who does have a clear and current DBS. He or she will also be risk assessed by their line manager and it will be demonstrated in the risk assessment how that person will be kept out of unsupervised regulated activity. In such a case we will also check the ‘Barred List’ prior to employing anyone. No student under the age of 18 will be placed in a homestay that has not been appropriately DBS checked. In addition to this, before employment we check that:

- The suitability to work with children declaration form has been read and signed
- References have been received outlining their suitability to work with U18s
- Prospective employees have read the safeguarding policy, had the training from the DSP and signed in agreement to these
9 Professional boundaries

The following are some examples of where professional boundaries may be exceeded:

- Personal relationships between a member of staff (paid or unpaid) and a student is prohibited. This includes relationships through social networking sites such as facebook and Twitter, Instagram, snapchat.
- Use of abusive language is prohibited.
- Use of punishment or chastisement is prohibited.
- Passing on personal contact details to students is prohibited.
- Taking students to a member of staff’s home is prohibited.
- Selling to or buying items from a student is prohibited.
- Accepting responsibility for any valuables on behalf of a student is prohibited.
- Accepting money as a gift/ borrowing money from or lending money to a student is prohibited.

10 Training

The Designated Safeguarding Persons (DSP), have both received formal training up to level 3. All current staff have received training from the Designated Safeguarding Persons (DSP) in the key issues of Child Protection. New staff receive the same training as part of the induction process. All staff sign a declaration that they have received and understood this training and comprehend the importance of the issues raised. All staff, new and existing, complete a basic online Child Protection Awareness course.

- CES undertakes to provide training sessions and to promote understanding and awareness of the CES Child Protection and Safeguarding Policy. This will happen:
  - via the induction process (see below) with all new members of staff
  - via ‘cascade training’ provided by the CES DSPs through Powerpoint presentations
  - via making ‘Safeguarding’ a standing item on all meeting agendas, thereby raising awareness
- CES undertakes to review on an annual basis at a minimum the practice and implementation of its Child Protection and Safeguarding Policy and to provide any such further training as may be deemed necessary.
- CES will ask all staff (existing and new) to complete a short on line course in Basic Awareness of Child Protection Issues
- CES will assist staff through training to:
  - analyse their own practice against established good practice, and to ensure their practice is not likely to result in allegations being made
  - recognise their responsibilities and demonstrate how to report any concerns about suspected poor practice or possible abuse
  - respond to concerns expressed by a child or young person.
  - work safely and effectively with children.
  - receive advisory information outlining good practice and informing staff about what to do if they have concerns about the behaviour of an adult towards a young person.
  - gain national first aid training (where necessary).

Inductions

All employees will be required to undergo an interview. All employees will receive an induction, during which:

- checks will be made that self-disclosure forms have been completed.
- they complete online level 1 Safe-guarding training course.
• qualifications will be substantiated.
• the job requirements and responsibilities will be clarified.
• Child Protection and Safeguarding procedures will be explained and training needs will be identified.
• staff will be asked sign up to the organisation’s Code of Ethics and Conduct and Child Protection and Safeguarding Policy by signing the Self Declaration form.

11 Electronic contact with students under the age of 18

Staff must exercise the same discretion and maintain the same professional distance in any electronic contact with children (anyone under 18) as they would in normal day-to-day life. Electronic contact includes telephone communications (including texting) and on-line environments. Broadly speaking, never engage in any electronic communication with any pupils under the age of 18. In particular:

**Good practice:**

- Never initiate electronic contact with a child unless for clear pedagogical purposes that have been sanctioned by the Centre Manager or Director of Studies.
- If a child contacts you electronically, keep your tone friendly, professional and neutral.
- Avoid situations that involve the exchange of personal information, personal photos, virtual gifts or the use of any application that suggests or encourages the sharing of personal feelings.
- If a child seeks to develop an inappropriate personal relationship with you electronically, do nothing to encourage this; inform the Centre Manager or Director of Studies and send a copy of any relevant communications. Do not engage in electronic communication with a student.
- If a child confides sensitive information to you electronically, such as details of abuse, react as described in this policy document.
- Do not initiate or accept ‘friendship’ requests from children, however innocent these requests may seem, as this provides access to photos and other intimate details of each other’s personal lives.
- Do not establish or seek to establish social contact with pupils under the age of 18 during or after the course.
- Do not give personal email addresses or personal phone numbers to students under 18.
- Do not communicate via email, text, phone or social networking sites, blogs, web pages or instant messaging services with under 18s.
- Do not post photos or videos of students under 18 on any social networking sites.
- Do not distribute (by any means) images or information about students of any age.
- Always avoid becoming personally involved in a student’s personal affairs.
- Always be aware that personal web profiles can be viewed by anyone and therefore you should be especially cautious about public web profiles and privacy settings.
- Always seek advice from a line manager if an under 18 seeks to establish social contact with you. **Normally, you should never do this**

**Use of photographic/filming equipment**

There is evidence that some people have used sporting events and summer camps as an opportunity to take inappropriate photographs or film footage of young and disabled people in vulnerable positions. All members of staff should be vigilant and any concerns should to be reported to the Centre Manager or Principal and record the incident. There is no intention to prevent teachers/staff using video equipment or photography legitimately. However:
• group leaders and students must give their written consent to any photography
• any photography/filming must take place in an open, public area and never in isolation
• the reasons why any photography/filming is taking place must be fully explained to those concerned.
• the results of any photography/filming must be carefully stored, controlled and used only for the purpose for which they were intended.

There is a full policy on Cyberspace and IT security which is available in all policy folders

12 Health and Safety

Part of providing a safe and secure environment for all of our students and staff means implementing robust health and safety policies, risk assessments and suitable levels of supervision. This Child Protection and Safeguarding Policy forms one of a suite of CES policies, including Health and Safety, and they should all be read and considered in their totality. In other words, the health and safety of a young person needs to be considered along with specific child protection issues when considering the whole area of Safeguarding. All associated policies are in the ‘Policies Folder’ which all staff must read and which is located in every staff room.

Risk Assessments

Risk assessments are completed for every activity undertaken and are central to effective safeguarding of our students. The Centre Manager ensures that the correct risk assessment is given to relevant staff leading an activity. That staff member reads the risk assessment prior to departure or prior to starting the activity and signs a master sheet held by the Centre Manager stating that they have read and understood the potential risks involved in the activity and what to do should anything happen. Post activity, the staff member then signs the risk assessment, with any updates deemed necessary, and returns the sheet to the Centre Manager for filing. An EMERGENCY REACTION PLAN is given to every member of staff conducting an activity both on site and off site.

Incident reporting

Staff are reminded during inductions of the importance of recording incidents and ‘near misses’ and the correct procedure for doing so.

Ratios

Staff/adult to student ratios will be age appropriate and activity appropriate but will never be fewer than 1:15 for students aged 12 -17. Group leaders will never be made responsible for students who are not in their own group.

Road safety

All students, irrespective of age, are given appropriate training during inductions in the area of road safety, crossing roads safely, using pedestrian crossings and so on.

Supervision levels

Students are given guidance in inductions and handbooks as to levels of supervision and in particular curfew times and what they may and may not do in their spare time. Supervision notes are sent to the student’s parents at home so that they are aware of what levels of supervision to expect for their son or daughter.
**Missing students**

Daily registers are kept for all lessons and activities. Social programme staff do classroom checks first thing in the morning to ensure all students are present. Missing students are reported to the Centre Manager who then follows this up with the group leader or with the Accommodation Office who will then contact the host family. An attendance policy is printed in the student handbook and expectations regarding attendance are covered in the student induction.

**Fire safety**

A full fire safety policy is in the policies folder but essentially regular drills are held and fire marshals are appointed. Staff receive training in the use of firefighting equipment and fire risk assessments are completed. Fire safety is covered in inductions for students and staff.

**First aid and medical**

Medical consent forms are obtained for all students as are personal details forms. Medical information is first relayed to the Registrar or Assistant Registrar. They would then put the information on the computer system in the individual student’s record. In addition to this they would provide a report in writing to the relevant Centre Manager or department head concerning any specific medical issues for students in their centre. Parents are advised on the medical consent forms that medicines should be left with host parents for safe supervision and administration. In the case of residential centres, medication is handed to the Centre Manager to be kept in a secure and cool location, to be administered at the appropriate time along with the group leader. A Register of Medicine Administration is kept. A minimum of 1 in 5 staff receives formal First Aid training from St John’s Ambulance. Signs are prominently displayed identifying emergency service contact details and these are also written in all handbooks.

**Discipline and boundaries**

Disciplinary procedures and possible consequences of poor behaviour are outlined in student and staff handbooks. Curfew times are set and communicated to host families and students via handbooks, supervision notes (examples below) and terms and conditions.

**Airport transfers**

All drivers used by taxi companies and coach companies have DBS clearance. If a student wants to travel independently from the airport to the host family, we still ask for arrival details so we can ensure the family is in when the student arrives. We also provide the student with information regarding the safest and best way to get to the school. For all students under 18 travelling independently, we recommend either to the agent or to the parent that they have assisted check in and travel as an unaccompanied minor. The taxi company we use provides this service if requested to do so.

**13 Welfare**

**Named person**
Our Designated Safeguarding Persons (DSP), are also our Welfare Officers and they are named as such on notices throughout the school. In the summer centres, the Centre Managers have this pastoral role and again they are named on posters throughout the school. Of course, all staff have a responsibility to ensure a good level of welfare support for all students. In the adult school we have specific activities for under 18s in addition to a weekly meeting where welfare issues may be discussed. This meeting is compulsory and registers are taken.

**Activities**

Activities will be age appropriate. In sporting activities students of roughly similar ages will be put together.

**Signs**

There will be signs prominently displayed in all centres showing who to go to for a welfare or safeguarding issue

**14 Transfers policy for individual students under the age of 18**

This policy is sent to parents of students under the age or 18 who do not wish to use CES arranged transportation on arrival or departure.

Centre of English Studies has a strict policy regarding transfers for individual students under the age of 18 from any port of entry in the UK to the school and or host family. Normally we would expect any student under the age of 18 to come to the school and / or host family via transportation booked and arranged by Centre of English Studies. Parents of students may decide to make their own arrangements but only if the following conditions are strictly followed. The parent must:

- provide Centre of English Studies with the name, address and phone number of the person meeting and delivering the student to the school and/or host family as soon as possible and preferably with the enrolment

- provide Centre of English Studies with a signed letter or consent form agreeing to such a transfer and giving Centre of English Studies the details (flight number, arrival time etc)

- agree to Centre of English studies contacting the person doing the transfer to verify the details of the transfer

- agree to pass Centre of English Studies emergency contact details to the student and the person collecting the student

- ensure that the student carries with him or her a letter from Centre of English Studies on Centre of English Studies headed paper letter stating that this student is not being met by the school but by a family friend or relative and to give their phone number

- ensure that the student also carries a copy of the CES form ‘Parental consent for a relative or family friend to provide a transfer for a student under the age of 18 to the school or host family’
- return the completed consent form. By completing and signing the consent form the parent agrees to the above conditions.

15 Supervision of students under the age of 18

For your information, the following tells you what we tell the parents of our students who are under the age of 18. These are samples only and we have different notes for different categories of student.

Supervision notes for parents of students aged 16 and 17 attending adult classes

In the UK anyone under the age of 18 is considered a child in the eyes of the law. As such, we have an extra care of duty towards this group of students to ensure that their welfare needs are properly met and that they have a safe and secure time with us here at CES. CES follows these additional procedures to enhance the safety and security of 16 and 17 year olds studying on adult classes:

1. We maintain a signing in/out sheet in reception. All 16 and 17 year old students must sign this sheet on entering and leaving the school premises.

2. We offer a special meeting just for 16 and 17 year olds once every two weeks with our social programme staff. The purpose of this meeting is to have a chat, to ask if they are having any problems, to check how they are finding things so far, and to ask if they need any help or advice about anything. We advertise this meeting on the social programme, social programme notice boards and by the sign in/sign out register.

3. We hold specific inductions for 16-17 year olds. This induction covers all the same topics as the regular induction but more time is spent on

   - Laws relating to smoking/alcohol/drugs
   - What to do if they have a problem/who to call/how to call emergency services
   - What to do if they are arrested
   - Curfew times
   - How to deal with aggressive behaviour on the street
   - Importance of queuing /saying please / thank you/ speaking quietly if on buses etc
- Importance of speaking to us if they have a problem

4. We make our external tour company aware of any under 18s going on excursions with them. We ensure our staff are aware of who the under 18s are on any activities we organise.

5. We have a dedicated link on the CES website which covers how we care for this age group.

6. We will offer one free social activity every two weeks specifically for 16 and 17 year olds.

7. We have specific curfew times for students under the age of 18 which are clearly written in handbooks each student receives. They are reproduced here.

   If you are aged 15 to 17 you must obtain your host family’s permission if you wish to stay out after 22.00 and in any event you must be home by 22.30.

   If you are aged 12 to 14 you must not leave the area of your home in the evenings and you must be indoors by 21:00 hours. Students attending the CES disco or taking part in an evening activity with their group leader must be home by 22.00 at the latest. If you 17 or younger, host families must know where you are at all times.

8. We take personal details from every student so that we have contact details for a responsible person back home whom we may contact in the event of an emergency.

9. All of our staff receive Child Protection and Safeguarding training from our Designated Safeguarding Persons (DSP).

10. Although we try to place your son or daughter within walking distance of the school, this is not always possible, especially during the summer months.

11. Students have access to a 24 hour emergency phone number. This number is printed on individual student cards.

Please note, there will be frequent times when your son or daughter is not supervised by a member of CES staff. We cannot supervise every student 24 hours a day. That is why we require you to complete the consent letter contained in this package and to send it back to us. However, we hope that the measures we have put in place will mean that your son or daughter has a safe and problem free stay with us in the UK and at CES Leeds.
Supervision notes for parents of group students on summer young learner programmes

In the UK anyone under the age of 18 is considered a child in the eyes of the law. As such, we have an extra duty of care towards this group of students to ensure that their welfare needs are properly met and that they have a safe and secure time with us here at CES.

1. We hold specific inductions for young learners. This induction covers:
   - Laws relating to smoking/alcohol/drugs
   - What to do if they have a problem/who to call/how to call emergency services
   - What to do if they are arrested
   - Curfew times
   - How to deal with aggressive behaviour on the street
   - Importance of queuing/saying please/thank you/speaking quietly if in buses etc
   - Tolerance and mutual respect
   - Online and social media policy
   - Importance of speaking to us if they have a problem

2. We have appropriate numbers of staff trained in first aid.

3. We have strict curfew times and rules for students under the age of 18. These curfew times are written in student handbooks and all of our host families are aware of these times. These curfew times are reproduced here. It would help us greatly if you could go through these rules and expectations with your son or daughter before they come to the UK.

HELPFUL ADVICE IN HOST FAMILIES

<table>
<thead>
<tr>
<th>GIVE YOUR MOBILE NUMBER TO YOUR HOST FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always keep your CES student card with you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ask about laundry/clothes washing arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the UK we flush toilet paper down the lavatory and do not have separate bins. Sanitary towels should be disposed of separately</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you are ill and cannot come to lessons, you must contact your group leader or ask your host family to ring the school as soon as possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always switch off lights and heaters when you leave a room</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Showers should be limited to five minutes. Host families may also ask that you shower at certain times and not leave it until late in the evening.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should be home for all evening meals or let your family know well in advance if you will not be home for dinner. This means you must go home directly from school at 4.30 every day.</td>
</tr>
</tbody>
</table>

| You should not use the kitchen without permission, nor help yourself to food and drink |

Dec 2017 V7
1. Keep your room tidy in your host family.

2. No take away food in bedrooms or in your host family’s house without their permission.

3. Do not lose your key if you are given one - **IF YOU DO, YOU WILL HAVE TO PAY FOR ANY COSTS**

4. Keep valuable items locked in your suitcase – **CES WILL NOT ACCEPT RESPONSIBILITY FOR LOST OR STOLEN ITEMS**

5. Do not make a noise – especially after you go to bed or when you come in during the evening.

6. If you would like to invite your friends over, please ask your host family first if this would be okay.

7. Never speak to strangers and never accept lifts from them or go anywhere with them. Go everywhere with a friend if you can.

8. Do not carry a lot of money or/and do not show expensive items in public.

9. No fighting or bullying anywhere or at any time.

10. No smoking is allowed anywhere or at any time for students under the age of 16. Students between 16 and 17 years of age may only smoke cigarettes brought from their home countries in smoking areas.

11. No alcohol is allowed anywhere or at any time. Illegal drugs will not be accepted.

12. Do not steal or shop lift.

13. You must be home for all evening meals or let your family know well in advance if you will not be home for dinner. This means you must go home directly from school at 4.30 every day.

14. Do not play with fire alarms or fire extinguishers – **IF YOU DO, YOU WILL HAVE TO PAY FOR ANY COSTS**

15. Do not damage school or host family property - **IF YOU DO, YOU WILL HAVE TO PAY FOR ANY COSTS**

16. Make sure you have the school emergency number(00 44 7875 617403) and your group leader’s number. **YOU MUST KEEP YOUR PHONE ON AND BE CONTACTABLE AT ALL TIMES WHEN YOU ARE NOT IN SCHOOL**

17. Go to every class on time.
Bullying and abusive behaviour
We want to have a happy school, and bullying will not be accepted in any form (religious, cultural, race, gender, sexual orientation). If you bully someone this is very serious and we may send you home. We welcome students from all backgrounds and will not allow discrimination by students or staff on the grounds of religion, gender, sexual orientation, or ethnicity. In addition, even greater sensitivity will be shown to students who are arriving in the UK from countries currently in the midst of internal or international conflict.

- If you think somebody is bullying you, tell your group leader, your teacher, the Director of Studies or the Centre Manager

Remember, we are here to help and we want you to be happy with us. If something or someone is bothering you, please tell us!

Age | Time
---|---
If you are aged 15 to 17 | you must obtain your host family’s or group leader’s permission if you wish to stay out unsupervised and you must be home by 22.00
If you are aged 12 to 14 | you must not leave the area of your home in the evenings, except with your group leader or on a school organised activity, and you must be home by 21:00
All students | We expect you to go straight home to your host family after school in the afternoons. Your family will expect you home between 17.00 and 17.30. You should use the CES buses if you do not live within walking distance of the school.

Free time
- You will have free time in the evenings and on Sundays.
- You must follow the times when you have to be home in the evenings
- You may not leave Leeds (except with your group leader if you have one or with your host family)
- You must go home immediately after school finishes using the buses provided
- You must spend Sundays with your group leader, host family or with friends in Leeds and with the permission and knowledge of your host family. Your host family must know where you are at all times
• You must be contactable at all times you are not in school (ie during your free time) AND YOUR PHONE MUST BE KEPT ON
• You are not allowed to go anywhere out of Leeds on your own at weekends or in the evening, except with prior permission from the school or your group leader. In your free time you must stay in Leeds area.
• You must never be out alone
• You must always be with your group
• Students attending the CES disco or taking part in an evening activity with their group leader must be home by 22.00 at the latest. If you are 17 or younger, host families must know where you are at all times.
• Host families are instructed to know of the whereabouts of their young students at all times when they are not in school and to have a contact phone number for them
• We offer compulsory afternoon activities 5 times a week (Monday to Friday) and students are supervised on site until 16.30 during weekdays. Strict registers are kept in the mornings and afternoons and any absences are followed up immediately. Students are instructed to go home immediately after class for evening meals so host families know to expect them home between 18.00 and 18.30 every afternoon.
• We have a special disco for young learners that ends at 21.00 one evening a week. we ‘buddy’ students up with other students in the area so that they are not going home alone
• We expect students to return to their host family directly after school in the afternoon. Host families are told when to expect the students to come home after classes and to monitor them according to the curfew times set for their ages in the evenings. Students are expected to be at home in the evenings unless:
  - Attending the school organised disco
  - On an activity organised and supervised by their group leader
  - Out with friends with the knowledge of their host family and in strict accordance with our curfew times
• We try to place students in a group in the same physical area so they can walk home together so that they may walk home together
• We take personal details from every student so that we have contact details for a responsible person back home whom we may contact in the event of an emergency
• All of our staff receive Child Protection and Safeguarding training
• Although we try to place your son or daughter within walking distance of the school, this is not always possible, especially during the summer months. So weekly bus passes may be purchased from the school at a cost of £15
• Students have access to a 24 hour emergency phone number. This number is printed on individual student cards
• Please note that the full CES Child Protection and Safeguarding Policy is available on our website: http://www.ces-schools.com/Leeds/Policies-and-Procedures

Student Code of Conduct

This is the Code of Conduct, which appears in junior student handbooks.

Everyone at CES is important. No-one is more or less important than other people. Students, staff, and homestay hosts should all feel comfortable, safe, important and respected. We need your help to make sure this happens – and we expect your help.

We ask you to agree to these things:

• All students must accept and respect different beliefs and cultures.
• Be honest, polite and respectful to other people (students, staff and hosts).
• We will never accept abusive or violent behaviour, including sexual, racial, or religious. We will dismiss any student who does not follow this rule.
• Please look after school property (= our computers, tables, chairs, carpets, DVDs, etc.).
• Please look after your hosts’ property.
• Be safe. Take care for the safety of other people.
• Only use the school computers for your studies. Please do not try to use illegal (bad) websites.
• Switch off your mobile phone during lessons
• Follow school rules and British laws and customs.

Please note, there will be times when your son or daughter is not supervised (for example walking to and from school). We cannot supervise every student 24 hours of the day. That is why we require you to complete the consent letter contained in this package and to send it back to us. However, we hope that the measures we have put in place will mean that your son or daughter has a safe and problem free stay with us in the UK and at CES Leeds.

16 What to do if another child is accused of sexual abuse

What are the warning signs?

Behaviours that may indicate increased risk include:

• Regularly minimizing, justifying, or denying the impact of inappropriate behaviours on others.
• Making others uncomfortable by consistently missing or ignoring social cues about others’ personal or sexual limits and boundaries.
• Preferring to spend time with younger children rather than peers.
• Insisting on physical contact with a child even when that child resists.
• Responding sexually to typical gestures of friendliness or affection.
• Reluctance to be alone with a particular child; becoming anxious when a particular child is nearby
• Offering alcohol/drugs, sexual material or inappropriate "privileges" to younger child.

Stronger indicators of risk for abusive behaviour include:

• Linking sexuality and aggression in language or behaviour;
• Engaging in sexually harassing behaviour online or in person; and forcing any sexual interaction.
• Turning to younger or less powerful children rather than peers to explore natural sexual curiosity.
• The inability to control inappropriate sexual behaviours involving another child after being told to stop.
• Taking younger children to "secret" places or hideaways to play "special" undressing or touching games.

The signs that a child is being sexually abused by another child would be the same as the signs discussed earlier in this document

What can we do to help prevent sexually harmful behavior between children?

1  Set and respect physical boundaries.
As adults we are responsible for modelling the boundaries we want children to honour. Even young children should be respected and their preferences accommodated when possible.

2. **Encourage children to also respect themselves and others.**

   Teach children to value respectful interactions—including sexual interactions. Create environments where children will see that emotionally or sexually aggressive behaviours are not tolerated and that hurtful behaviours will always be challenged.

3. **Demonstrate to children that it is all right to say “no” and that they need to accept “no” from others.**

   Encourage them to always speak up if someone acts in a way that makes them uncomfortable, even if they were unable to object or to say “no” at the time. Teach children that they must listen to and accept others’ limits as well.

4. **Stay aware of how children are interacting with one another.**

   Be alert to the warning signs that a child or young person may be acting in ways that make it difficult for other children to set a limit, or in ways that are sexually aggressive or abusive.

5. **Talk with children, and listen to what they have to say.**

   Be someone that children can trust. Treat all children equally and do not have favourites.

6. **Set clear guidelines and keep a careful eye on children’s Internet and video game use**

   Explain to children the risks associated with using the Internet, if possible restrict access to sites that are not age-appropriate, and ask them to tell you if they receive messages or emails containing suggestive or sexually explicit material.

**What should you do if a child accuses another child?**

Report to the Designated Safeguarding Peron (DSP), Principal or Centre Manager immediately.

The DSP will ensure that both parties have separate support (i.e. accuser and accused) and will ensure that all accounts are fairly, comprehensively and accurately reported.

He or she will then contact the Local Safeguarding Children Board (LSCB) for further advice.