



**Policy for the Care of Under-18s
(Child Protection and Safeguarding)**
(Edinburgh)

Contents

- 1 Introduction
- 2 The CES code of conduct and promoting good practice
 - 2.3 Getting It Right for Every Child (GIRFEC)
- 3 Child Protection, how to handle a disclosure and how to report suspicions of abuse; specific areas of abuse and what to do if another child is accused of sexual abuse
- 4 Responsibilities and duty to report/handling a disclosure by a child
- 5 Radicalisation & extremism - PREVENT
- 6 Safer recruitment
- 7 Disclosure and Barring Service (Disclosure - PVG)
- 8 Professional boundaries
- 9 Training
- 10 Electronic contact with students under the age of 18
- 11 Ensuring Safeguarding: Practical Measures
- 12 Supervision notes for students under the age of 18

1. Introduction & Overview

The Designated Safeguarding Person (DSP) for CES Edinburgh is Janet Galbraith, the Principal, who is available in the school office.

Email: edinburghprincipal@ces-schools.com

Phone: +44 131 226 5004

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 Edinburgh, Worthing (Head Office), Leeds, Oxford, Harrogate 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 schools. We run schools just for young learners every summer in Edinburgh, Worthing and Leeds. Accommodation is for the most part in host families we do offer some residential accommodation in student apartments for students over the age of 18.

1.1 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.

Employees will receive basic child protection and safeguarding training and a through induction of company policy on commencement of employment, reviewed on an annual basis (or more frequently if needed).

Group Leaders will receive an induction upon arrival at the centre and an abridged copy of this policy for their information.

Homestay hosts who accept students under the age of 18 will receive an abridged copy of this policy and a host handbook for their information.

Contractors or long-term visitors with access to Young Leaders will be asked to sign an abridged copy of this policy upon arrival.

Students and Young Learners will receive an induction at the start of their course, attend meetings as necessary and be provided with all information necessary to empower them in safeguarding and welfare matters.

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

Updated and reviewed by : Janet Galbraith

Position : Principal, CES Edinburgh

Signed : _____

Date of update / review : April 2017

This policy is available in full (this version) on the CES website at <http://www.ces-schools.com/Edinburgh/Policies-and-Procedures>. An abridged version is also available for Group Leaders, Homestay Hosts and other relevant parties.

1.2 Policy statement

Centre of English Studies (herein after referred to as CES) has a moral and legal obligation to ensure that all young people in their care are provided with the highest possible standards of support and protection. CES has a duty of care to all students, and in particular under-18s, and is committed to ensuring that:

- The welfare of children and young people is integral to our operations
- All children are safeguarded from harm while in our care
- The needs of disabled and other particularly vulnerable children and young people are taken into account
- Appropriate policies and procedures are devised and implemented for the protection and safeguarding of our Young Learners, and are adhered to by all adults within the business at all times
- A Dedicated Safeguarding Person (Designated Child Protection Officer in Scotland) is available at all times to support students and employees
- All staff receive appropriate training and have access to procedural documents whenever necessary
- All adults onsite with Young Learners receive an appropriate induction. This includes Group Leaders and other adults travelling with Young Learner groups
- All suspicions and allegations of abuse and poor practice are taken seriously and responded to swiftly and appropriately
- A Named Person is assigned to all children and Young People while in the UK, and CES commits to Getting it Right For Every Child (Scotland-specific)

1.3 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. This policy applies to both real world and online environments.

1.4 A Child's Rights

Anyone under the age of 18 is legally considered to be a child in the UK (according to The Children Act 1989).

- 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
- 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

1.5 An Adult's Responsibilities

All adults at CES, whether staff, group leaders or visitors, have a responsibility to:

- Follow company procedures and policies at all times
- Act as a positive role model for all Young Learners with whom they have contact
- Report any concerns to the Designated Safeguarding Person, or outside agencies as appropriate (see section 1.7 & 1.8)

1.6 Other Policies

This document is supported by the CES Student Code of Conduct, Staff & Student Handbooks, the Anti-Bullying & Tolerance, Risk Assessment, Use of internet and IT and Recruitment Policies.

1.7 Roles & Responsibilities at CES Edinburgh

Janet Galbraith is the Dedicated Child Protection Officer (DCPO) and Named Person for all students under the age of 18 and can be contacted in the school office or on 07415 101087.

Person	Role	Contact
Janet Galbraith	Main Dedicated Child Protection Officer (DCPO) Overall responsibility for welfare and child protection of all students; staff training and policy development	School office Tel: 0131 226 5004 Tel: 07415 101 087 janet@ces-schools.com
Marion Veness	Dedicated Child Protection Officer (DCPO) & Accommodation Officer Answers all queries in the absence of the above.	School office or emergency phone

The **Emergency Phone** can be called 24 hours a day: **07984 611450**.

1.8 Outside agencies

All staff have the right to contact organisations outside CES if they are concerned about the immediate safety of a child (i.e. the child is at risk of immediate harm or injury), or they would like expert or external advice. In Edinburgh, the contact details are as follows:

Local Police 0131 311 3131 In an emergency call 999 www.lbp.police.uk	Children and Families Social Care Direct 0131 200 2327 www.edinburgh.gov.uk/childprotection
Emergency Social Work Service 0800 731 6969 (Opening hours Mon-Thurs 4.45pm-8.30am) Weekends: 3.45pm Fri-8.45am Mon	NHS Lothian 0800 224 488 www.nhslothian.scot.nhs.uk
Childline 0800 1111	Parentline 0808 800 222

2 The CES Code of Conduct and promoting good practice

2.1 Promoting Good Practice

The CES Code of Conduct is founded on the principle that trust should be created between an adult and students aged under 18 so that a safe school culture is created. We expect all staff to adhere to this Code of Conduct.

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

GOOD PRACTICE	POOR PRACTICE
<p>- Promote transparency at all times. Work in an open environment, avoid private or unobserved situations. Always tell another member of staff if you need to be alone with a young learner; ask someone to accompany you if possible. Ensure you work in pairs if you have to supervise children in changing rooms.</p>	<p>- Do not spend time alone with young people away from others. Never invite children to spend time with you unsupervised; do not share changing rooms, bathrooms or bedrooms with children and avoid being in these places with them unless completely necessary. Always warn children before entering; enter with another adult of the correct sex.</p>
<p>- Set an example you wish others to follow; challenge unacceptable attitudes or behaviour from other members of staff. Be an excellent role model: do not smoke, drink alcohol or swear in the company of young people. Dress appropriately for the activity in hand.</p>	<p>- Do not allow children to use inappropriate language unchallenged, or to behave inappropriately towards each other. Do not make sexually suggestive comments or threats to a child, even in fun, or engage in inappropriate language either in person or in writing.</p>
<p>- Treat all young learners equally and with respect and dignity. Put the welfare of the students before winning, or achieving goals. Recognise the developmental needs and capacity of young people and disabled adults. Avoid excessive training or competition and do not push them against their will.</p>	<p>- Do not scold or belittle a child; manage any bad behaviour fairly and constructively. Avoid negative criticism and personal remarks.</p>
<p>- Respect a young learner's right to personal privacy. Maintain a safe and appropriate distance with young learners in your care (for example it is not appropriate to have an intimate relationship with a child or to share a room with them)</p>	<p>- Do not betray a situation of trust. Do not permit abusive peer activities (e.g. initiation ceremonies).</p> <p>- Do not take young people alone on car journeys, however short.</p>
<p>- Avoid unnecessary physical contact with students. If contact is required and appropriate, it should be provided openly and with consent. Try to ensure that other students and if possible other staff members are around if contact is prolonged or sensitive (for example if a child is crying). Remember that other people may misinterpret your actions, however well intentioned. Keep any physical contact brief; don't touch a child anywhere that would normally be covered by a swimming costume.</p>	<p>- Do not hit, throttle, push, kick or otherwise act aggressively towards a child, either physically or verbally, even in pretence.</p> <p>- Even if you perceive a child to need support, do not make physical contact if they do not want you to, unless you perceive them to be in immediate physical danger.</p>
<p>- When demonstrating anything requiring physical contact (for example an activity), use the procedure 'demonstrate – ask permission – touch'</p>	<p>- Do not do anything of a personal nature for a child if they could do it by themselves.</p>
<p>- Record any incidents or accidents in the appropriate log, along with treatment given. This includes if the student arrives to an activity or class with unexplained injuries (e.g. bruising). Ensure you know the location of medical consent forms for emergency first aid (if you are qualified)</p>	<p>- Do not fail to act upon and record any allegations or concerns raised by a child. Always ask the DSP/DCPO for advice if needed.</p>
<p>- Make every student's CES experience fun and enjoyable. Promote fairness, confront bullying, and give enthusiastic and constructive feedback.</p>	<p>- Never take on responsibility for tasks for which you are not appropriately trained; ask for advice whenever you are unsure.</p>

2.2 The CES Code of Conduct

The CES Code of Conduct is founded on the principle that trust should be created between an adult and students aged under 18 so that a safe school culture is created. We expect all staff to adhere to this Code of Conduct. This Code of Conduct is for the safety of both the student and the adult responsible for their care:

- 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 to have favourites, give clear instructions, know professional boundaries, be positive, react and respond appropriately to a variety of situations)
- All staff and responsible adults need to have appropriate appearance. Without this young people will not respect you. Refer to the staff handbook for more details on this.
- All staff and responsible adults should refrain from smoking, drinking alcohol and of course taking any form of illegal drug
- Staff and responsible adults should not swear in front of young learners
- Staff and responsible adults should be aware of CES guidelines on the use of social networks and misuse of IT. This is covered in more detail later in this policy
- Staff and responsible adults should be aware of appropriate forms of behavior in accommodation, particularly around bedrooms and bathrooms and the right to privacy
- Staff and responsible adults should be aware of the correct action to take with regard to arranging transportation for young learners

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.

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.**

All suspicious cases of poor practice must be reported following the guidelines in this document. If in doubt, always report an issue or ask for advice.

See later for more detailed information on how to deliver the elements of this code of conduct.

2.3 Getting It Right for Every Child (GIRFEC)

All providers working with under 18s in Scotland must adhere to the rules laid out in the *Children and Young People (Scotland) Act (2014)*, the *National Guidance for Child Protection in Scotland (2014)* and the *National Framework for Child Protection, Learning and Development in Scotland (2012)*. Part of this commitment includes the approach of 'Getting It Right For Every Child' (GIRFEC), which puts the well-being of the child and young person at the centre of how services for them are designed, planned and delivered. GIRFEC considers eight indicators of wellbeing; that children are:

Safe – Healthy – Achieving - Nutured
Active – Respected – Responsible – Included

GIRFEC Values & Principles

Promoting the wellbeing of individual children and young people

This is based on understanding how children and young people develop...and addressing their needs at the earliest possible time.

Keeping children and young people safe

Emotional and physical safety is fundamental and is wider than child protection

Putting the child at the centre

Children and young people should have their views listened to and they should be involved in decisions that affect them.

Taking a whole child approach

Recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life.

Building on strengths and promoting resilience

Using a child or young person's existing networks and support where possible

Promoting opportunities and valuing diversity

Children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity.

Providing additional help that is appropriate, proportionate and timely

Providing help as early as possible and considering short and long-term needs

Supporting informed choice

Supporting children, young people and families in understanding what help is possible and what their choices may be

Working in partnership with families

Supporting, wherever possible, those who know the child or young person well, know what they need, what works well for them and what might be less helpful.

Respecting confidentiality and sharing information

Sharing information that is relevant and proportionate while safeguarding children and young people's right to confidentiality.

Promoting the same values across all working relationships

Recognising respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people and their families and colleagues

Making the most of bringing together each worker's expertise

Respecting the contribution of others and co-operating with them; recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities

Co-ordinating help

Recognising that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help.

Building a competent workforce to promote children and young people's wellbeing

Committed to continuing individual learning and development and improvement of inter-professional practice.

3. Child Protection

Overview

3.1 Defining Child Abuse

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.

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.

3.2 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 behaviour

This list is of course not exhaustive.

3.3 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 028 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

The Children's Commissioner's study found that:

- 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

4 What to do if you suspect abuse

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 a student says or indicates that they are being abused, you should use the following guidelines without delay. YOU MUST ACT ON ANY ALLEGATIONS MADE, YOU CANNOT EVER IGNORE AN ALLEGATION OR SUSPICION:

DO

- 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.
- Do get the Principal or Director of Studies to join in the discussion with you and the student immediately
- Do get a pen and paper. Record in writing as near as verbatim as possible what is said to you. Take all details possible, dates, times, alleged actions, persons involved.
- Do complete an incident form (available from the Principal or Dedicated Child Protection Officer), and return this form the Principal or Dedicated Child Protection Officer (DCPO),
- Do Listen, hear and believe. **DO NOT INTERPRET OR PUT WORDS INTO THE MOUTH OF SOMEONE MAKING AN ALLEGATION**
- Do give time to the person to say what they want
- Do reassure & explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed
- Do explain the next steps
- Do report to the Dedicated Child Protection Officer (DCPO), and / or Director of Studies/Principal

DON'T

- Don't make assumptions
- Don't paraphrase and don't offer alternative explanations
- Don't promise confidentiality to keep secrets or that everything will be OK (it might not be)
- Don't try to deal with it yourself
- Don't make negative comments about the alleged abuser
- Don't 'gossip' with colleagues about what has been said to you
- Don't make a child repeat a story unnecessarily

Remember T.E.D. – Tell me, explain to me, describe to me. Get the Principal or Director of Studies to sign, date and file your report. **All contact between the child concerned and the alleged abuser should cease with immediate effect. The Principal will speak to the person concerned to advise them of the allegations and advise them that no further contact is permitted. The Principal or Director of Studies should make a written note of their response to the allegations.** We 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 you suspect a student is being abused by an adult, you should follow this procedure without delay

- If you suspect an adult (or another student) is a threat to a child in some way tell the Principal or Director of Studies who will speak to the individual concerned.
- You and the Principal or Director of Studies should immediately log and record what has happened, what you have seen, what you suspect or what you have been told. The Principal or Director of Studies will sign this report. If the Principal or Director of Studies feels there are grounds for your suspicions, then...
- **All contact between the child concerned and the alleged abuser should cease with immediate effect. The Principal or Director of Studies will speak to the person concerned to advise them of the allegations and advise them that no further contact is permitted. The Principal or Director of Studies should make a written note of their response to the allegations**
- The Principal will then contact the Principal or Dedicated Child Protection Officer (DCPO),, who 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 Director of Studies is the subject of the suspicion/allegation, the initial report must be made to the Dedicated Child Protection Officer (DCPO), or Principal who will 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, Director of Studies or Dedicated Child Protection Officer (DCPO),. 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. Where there is a complaint against a member of staff there may be three types of investigation:

- a criminal investigation
- a child protection investigation
- a disciplinary or misconduct investigation.

The results of the police and child protection investigation may well influence and inform the disciplinary investigation, but all available information will be used to reach a decision.

If you suspect a student is abusing another student

Some of the symptoms of abuse might include the following. These symptoms may also be displayed by a child being abused by an adult:

- 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

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.

What you should do if you suspect a child is abusing another child

Ensure immediately that the student has no further contact with the student suspected of abusing him or her. Immediately report your suspicions to your line manager. If a child opens up to you before you have a chance to escalate your concerns, you should follow the guidelines in ‘Handling a disclosure’ below.

3.4 Process of reporting

Communicate your concerns with your line manager



With your line manager, seek medical attention for the vulnerable person if needed



Interview the student concerned with your line manager and record all details in writing with him or her



Your line manager will then report the incident to one of the CES Dedicated Child Protection Officer (DCPO),



The CES Dedicated Child Protection Officer (DCPO), will then contact the LADO Local Authority Designated Officer and or NSPCC – if appropriate and will complete the Local Authority Safeguarding Vulnerable Groups Incident Report Form if required and submit to the local authority within 24 hours of making a contact



The CES CPO will ensure that feedback from the Local Authority is received and their response recorded

4 Responsibilities and duty to report/handling a disclosure

Duty to report

ALL staff have a duty to report any welfare concern, allegation or suspicion of inappropriate contact with children to the DSPs 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 Principal 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.

Handling a disclosure by a child

What should you do if a child comes to you and tells you that they are being abused? It's normal to feel overwhelmed and confused in this situation. Child abuse is a difficult subject that can be hard to accept and even harder to talk about. Children who are abused are often threatened by the perpetrators to keep the abuse a secret. Thus, telling an adult takes a great amount of courage. Children have to grapple with a lot of issues, including the fear that no one will believe them. So, 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.

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 whom you have to talk to. Refer directly to the named Dedicated Child Protection Officer (DCPO), or designated person in your organisation (as set out in the organisation's Child Protection and Safeguarding Policy). **Do not discuss the case with anyone outside the child protection team.**

Record:

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.

4.1 What information should I record in my 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 Dedicated Child Protection Officer (DCPO), or the Principal and kept securely in a password protected folder on the CES internal computer network (S Drive). Only the nominated Dedicated Child Protection Officer (DCPO), and Principal will have access to this folder, and outside agencies as appropriate.

Example incident/welfare concern form



CHILD PROTECTION INCIDENT / WELFARE CONCERN FORM

Pupil name	Date of birth	Student number
Host Family	Address	
Name and position of person completing form (please print)		
Time and Date of incident /concern: dd/mm/yy		
Incident / concern		
Any other relevant information		
Action taken		
Reporting Staff Signature Date		
CPO - Response / Outcome		
CPO Signature..... Date		

These forms should be kept with the school's child protection documentation.

5 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 quo¹¹ 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>

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 Designated Safeguarding Person with specific responsibility for extremism and radicalisation who will develop and sharing links with other local organisations in a similar position
- 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 include 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.

Recording allegations and 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).

6. 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

7. Disclosure and Barring Service (DBS) & Enhanced Disclosures

It is CES policy to DBS check (Enhanced Disclosure/PVG membership in Scotland) 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. Also every other 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.

8. 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.
- Use of abusive language 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

9. Training

The Dedicated Child Protection Officer (DCPO), has received formal training. All current staff have received training from the Dedicated Child Protection Officer (DCPO), 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 CPOs 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).

9.1 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.
- 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.

10. 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 Principal 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 Principal 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, 'If a child discloses abuse'. Record the details and send a copy of all relevant communications to the Principal or Director of Studies.
- 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 under 18s/pupils 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 be reported to the Principal or Director of Studies 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.

11. Ensuring student welfare and safeguarding: practical measures

11.1 Health and Safety

The Health and Safety of a Young Learner needs to be considered (along with specific child protection issues) to ensure effective Safeguarding and the provision of a safe, secure environment for our students. This document forms one of a suite of CES policies, which must all be read and considered. **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 Principal 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, 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 Principal 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. Incident and accident report forms are available in the school office.

Ratios

Staff/adult to student ratios will be age appropriate and activity appropriate but will never be less than 1:15 for students aged 12 -17. Group leaders may be included within ratios, but 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 and curfews

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. Group Leaders are expected to inform the school **at least 24 hours in advance** if they plan to organise an evening activity with their students; this means that the homestay hosts can be given information regarding the whereabouts of their students. Curfew times are as follows:

Age	Time
Aged 15 to 17	Obtain host family's or group leader's permission if student wishes to stay out unsupervised; must be home by 22.30
Aged 12 to 14	Must not leave the area of the home in the evenings, except with a group leader or on a school organised activity; must be home by 21:00 hours unless otherwise arranged.
All students:	All students are expected to go straight home to the host after school or activities in the afternoon; the host will be preparing the evening meal and will expect students home between 5.00 and 5.30pm.

Missing students

Daily registers are kept for all lessons and activities. A member of staff will be assigned to complete classroom checks first thing each morning to ensure all students are present. Missing students are reported to the Principal or designated office team member, 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.

Sign in sheets

Students aged 16 & 17 are expected to sign in every morning when they arrive at school; a dedicated signing-in sheet will be displayed in the office. Group leaders with students under the age of 18 studying in a closed group are responsible for the signing-in of all their students at the start of each day.

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 Principal 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 Principal 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. 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.

11.2 Welfare

Named person

Our Dedicated Child Protection Officer (DCPO), is also our main Welfare Officer and is named as such on notices 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.

11.3 Transfers policy for individual students under the age of 18

This policy is sent to parents of students under the age of 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.

12. 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 individual 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 the school. 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 a week. 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. **IT IS COMPULSORY TO ATTEND THIS MEETING.**
- 3 We offer a full activity programme. Some of these activities are specifically for 16 & 17 year olds and we encourage students to sign up for them outside of their organised classes or activities. Some of these activities are free and some attract a small cost depending on the activity.
- 4 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 in buses etc
 - Importance of speaking to us if they have a problem
- 5 We ensure our staff are aware of who the under 18s are on any activities we organise.
- 6 We have specific curfew times for students under the age of 18 which are clearly written in handbooks each student receives.

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.

Student Code of Conduct

In addition to the above school rules, the following Code of Conduct is printed in all student handbooks. We would appreciate you going through this Code of Conduct with your son/daughter prior to his or her arrival at CES.

Everyone at CES is important. No-one is more or less important than other people. Students, staff, and hosts should all feel comfortable, safe, equally important and respected.

We need your help to make sure this happens – and we expect your help. Please be honest, polite and respectful to other people (students, staff and hosts). Please look after school property (= our computers, tables, chairs, carpets, DVDs, etc.). Please look after your hosts' property.

Also we ask you to agree to these things:

- ✓ *Please follow our Health & Safety rules. Take care for your own safety. 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. Please do not try to change the programmes and systems on the computers; they are for*

everyone, not just for a few people.

- ✓ *Switch off your mobile phone during lessons*
- ✓ *Only water can be taken into lessons and the study centre. Please eat food in the student common room.*
- ✓ *Please take care not to disturb other people who are studying. They need silence.*
- ✓ *Arrive in good time – before your lessons start. If you are late, you may have to wait for the next lesson.*

Abusive or violent behaviour will not be tolerated on any grounds, including sexual, racial, or religious. We reserve the right to dismiss any student without refund in the event of misconduct.

Please note, there will be 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 Edinburgh.