

# SAFEGUARDING POLICY

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## 1. Introduction

Weymouth English Centre (“the school”) provides English language courses in Weymouth for children and young people aged between 13 and 17. On exceptional occasions, students aged 12 are also admitted. The courses include accommodation with local homestays, a full programme of activities and excursions and airport transfers.

## 2. Definitions

“Abuse” is a selfish act of oppression and injustice, exploitation and manipulation of power by those in a position of authority. This can be caused by those inflicting harm or those who fail to act to prevent harm. Abuse is not restricted to any socio-economic group, gender, age or culture. Abuse can take a number of forms, including:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Bullying
- Neglect

“Accommodation agency” is Homestay and Venture Breaks, which organises accommodation for the school's students and teachers and can be contacted on 07802 – 803303.

“Activity leader” refers to the staff employed by the school to accompany students on the activities and excursions on their programme of activities.

“Child”, “children”, “pupil” or “student” in the context of this policy refers to anyone under the age of 18.

“Child protection” means protecting children and young people from harmful behaviour.

“Designated staff” are the members of the school’s staff who look after all day to day matters concerning safeguarding.

“Designated safeguarding lead” is the person or persons who have the overall responsibility for all matters of safeguarding at the school and are involved with any major decisions concerning safeguarding.

“Educational tour operator” (“ETO”) is an organisation which sends groups of students to the school.

“Group leader” refers to the leaders accompanying closed groups of students.

“Safeguarding” is an umbrella term which in this context means “looking after”.

“Staff” or “member of staff” refers to anyone who is employed by the school, is contracted by the school or provides a service on behalf of the school.

“Students” refers to all people attending courses at the school as learners.

“The school” refers to Weymouth English Centre and its work, including lessons, accommodation, programme of activities and airport transfers.

“Transfer leaders” are members of the school’s staff and taxi drivers who meet students on their arrival at an airport and accompany them to Weymouth and accompany them back to their airport at the end of their course.

This policy applies to all children and young people regardless of gender, ethnicity, nationality, disability, sexual orientation or religion.

### 3. Safeguarding Children at the School

Safeguarding legislation is set out in The Children Act (1989) and (2004) and Safeguarding Vulnerable Groups Act (2006) and features in the United Nations Convention on the Rights of the Child.

All students attending courses at the school have a right to be protected and safeguarded and the school has a duty of care to protect and safeguard them all, regardless of age, race, gender or religious beliefs.

The school considers maintaining a safe and supportive environment for all its students to be of paramount importance.

### 4. Duty of Care

All adults who have any contact with the school's students, such as all members of staff, group leaders, homestays, coach and taxi drivers and all involved with the provision of activities, have a legal duty of care and responsibilities to safeguard the children they come into contact with.

The school makes all such adults aware of their responsibilities under this policy. All members of staff receive training before they come into contact with the school's students.

They must be vigilant. They must report any concerns or allegations, however small. First contact should normally be with one of the following designated safeguarding lead within the school:

- While the courses are running: the designated safeguarding lead: Andrew Pitman, at [andy@weymouthenglishcentre.com](mailto:andy@weymouthenglishcentre.com) or on the telephone number shown on each student's programme of activities and which is provided, in advance, to all members of the school's staff, homestays, activity providers and all other adults who come into contact with the school's students.
- While the courses are running and at any other time: Christopher Hills (the Centre Manager and a director of the school) on 07453 – 987210 or at [chris@weymouthenglishcentre.com](mailto:chris@weymouthenglishcentre.com).

Any concerns or allegations can also be reported to these external agencies:

- Dorset Safeguarding Children Board on 01202 228866 or at [MASH@dorsetcc.gov.uk](mailto:MASH@dorsetcc.gov.uk)
- the police on 111 or, for emergencies, 999
- NSPCC (National Society for the Prevention of Cruelty to Children) on 0808 800 5000

### 5. Associated Policies

The following policies, agreements and guidelines are associated with this policy:

- Acceptable use agreement (see appendix A1)
- Airport transfer policy (see appendix A2)
- Bullying and abusive behaviour policy (see A3)
- Child protection guidance (see appendix A4)
- Child Protection Policy (see appendix A5)
- Photo and Video Policy (see appendix A6)
- Preventing extremism and radicalisation safeguarding policy (see appendix A7)
- Student attendance, absence and punctuality policy (see appendix A8)

- Staff recruitment policy (see appendix A9)
- Student code of conduct (see appendix A10)

## 6. Structure, Roles and Responsibilities

Andrew Pitman is Weymouth English Centre's designated safeguarding lead. He leads the safeguarding team on all issues of safeguarding, including child protection, while the courses are running and is the school's main point of contact on all safeguarding matters.

Any adult or student who becomes aware that any student or students are in any danger of being harmed should inform Andrew as soon as possible.

Email: [Andy@weymouthenglishcentre.com](mailto:Andy@weymouthenglishcentre.com)

His mobile number is shown on each student's programme of activities which is provided, in advance, to all members of the school's staff, homestays, activity providers and all other adults who come into contact with the school's students.

If Andrew is not available, Christopher Hills (see below) should be contacted.

Christopher Hills, centre manager and director, has overall responsibility for Safeguarding at the school. He is responsible for preparing and updating the safeguarding policy. He is also a designated safeguarding lead. Anyone who has any safeguarding concerns (including child protection issues) should contact Andrew (see above) but if he is not available, they should contact Christopher. If he is also not available, they should contact Kate Cragoe (see below).

Email: [Chris@weymouthenglishcentre.com](mailto:Chris@weymouthenglishcentre.com)

Mobile: 07453 987210

Kate Cragoe, course coordinator, is a member of the school's safeguarding team. She is involved with all safeguarding issues which affect student travel or accommodation.

Email: [Kate@weymouthenglishcentre.com](mailto:Kate@weymouthenglishcentre.com)

Mobile: 07445 274020

Jennie Parsons, accommodation officer, is also a member of the school's safeguarding team. She is involved with all safeguarding issues which affect homestays.

Email: [jennie@homestayandventurebreaks.com](mailto:jennie@homestayandventurebreaks.com)

Mobile: 07802 803303

### Group leaders

Where students come to the school with a group which has its own group leader(s), students who have any safeguarding issues might find it easier to speak first to their group leader, especially where language might otherwise be a problem.

The contact numbers for group leaders are shown on each student's school ID card, which students carry with them at all times, as well as on their programme of activities. Homestays are also provided with these numbers.

Group leaders will be involved with any safeguarding issues which affect any of their students.

Students, whether booked as part of a group or attending as individuals, should look out for one another and inform a member of staff if they become aware that a fellow student has a problem which could affect their safety or well-being.

## 7. Involvement of Students

This safeguarding policy is available to everyone on the school's website.

Parents or guardians are asked to discuss the student code of conduct with their children and to make them aware of the need to follow the school's rules and guidelines in order to stay safe. Parents or guardians sign a declaration to confirm that they have done this.

Students are provided with another copy of the code of conduct during their induction on their first day at school, when a member of staff explains each point with them. They are also informed about looking out for one another.

Students are provided with ID cards with contact details for the school, including a 24-hour emergency number which is manned by a member of the school's safeguarding team, as well as contact details for any group leaders. They are told to keep this card with them at all times and to contact one of these people if they have any safeguarding concerns at any time.

Important cultural differences are discussed with the students during a special cultural differences lesson on their first day at school.

Information specific to safety relating to individual activities or excursions is given to all the students on the activity.

## 8. Designated Team Working Method

When a member of the safeguarding team or other member of staff is made aware of a concern or allegation, that person informs the designated safeguarding lead as soon as possible.

As soon as the designated safeguarding lead is made aware of any concern or allegation, he informs Christopher Hills. If the issue involves homestay accommodation, Kate Cragoe and/or Jennie Parsons are informed.

The safeguarding team will then meet as soon as possible and appropriate to decide on a plan of action, including a timetable with deadlines. This plan of action may be carried out by the designated safeguarding lead or any other member(s) of the safeguarding team, as considered best and appropriate by the designated safeguarding lead.

If any allegation is made about any member or members of the safeguarding team then those members must not be included in these discussions.

The designated safeguarding team reviews the safeguarding policy at the end of each summer season, taking into account the feedback and suggestions from other members of staff, particularly any who have been involved with any safeguarding issues during the season. This review considers all aspects of the safeguarding policy and assesses the effectiveness of existing procedures in the light of any issues which have arisen since the previous review. The team produce a list of any changes they feel would make the policy more effective.

Christopher Hills collates all the agreed changes and produces and publishes an updated policy.

## 9. Publication of Policy

Other school policies contain information relating to safeguarding. Copies of all these policies can be found in the appendix at the end of this policy.

The full version of the safeguarding policy, including its appendix, is published on the school's website, where it can be downloaded. This version is supplied to all members of the school's staff as well as all who apply to work with WEC.

Simplified or shortened versions of this policy for specific groups of people, such as students, homestays and group leaders, are also available. These shorter versions contain the information relevant to each group. The students' version has been written in a level of English that should be understood by all the school's students.

There is a link to the policy from the "For Parents" page of WEC's website. It is also available from the "About" button on the top menu of each page of the website.

Students and their parents are given a link to the student version when they receive their course papers.

The policy is also mentioned on page 14 of the Student Information booklet, which is sent as part of the course papers. This details the link to where the students and their parents can download the policy.

Staff are asked to read the full policy and verify that they have done so before the staff induction, when the policy is discussed in detail.

WEC's accommodation agency asks all homestays to read the policy and gives them details of where they can find this.

WEC's suppliers are made aware of this policy and given a link to the document.

The link to this policy is given on each copy of the students' programmes. Homestays are also provided with a copy of their students' programmes with this link included.

## 10. Code of Conduct for Adults

Students at the school come from a variety of different cultures, where acceptable or expected behaviour can also vary considerably. Many of these students will not be aware of what is considered appropriate or inappropriate behaviour in the UK.

The school needs to protect both students and adults from any behaviour or actions which might be misunderstood. The code of conduct aims to create a safe culture within the school and build trust between students and adults.

The code of conduct for adults applies to all adults who come into contact with the school's students, including the school's staff, homestays, group leaders and providers of activities and transport.

### 10.1 Standards

All adults must:

- be excellent role models
- behave professionally
- treat everyone with respect
- listen to students
- consider the well-being of all students in all they do
- use appropriate language

- contribute to discussions about safeguarding
- positively involve people in developing safe practices

## 10.2 Adult – Student Interaction

When interacting with students, all adults should be positive and use praise whenever possible rather than negative language. They should be fair and deal evenly with students. They should use appropriate behaviour and language.

Physical contact of any kind between adults and students is not acceptable except under some special and exceptional circumstances (for example when comforting a student under distress, but then only for a short time and in an appropriate manner, such as putting an arm round the student's shoulder. This should be for a short time only and a fellow member of staff should be informed at the earliest opportunity).

Physical contact during sports activities should be kept to an absolute minimum.

There should be no physical contact in the classrooms.

In the event of a fight, physical intervention might be necessary to break up the fight, though this should only be used as a last resort.

Adults must respect the privacy of the students, especially in areas such as changing rooms at the sports hall or swimming pool. If a member of staff is needed to go into changing rooms, it must always be a member of the appropriate gender.

Staff, group leaders and all other adults except homestays must not socialise with students outside their regular duties for the school.

Adults should avoid getting into situations which might be misconstrued or misunderstood. Where such a situation might arise, for example a female student alone in a room with a male teacher, the adult concerned should notify another member of staff as soon as possible, explaining what is happening and asking for a female member of staff to join him. It is very important to avoid situations where there are no witnesses to confirm events at a later date: always try to have someone with you when potentially difficult situations arise. Failing this, try to get someone to join you as soon as possible. If this is not possible, move to a more public area where you are not alone with the student.

## 10.3 Position of Trust

All adults who come into contact with the school's students are in a "position of trust". The Sexual Offences Act 2003 states that any person in a position of trust engaged in sexual activity of any sort with students under the age of 18 is breaking the law (even though legal age of consent is 16).

## 10.4 Appropriate Appearance

An adult's appearance has an effect on many students and it is difficult for some students to respect an adult or his or her role if he or she does not dress appropriately.

Activity leaders, teachers on activity leader duties, the centre manager, course coordinator and activities manager should wear the school's T-shirts and fleeces whenever on duty.

Clean and tidy clothes and general appearance are important.

Avoid showing too much bare skin.

Bad breath or body odour can have a very negative effect on other people and must be avoided.

## 10.5 Alcohol, drugs and smoking

Adults have an extremely serious responsibility regarding alcohol, drugs and smoking when working with students since, for many students, they will be role models. It is better to educate students about the dangers of using addictive substances than to make jokes about them.

Staff should never drink alcohol while on duty. Even when not on duty, members of staff continue to be role models and reflect the standards of the school in public. Excessive consumption of alcohol or bad behaviour in public places is not acceptable and may lead to a disciplinary procedure.

Smoking is not permitted anywhere on the school premises or during any activities, excursions or airport transfers. The school's staff must never smoke in front of the students, whether on or off the school premises.

If a member of staff sees a student smoking, the member of staff should ask the student to stop, reminding him or her that this was included in the student code of conduct and that such behaviour is not legal. The member of staff should report the incident to a member of the Safeguarding Team.

The possession or use of any illegal substances is not permitted and would lead to disciplinary procedures.

## 10.6 IT and Social Networks

Students should only have access to the internet where proper and full child protection has been installed on the pc or network that they are going to be using. This includes internet access at homestays.

The college computers as well as the college Wi-Fi network have appropriate child protection software installed which prevents access to unsuitable materials including extremist websites as required under the school's "Preventing extremism and radicalisation safeguarding policy".

Students are provided with the email addresses of their homestays before they come to Weymouth in order that they communicate with their homestays where the relevant homestay has agreed to this in advance. Such homestays should keep any email exchanges with their students to relevant content.

With the exception of the above, adults should not give students their email addresses and they should not ask students for their email addresses.

More information is given in the Safe-Use Agreement (see appendix A7).

## 10.7 Accommodation

Homestays must ensure that their guests have privacy, especially in the environment of the bathroom and bedroom. This includes ensuring that there is a working lock on the bathroom or toilet door.

They should avoid appearing in a partially or fully undressed state in any area where their student(s) might see them. They should, for example, cover themselves when walking to or from the bathroom or shower room.

To avoid any misunderstanding, all members of homestays are advised not to enter a student's bedroom before first knocking on the door and waiting a few seconds.



## 10.8 Transport

All taxi, minibus and coach companies that provide transport for the school must supply written confirmation that they will only use drivers who have been properly DBS checked and that all vehicles used have current road worthiness certificates.

Teachers, activity leaders and other direct employees of the school should not use their own vehicles to transport students.

Homestays who are unable to collect students from the arrival point or return them to the departure point may use another adult family member or person they trust to collect the student. If the student cannot be brought straight to the homestay then the accommodation agency must first be informed. The student must be with a trusted adult at all times.

## 10.9 Favouritism and Gifts

The school's staff should never show favouritism towards any particular students. This would leave the other students feeling left out and could easily lead to accusations from one or more of them.

In some cultures, giving gifts to teachers is acceptable. It can, however, also lead to accusations of bribery. The school advises students not to give any gifts of more than a value of £10. The staff should not accept any gifts above this value without first obtaining clearance from a member of the safeguarding team.

## 10.10 Whistle-blowing

Members of the school's staff have a legal obligation to inform the school's management if they have any concerns or suspicions about any colleagues not following the school's code of conduct. Any such matters can be reported to any member of the safeguarding team or to the NSPCC whistle-blowing helpline on 0800 028 0285.

Any report will be treated completely confidentially. The person reporting the concern will not be penalised in any way.

# 11. Training

## 11.1 Responsibility

The designated safeguarding lead Christopher Hills is responsible for ensuring that all members of staff have appropriate training.

All members of staff need to have training in basic awareness in safeguarding. This is supported with further training during the staff induction sessions.

The main carer in each homestay needs to have training in basic awareness in safeguarding.

All designated staff need to have advanced safeguarding training.

All designated safeguarding leads need to have specialist safeguarding training for the designated lead.

## 11.2 Provision of Training

All members of staff receive basic awareness in safeguarding training via an online training course. This is supported by additional training in person at the induction sessions at the school at the start of each season. All staff must attend the on-site training even if they have done it before as the training is updated annually according to any issues experienced the previous season.

All designated staff receive advanced safeguarding training either at the school by a designated safeguarding lead or via an external provider, normally English UK. They attend a refresher course at least once every two years.

All designated safeguarding leads receive specialist safeguarding training for the designated lead provided by an external provider (normally English UK). They attend a refresher course at least once every two years.

The main carer in each homestay is required to complete the basic awareness in safeguarding online course. The main carer is then responsible for training all other adults in the household about safeguarding issues. The accommodation agency also provides further information specific to the school's environment and discusses Safeguarding with members of the homestay.

## 11.3 Ensuring Understanding of Safeguarding Issues

Safeguarding issues are discussed regularly during staff meetings, when staff are asked random questions as a means of checking that they are up to date with the school's policies and have understood the issues and procedures that the school has in place to deal with them.

The accommodation agency discusses safeguarding matters during visits to homestays in order to ensure that homestays have understood them and she provides any further help and information that she deems necessary or advisable.

## 11.4 Training Records

All training at the school is recorded, with a note of the date, the name of the participant, the contents of the course and confirmation that the participant completed the course.

Participants on external courses are required to provide the school with copies of their certificates.

# 12. Welfare and Implementing Safeguarding

## 12.1 Risk Assessments

Risk assessments are carried out on all aspects of the school's work. The risk assessments are available for all members of staff, students, homestays and others to see. The importance of risk assessments and how to use them forms part of the training in the school's induction sessions for new and returning staff.

The appropriate risk assessment is included in the activity leaders' pack for each activity or airport transfer. The activities manager discusses each activity with the activity leaders in advance and ensures that they understand the risk assessments.

Activity leaders are observed regularly and the provision of information to students according to the risk assessments is assessed as part of this observation, with feedback to the activity leaders immediately afterwards where possible, otherwise normally the next day.

The risk assessments are reviewed regularly. Activity notes are given to each activity leader about each activity they go on and the school asks for their feedback about any additions or changes that they feel should be made to the risk assessments. Any suggestions are incorporated into revised risk assessments as soon as possible, normally within 48 hours.

## **12.2 Levels of Supervision**

### **12.2.1 School**

From Monday to Friday they have lessons at Weymouth College, normally from 09:00 to 12:30. There are two supervised breaks during the morning. Students must remain on the school premises during these breaks.

On their first Monday, most students are brought to the college by their homestays. Any homestays who are not able to bring their students on the first day are asked to show them their nearest bus stop the previous evening or on the first morning. Students are also provided with detailed street maps of Weymouth and Portland on which the college and all the school's main meeting places are shown, as well as the bus stops for the journey home.

Students take their lunch in the college canteen and remain under supervision on the premises until their programme of activities starts.

### **12.2.2 Weekday Afternoons**

These activities start from the college at various times between 13:00 and 14:00. Local activities finish at or soon after 16:00. Weekday excursions finish between 17:00 and 18:00.

Some students also book the school's intensive course, which has two further afternoon lessons per week.

Students on the sailing, windsurfing and outdoor adventure courses attend these activities each weekday afternoon, departing from the college at 13:00 and returning to the local bus stops around 16:30.

Students must be home for their evening meal by the time set by the homestay, which is usually 18:00.

### **12.2.3 Weekday Evenings**

On four weekday evenings there is a programme of evening activities, where most activities start at 19:30.

On the evening of the weekday excursion students go back to their homestays for their evening meal and the evening is a designated "family evening" when students undertake an activity with their hosts. If students wish to go out this evening they must follow the "Away From Homestay" procedure described below in section 12.2.7.

### **12.2.4 Saturdays**

Each Saturday there is a full day trip to a place of interest. On these trips a coach stops at a fixed set of pick-up points so that students do not have to walk or travel far before meeting their coach and leaders. Depending on the destination and pick-up point, the departure time can be between 07:00 and 08:00 for a trip to London and between 08:00 and 09:00 for all other destinations. Students usually get some free time during day trips. They are told to stay in small groups and to remain within designated areas during this time. This free time can be for a maximum of two hours.

At the end of the day the coach drops the students off at a central point close to the bus stops where the students get their buses back to their homestays. London trips arrive here at about 20:30, all other trips arrive by about 18:30. Activity leaders ensure that each student gets on the right bus and they wait until the last students have left. Students spend the rest of the evening with their homestays.

On all day trips and weekday excursions, all the students receive a card with the mobile telephone numbers of the activity leaders as well as the emergency number of the school.

### **12.2.5 Sundays**

Each week is very full and students enjoy some free time to relax. Sundays are free days to spend with the students' homestays. If they wish to go out without their homestays, they must follow the "Away From Homestay" procedure described below in section 12.2.7.

### **12.2.6 Unsupervised Time**

Students are not under the school's supervision when travelling to school each morning or returning to their homestays.

Some students live close to the college and will walk to school, but most will use the local bus service, where a weekly pass allows unlimited travel. Students are housed in certain areas where the school has several homestays so that there will normally be other students travelling to and from school on the same bus.

Students also travel by bus, unsupervised, to the meeting places for the evening activities. These venues are at several locations in Weymouth and are detailed on each student's programme of activities as well as marked on the street map which is given to each student. At the end of the weekday evening activities, activity leaders take the students to their central bus stops in Weymouth, make sure that each student gets on the right bus and wait until the last students have left. Students must go straight home to be at their homestays by 22:00. The different activities on any evening are timed so that all the students go home at the same time. This ensures that there are always several students on the same bus and going to the same area.

If students wish to go out without their homestays on the "family evening", after the Saturday excursion or on Sundays, they must follow the "away From homestay" procedure described in section 12.2.7 below.

### **12.2.7 Away From Homestay Procedure**

If students wish to leave their homestays for activities which are unsupervised – i.e. outside lessons and the organised activities and excursions - they must first ask their homestays for permission. They must tell their hosts where they will be going, who they will be with and what time they will be home. Students in groups with their own group leaders must also obtain permission from their group leader.

Provided the homestay (and the group leader if applicable) is happy with the arrangement, they may go out locally but must not leave Weymouth or Portland.

If they go out on the evening of the "family evening" or after the day trip on Saturday, they must be back home by the time stipulated by their homestay and by 22:00 at the latest.

If they go out on Sunday for more than three hours, they must do one of the following:

1. Come to the central meeting place in Weymouth at some time between 13:00 and 14:00. The meeting place is detailed on the programme of activities for that day - or
2. Call the activity leader at the time shown on the programme for that day to let us know that they are safe: the number is also shown there – or

3. Check in using a special app on their phone. The school will provide details of the app and how to use it, provided that the student's parents give their permission for the use of this app on the "levels of student supervision" document they complete before the student comes to Weymouth.

The school carries out random checks to ensure that this procedure is being followed.

## 12.3 Supervision Ratios

A risk assessment has been carried out for each activity and these risk assessments show the maximum ratio of students to members of staff for each individual activity.

The overall maximum ratio is 20 students for each member of staff. The ratio may be lower for some activities: the ratio for each activity is shown on the risk assessment for that activity.

There will be a minimum of two members of staff on each activity that takes place outside the college, regardless of the number of students on that activity.

Group leaders are responsible only for the members of their groups.

## 12.4 Missing Students

### 12.4.1 Location App

The school encourages parents and guardians to give their permission for their children to install the Life360 app on their smartphones. This app enables members of the school's staff to monitor the location of the students. This can be a very important aid to locating missing students quickly at any time as well as providing a fast means of ensuring that students are safe during any emergency. Help with the installation of the app is given during the student induction on the first day at school.

### 12.4.2 School

A register is taken at the start of each lesson session. If a student is not present and has not already been reported as sick, the absence is reported to the school's administrative staff if he or she is not part of a group.

If the student has installed the Life360 app on his/her phone, the school's staff first try to locate the student using that app. If they can see that student is on the way to school, they monitor the student's progress until he or she has arrived.

If the student cannot be located on Life360, the school's administrative staff first call the student's mobile to find out where he or she is. If this is not successful, the administrative staff call the student's homestay to ask the same information.

If there is no response, they speak to any other students who are staying with the same host family to establish when and where the student was last seen and to gather any other relevant information as to where the student might be.

If this does not produce any results, the administrative staff call all of the mobile and work phone numbers the school holds for each adult member of the homestay.

If the student still cannot be located, a member of the safeguarding team must be informed and that member of staff will decide at which point to report the matter to the police.

### 12.4.3 Weekday Afternoon Activities

The school holds a list of all the students booked onto each of the activities. Students' names are checked off this list by an activity leader responsible for each activity.

If a student is missing, the activity leader reports this to the school's administrative staff. If the student is a member of a group, the group leader is informed and involved in the attempt to locate the student. The school's staff (or group leader) call the student's mobile phone to establish his or her whereabouts. If the school's staff are able to get the student to the group before it leaves the premises, the student can join the activity.

Any students who arrive or are located after the group has left for the activity are collected by members of staff who accompany them to a classroom where they spend the afternoon until 16:00.

Activity leaders are aware that they must only take with them the students on their list for that particular activity.

If a student cannot be located then a member of staff searches the canteen, outside area and toilets. If the student is still not found then a member of the safeguarding team is informed. At this stage the staff start to contact the student's friends on the course to see who saw him/her last and search for clues as to where the student might be. The member of the safeguarding team will decide when it is appropriate to call the police.

After the afternoon activities, students make their own way back to their homestays. There is usually a small amount of free time between the afternoon activity and the evening meal with the homestay. Students have contact numbers for their homestays, their group leaders (if they are part of a group) and the school's emergency number in case they have any problems. Students are asked to return home for the evening meal at the time stipulated by the homestay. Homestays will make arrangements as appropriate according to the individual circumstances.

### 12.4.4 Evening Activities

Activity leaders check off the names of the students when they arrive for each activity. If any students have not arrived at the meeting point by ten minutes after the meeting time stipulated on the students' programmes, the activity leaders try to locate the student on Life360. If the student cannot be located or is not clearly on his/her way to the meeting point then the activity leader calls the student's mobile and then, if necessary, the student's homestay to establish their whereabouts. The activity leader will also speak to any other students present who are staying with the same homestay, as well as any of the student's friends, to see if they know where the student is.

If none of this is successful then the activity leader reports the missing student to a member of the safeguarding team, who directs the search from this point and continues to call all relevant telephone numbers until the student has been found. This person also decides when the police should be informed. In the meantime, the activity leaders inform the member of the safeguarding team if and when the student arrives at the activity.

### 12.4.5 Excursions

All students on excursions with the school are provided with a card which lists the mobile telephone numbers of the activity leaders on that trip as well as the school's 24-hour emergency number. They are told that in the event that they get lost or detached from the group, they are to remain where they are and call one of the numbers on the card. The activity leaders will then establish where they are and come and get them.

If a student goes missing, the activity leaders on the excursion try to locate the student on Life360. If successful, they can either guide the student to the group by using the integrated messaging function within Life360 or one of them can go and collect the student.

If the student cannot be located then the activity leaders question the other students, particularly those who were with the missing student, in order to find out where he/she was last seen. At this point a member of the safeguarding team is informed and this person directs the search from now on. The member of the safeguarding team will decide when the group should return to Weymouth, who should stay at the location until the student has been found and when to involve the police.

#### **12.4.6 Airport Transfers**

All students travelling to or from England are provided with a 24-hour emergency contact number for use on the days of their transfers.

Students returning home are provided with a card with the mobile telephone numbers of the activity leaders accompanying them to the airport and/or the school's 24-hour emergency number. All transfers are accompanied by activity leaders or are private taxi transfers where the driver accompanies the student to and from the airport terminals.

If a student becomes detached from the activity leaders, the activity leaders call the student's mobile phone to try to locate him/her. They also try to locate the student on Life360.

The activity leaders question the other students in order to find out who last saw him/her and where. One leader supervises the group and keeps them together while another leader goes to look for the missing student. If the group is at the airport, the airport staff are asked to broadcast a message to the student on their public address system. If the leader is unable to find the student after a quick search, a member of the safeguarding team is informed and this person will now direct the operation and decide when the police and the student's parents should be informed.

#### **12.4.7 Students Returning to their Homestay After Activities**

If a student has not returned to the homestay by the evening meal time stipulated by the homestay or shortly after 22:00 in the evening, the homestay notifies the school. If the student is part of a group then a group leader is also informed.

School staff then try to locate the student by means of the Life360 app. If the member of staff can see that the student is on his or her way home, they inform the homestay and monitor the student's progress until they have arrived home.

If it is not apparent that the student is on his or her way home or if the student's location cannot be established then the member of staff tries to contact the student by mobile phone to find out where he/she is and to tell him/her that he/she must go home. The homestay is then told and asked to inform the member of staff if the student is not home within an appropriate period of time.

If the school is not able to contact the student then a member of staff contacts the activity leader of the activity that the student was on to find out if there were any problems or delays and when and where the activity leader last saw the student. The member of staff will then call the student's friends, particularly any who were on the same activity, to see if they know where the student is. Unless the student can be located at this stage, a member of the safeguarding team is now informed and this person will decide when to call the police. The homestay is asked to inform the school as soon as the student arrives home.

Any students who are late home are spoken to at school the next day so that the school can establish whether there were any problems that need to be addressed. The students are reminded that they have a duty to be punctual and that it is not fair on their homestay or the school's staff if they are not home by the agreed times. They are warned that there will be a penalty if they are late again.

#### **12.4.8 Unsupervised Periods**

There are supervised activities each afternoon, on four weekday evenings and a full-day trip on Saturdays.

Students are not supervised whilst travelling from their homestays to the college and back or from their homestays and the venues for the programme of activities and back. As far as possible, the school places students with homestays in areas where other students from the school are staying so that students can travel on the buses or walk together. Activities finish at around the same time so that students can walk home or travel on the buses together. After the evening activities, activity leaders take the students to their bus stops, make sure that each student gets on the right bus and wait until the last students have left. If students are not home by 22:00 the homestays call the school and the procedure for dealing with missing students as described in section 16.4.4 of this document is started.

One evening each week is normally scheduled as a family evening when the students stay with their homestays. Homestays are responsible for the students during this time. If students go out they must first get permission, as detailed in the "Away from homestay procedure" in section 12.2.7. If any students are not home by 22:00 then homestays call the school and the procedure for dealing with missing students as described in 16.4.4 of this document is started.

Sundays are normally free days to spend with the homestay or friends. During this time the homestay is responsible for the students while they are at home. If students leave their homestays they must follow the "Away from homestay" procedure as detailed in section 12.2.7. If any students are not home soon after the expected time or by 18:00 at the latest, homestays call the school and the procedure for dealing with missing students as described in 16.4.3 of this document is started.

Any students leaving their homestays for more than three hours and not attending an event supervised by the school's activity leaders or their own group leaders are required to "check in" with the school by calling the number shown on their programme for that day between 13:00 and 14:00. Alternatively, and with the permission of their parents or guardians, they may install the Life360 app on their smartphones during their induction on their first school day: this enables a designated activity leader to monitor their location. The school strongly advises the use of this app as it can be an important aid to locating missing students at any time as well as providing a fast means of ensuring that students are safe during any emergency.

## 12.5 Welfare Provision

The centre manager holds overall responsibility for ensuring that the school looks after the well-being of all its students.

The course coordinator and the centre manager are contact persons for homestays, students, members of staff and any other persons who are concerned about any aspect of student welfare.

The activities manager and the activity leaders are responsible for the welfare of students on all the activities.

Teachers are responsible for the welfare of students during lesson times.

The accommodation officer and the course coordinator are contact persons for all matters regarding accommodation.

Activity leaders are on duty inside the school and in the canteen and grass areas outside during lesson and lunchtime breaks and available to students to discuss any problems.

Homestays are responsible for the welfare of the students whilst they are at home. They are also responsible for providing all meals to their students at weekends and breakfast and a main evening meal on weekdays as well as ensuring that the students have clothes appropriate to the weather conditions and planned activities or reporting to a member of the school's staff should the student not have appropriate clothing available.

During their induction session on their first school day, all students are given details of the members of staff who are available to answer questions or deal with problems. These members of staff and their contact details are also listed on each student's programme of activities.

All students have ID-cards with contact numbers for the school, including a 24-hour emergency number.



Contact numbers are also shown on each student's individual programme, a copy of which is provided to each student's host family.

The emergency mobile telephone is manned 24 hours a day, seven days a week and can be called about any problems.

## 12.6 Dealing with a Concern

Anyone who has any concern for the safety or welfare of any of the school's students should notify a member of staff. That member of staff should inform a member of the safeguarding team.

The safeguarding team, or a member of the safeguarding team, will obtain all the relevant information and then decide on the best course of action. The report, as well as all action subsequently taken, is recorded in writing. If the matter has not been satisfactorily resolved by the next day, it is discussed by at least two members of the safeguarding team and a plan of action is agreed, with named people allocated to tasks and clear deadlines for each task.

## 12.7 Fire Safety

The school uses premises at Weymouth College, which complies with all fire regulations. On their first day at school, students are told what to do if the fire alarm is rung. A fire drill is carried out once per week in each week when new students are present.

All homestays have carried out risk assessments on their homes and the accommodation officer holds copies of these. They ensure that their students are aware of what to do in the case of fire.

All homestays have fitted smoke alarms in their homes.

All homestays with gas appliances hold a valid landlord / home owner's gas safety certificate.

## 12.8 First Aid & Medical

All non-EU students are required to arrange health insurance before coming to England.

In the case of a student requiring medical or dental treatment whilst at a homestay, the homestay will arrange an appointment with their GP or dentist where possible or call the school to arrange for a member of staff to take the student to the doctor or dentist. In case of emergency while a student is with the homestay, the homestay will call for an ambulance and inform the school via the school's 24-hour emergency number. In the case of a student from a group, the group leader will also be informed.

In the event of a student from a group requiring medical attention whilst not with the homestay, the group leader will take the student to the local clinic or hospital. If this is not possible or the student is not part of a group, the school will arrange to take the student to the clinic or hospital.

In any event the school must be contacted before any medicine or treatment is given as the school must first check that permission has been given by the student's parents or guardians and that the student does not have any allergies or medical history that needs to be taken into account.

Students' relevant medical histories, any allergies or other relevant information together with parental wishes concerning medicines and treatment are contained in confidential lists which are available online to authorised members of staff. They are also available in printed form and provided in confidence to all activity leaders.

First aid trained staff are present on activities. The activity leaders carry mobile phones and are able to call an ambulance in the case of emergencies.

## 12.9 Behaviour and Discipline

The school has rules to ensure the safety and well-being of its students and each student is informed about these during the induction session on their first school day. These rules include:

- Behaving in a polite, kind and caring manner to all of our students, staff, homestays and other people they come into contact with.
- The Weymouth English Centre is committed to promoting a multi-cultural environment where respect for and tolerance of others is required. We expect all our students and staff to behave in a polite, kind and caring manner to everyone they come in contact with.
- Students must return to their homestays by 22:00. If this rule is broken, a member of staff will speak to the student and warn him or her that there will be a penalty if it happens again. If the student is late a second time, the school will contact the student's parents or educational tour operator and inform them that the school is not able to accept responsibility for the student if he or she continues to return home late and that he or she will be sent home if there is any repetition.
- Students are guests in private homes and must abide by the rules of their homestay. They must ask their homestays before taking other students back to their homes. Students should not use their homestays' telephones to make calls. If any of these rules is broken, a member of staff will speak to the student and make them aware that any further breaches might result in the homestay asking them to leave, in which case the students' parents will have to pay for substitute accommodation.
- It is not permitted for any students to smoke. If a student is found to have broken this rule, he or she will be given a warning. If the warning is ignored, a member of the safeguarding team will be informed. In the case of a private student, a member of the safeguarding will contact the student's parents to inform them and tell them that the student will be sent home if found smoking again. In the case of a group student, a member of the safeguarding team will ask a group leader to make this call.
- It is illegal for students to drink or buy alcohol. If a student breaks this rule, a member of the safeguarding team will be informed. He or she, or a group leader if applicable, will inform the parents or educational tour operator and tell them that if there is any repetition, the student will be sent home.
- It is illegal for students to have knives or other weapons or drugs or other banned substances. If any of these rules is broken, a member of the safeguarding team will be informed and the student will be sent home.
- Students must be at school and ready to start classes by 09:00. If a student is late, a member of staff speaks to the student to emphasise the importance of punctuality. If the student is late again, he or she is given extra homework. If he or she is late for a third time, a member of the safeguarding team is informed and the student's parents are informed by the member of the safeguarding team (or a group leader if applicable).
- The school will not tolerate bullying or physical violence of any kind. If a student is involved in such activity the designated safeguarding lead will be informed, investigate the incident and decide on any action to be taken. This can include reporting the incident to the police or sending the student home. The student's parents will always be informed.

## 12.10 Airport Transfers

Students are advised to book a flight to and from Heathrow Airport, where the school will have staff to assist them.

For any students who are unable to get a flight to and from Heathrow the school arranges taxi transfers.

Where parents bring their children to Weymouth, they are responsible for delivering them safely to the homestay.

Students flying to Heathrow Airport are advised of the times the school's transfer Leaders are at the airport. An adequate number of leaders are arranged to meet all the students due to arrive at different terminals and times. The transfer leaders meet the students when they enter the arrivals lounge immediately after the customs control. The leaders are easily recognisable by their blue T-shirts with the school's logo and the poster which they hold showing the school's name and logo.

In the information sent to the students in advance, students are instructed to ask to see their names on the leader's list of students before they go anywhere with the leader. They are instructed not to go with anyone who cannot show them the school's list with their name on it.

Students are provided with a contact number. The leaders also have a list of students' mobile numbers.

The transfer leaders stay with the students until they board the coach or minibus and a leader accompanies the students to a central meeting place in Weymouth where the students meet their homestays.

In the event of a student's flight being delayed, the transfer leaders will wait at the airport until the student arrived.

If a flight is cancelled, the course coordinator is informed and she will contact the student's parents or educational tour operator to establish when the student will be arriving. The course coordinator will instruct the transfer leader as to whether to wait at the airport. In the event of a long delay, the course coordinator might decide to send a different transfer leader or a taxi to collect the student. She also informs the parents.

At the central meeting point the homestays each have a sign with their name. This helps the leaders ensure that the correct students go with the correct homestays. Students are told not to go with anyone until they have found their homestays. Their homestays then ensure that their names are checked off the accommodation officer's list before they leave.

Individual students booked on taxi transfers are met on arrival as above by a taxi driver who holds a poster with the student's name. Students are told not to go with anyone else. The taxi driver takes the student directly to the host family.

For return journeys the homestays bring their students to the school, where transfer leaders are waiting for them. The leaders check that the students have their flight tickets with them. They then accompany them on the coach or minibus to the airport, help the students check in, wait with them until they have gone through the security gate and then wait at the airport until an hour after the flight has departed. If the flight is cancelled and the students are brought back to the terminal, the leaders meet the students and ensure that they are looked after until they are able to leave. If the students have to spend the night at the airport, a leader will liaise with the airline to ensure that suitable accommodation is arranged, inform the students' parents of the situation. He or she will stay with the students, help check them in and, again, wait at the airport until an hour after the flight has departed.

Any students who are unable to arrive at Heathrow within the designated transfer coach times are advised to book a private taxi transfer, as described above.

In the event of parents wishing to send a student to travel to Weymouth on his or her own, without using the school's transfer coach or taxis, the course coordinator informs the parents that the school does not consider this to be wise as there will not be any members of staff present to help if the student experiences any problems. If the parents still insist that the student should travel alone and the student is under 16 years of age, the course coordinator refuses to accept the booking. If the student is aged 16 or more, the course coordinator asks questions in order to establish whether the student has had sufficient experience in travelling alone in such situations and is independent enough to be able to do so responsibly. If she is satisfied with the outcome, she informs the parents that they must sign a form stating that the school has advised them of the risks, that they have nevertheless decided that their child should travel alone and confirming that they accept full responsibility for the journey. The student is then provided with the school's emergency contact number and must provide the course coordinator with his/her mobile number so that the school and the student can communicate during the journey. The homestay is informed of the details of the arrangements and asked to collect the student on arrival at the station and then to call the accommodation officer to let her know that the student has arrived safely.

## 12.11 Accommodation

The school accommodates students with local homestays according to the following criteria:

1. The homestay must first be visited by the accommodation officer, who inspects the home, interviews at least the main carer and satisfies herself that the homestay is able to provide a suitable and caring environment for the school's students.
  2. All adults staying at the address pass a criminal records check (DBS). Until a satisfactory DBS has been obtained, no students are allowed to stay at the homestay.
  3. The homestay provides a fire risk assessment.
  4. The homestay has smoke alarms fitted.
  5. The homestay provides a current gas safety certificate if there are any gas appliances on the premises.
  6. The homestay must live within the area designated by the school as being suitable to house the school's students.
1. The homestay accepts and signs an agreement with the accommodation agency. This agreement details guidelines and rules about accommodating and looking after students.
  2. The main carer in the homestay completes a basic safeguarding training course and provides the accommodation officer with a copy of the certificate.
  3. A responsible adult (known to and vetted by the provider) will always be present overnight and will normally be present when students under 16 are at home.
  4. The homestay agrees not to provide accommodation for students aged 18 or older from other schools.
  5. The homestay agrees not to provide accommodation for more than a total of four students at any one time.

If any parents or educational tour operators ask the school to place student(s) with any homestay not already registered with the school, the accommodation officer satisfies herself that the homestay fulfils all the requirements stated above. If the homestay is deemed unsuitable, the school informs the parent or educational tour operator that the school is unable to accept the booking unless a suitable homestay on the school's register is used.

The school does not accept bookings where parents or educational tour operators ask for non-homestay accommodation.

Where a student's parents or educational tour operator request that the student leave the homestay to spend one or more nights away or to leave the area of Weymouth and Portland unaccompanied by a member of staff, written parental consent is required. If the school is not satisfied with the arrangements, the request is refused. The school's decision must be followed. If the student ignores this, the designated safeguarding lead will be informed and he/she will decide whether the student should be sent home.

## **12.12 Online Safety**

The school recognises that it is important to maintain the safety of its students when they are online and when they use electronic communications. A safe use agreement (see appendix A7 of this document) is sent to each student and his or parents are asked to explain the importance of this, to get their child(ren) to sign it and sign it themselves.

All computers at the school have integrated filtering software to protect young people and children from all types of unsuitable materials and software.

Students are able to connect to the internet through the school's Wi-Fi. This system also has integrated filtering software which prevents unsuitable material and software from being displayed.

Homestays are told that they should not give their students access to their home Wi-Fi, computers or other electronic devices unless they have suitable, child-safe protection software installed.

Students are asked to tell a member of staff if they receive any unwanted contact online or via electronic devices. Staff are asked to be supportive and to investigate further or report to a member of the safeguarding team if they become aware that any students are receiving unpleasant or unwanted communications.

## **12.13 Preventing Radicalisation and Extremism**

The school has responsibilities under the Counter Terrorism & Security Act 2015 to prevent people of all ages being radicalised or drawn into terrorism. The school's "Preventing Extremism and Radicalisation Safeguarding Policy" (see appendix A6) details how the school seeks to counteract such risks.

## **12.14 Parental Consent**

Parents are asked to give written confirmation that they have read and agree to the rules of the school, possible disciplinary measures, details of the levels of supervision and other important safeguarding information.

They are asked to complete a form detailing all relevant parts of the student's medical history and give details of any allergies they have or medicines which they are currently taking. They also confirm whether they give permission for medicines and/or treatment to be given to their child(ren) if necessary.

Any parents who wish their children to travel to Weymouth unaccompanied as described in section 15.10 of this policy must give the written permission described in that section.

Any parents wishing to allow their child(ren) to spend a night away from the homestay or to travel outside Weymouth and Portland must give their written permission to the school in advance. The school will only allow this if a member of the safeguarding team is satisfied with the arrangements for the safety of the student. If the school decides not to grant permission then the school's decision must be followed. If the student ignores this, the designated safeguarding lead will be informed and he/she will decide whether the student should be sent home.

## 12.15 Vulnerable Students

Some students are more vulnerable than others, such as students with physical or psychological difficulties, those who come from difficult home situations or those with learning difficulties.

It is important that parents and educational tour operators supply full details to the course coordinator before they book a place on a course. The course coordinator will carry out a risk assessment to decide whether the school is able to provide a safe environment for the student and the parent or educational tour operator will be informed of the result.

If the booking is accepted, the school will make any necessary arrangements for the provision of suitable care and will allocate a member of staff to ensure that the student is suitably accommodated and looked after.

All relevant information received will be treated in confidence. Those who need to have this information, or parts of it, in order to provide for the student will be informed confidentially. This could include the safeguarding team, homestays, teachers and activity leaders.

## 12.16 Private Fostering

Under Private Fostering Regulations of 2005, any student aged under 16 or any disabled student aged under 18 who stays with a homestay for more than 26 nights is only permitted to stay with a private foster carer and the visit must be reported to the local authority at least six weeks in advance.

Even if the school finds a suitable foster carer and registers the visit in advance, there is a risk that an event such as illness or an accident within the foster carer's family would lead to the student not being able to stay there. This would mean that the student would not be allowed to take part in the course.

For this reason, the school does not accept any bookings of more than 26 nights from any students aged under 16 or any disabled students aged under 18. No exceptions can be made to this rule.

## 13. Keeping Records

Records are made of any serious safeguarding issues. All records concerning any allegations or reports of child abuse are kept in a secure place while the courses are running. Only members of the safeguarding team have access to these records. Outside the summer course season all such records are kept by Christopher Hills in a locked safe.

For concerns which are resolved and do not involve any outside agencies, records are destroyed after three months.

For serious issues and any concerns where an outside agency such as the police, the Dorset Safeguarding Children Board or any other agency is involved, records are kept for as long as the agency advises.

## 14. Review

Christopher Hills, director and designated safeguarding lead, is responsible for preparing and maintaining this policy.

The WEC safeguarding team will review this policy every 12 months or earlier if there are changes in relevant legislation or in response to any significant incidents or changes in circumstances. All members of the safeguarding team will be involved in the review. All other members of staff as well as group leaders will be invited to give feedback and suggestions.

If any issues are experienced before the annual review date the director, together with the safeguarding team, will review the policy within a short time after the incident, when the effectiveness of the policy will be assessed and any necessary changes made.

In addition, feedback about changes and improvements will be obtained from all members of staff at the end of each season.

Last reviewed: May 2018

Next review due by: May 2019

## Appendix

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- A1 Acceptable use agreement
- A2 Airport transfer policy
- A3 Bullying and abusive behaviour policy
- A4 Child protection guidance
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- A6 Photo and video policy
- A7 Preventing extremism and radicalisation safeguarding policy
- A8 Student attendance, absence and punctuality policy
- A9 Staff recruitment policy
- A10 Student code of conduct

# STAFF RECRUITMENT POLICY

## 1. Overview

Weymouth English Centre (“the school”) is committed to providing a safe, supportive and professional environment for all its students and staff.

In order to do so, it aims to recruit suitable staff and homestays who share this commitment.

## 2. Recruitment Materials

Teaching posts are normally advertised on the school’s website as well as on various jobs websites.

As part of our commitment to safeguarding and promoting the welfare of our students, all job advertisements inform applicants of the following:

- proof of identity is required
- proof of qualifications is required
- any gaps in Cvs must be explained satisfactorily
- all references will be followed up and referees will be asked specifically if there is any reason why the applicant would be unsuitable to work with young people
- an up-to-date enhanced DBS disclosure is required
- all staff are required to sign a declaration of suitability to work with under 18s
- applicants are reminded that providing false information is a criminal offence
- any candidates with a non-EU passport must prove that they have the right to work in the UK

Homestays are recruited by the accommodation agency. The agency informs the homestay of the criteria which must be met in order for them to be accepted as homestays. These criteria are listed in section 16.11 of this policy. Homestays are required to sign a contract which confirms that they accept and will comply with the criteria.

Group leaders are recruited by the educational tour operators which send groups to the school. These educational tour operators enforce their own security checks to ensure that their group leaders are suitable for working with children. They sign a declaration confirming that they have carried out checks on their group leaders. For educational tour operators from countries where it is possible to obtain police checks, the educational tour operator provides the school with copies of the police checks for all their group leaders. The group leaders also sign a declaration of suitability to work with under 18s.

## 3. Recruitment Stages

Job descriptions state that applicants need to be committed to safeguarding and promoting the welfare of the school’s students and ensuring that they are protected from physical and emotional harm.



At the first interview stage for applicants for any position on the school's staff, various safeguarding questions are asked to test the applicant's attitude to working with young people. The applicant is made aware of the school's rigorous checks.

At the second interview stage further safeguarding topics are addressed and the applicant is asked for his/her permission to contact his/her referees.

The school's standard reference request form asks the referee specifically if there is any reason why the applicant would be unsuitable to work with young people.

References are checked and, if there are any reasons for any doubt about the applicant's suitability, the referee is contacted personally in a telephone call when the school asks more detailed questions.

If the school decides to offer the applicant a contract, the applicant is then asked to register for an enhanced DBS.

## 4. Safer Recruitment

The school carries out various checks on applicants before considering whether to award a contract.

The school aims to employ teachers who hold a first degree and at least a basic EFL qualification such as the CELTA or Trinity.

Job advertisements state that any gaps in CVs need to be explained.

The school's job application form asks applicants to give full details of all periods which are not detailed on their CVs.

Teacher and activity leader applicants are asked to send their CVs to the course coordinator who initially screens the applications to ensure they meet our requirements and to establish whether any relevant information is missing.

The course coordinator then sends suitable applicants a link to the school's online jobs page where they can find the job description, person specification, the school's safeguarding policy and a job application form. She asks for the completed application form together with copies of their passports and relevant certificates where applicable.

Once the relevant information has been received, the course coordinator uses a template to assess the suitability of each applicant for the role in question.

Potentially suitable applicants are then contacted with a view to arranging an initial interview. This interview will include the applicant's previous relevant experience, their reasons for applying for this position, which qualities they can provide for the role and a number of safeguarding questions.

Suitable teacher candidates' CVs are then passed on to the director of studies who then contacts them to conduct a full interview relating to their academic experience and ability.

Suitable activity leader applicants' C.V.s are passed on to the director, who will conduct a further interview.

If the director, the director of studies and the course coordinator feel that the applicant is ideal for the job, he/she is then provisionally offered a job subject to the school receiving two satisfactory references from their most recent relevant places of employment and a satisfactory enhanced DBS disclosure. If there is any doubt about the references, the course coordinator contacts the referees by telephone to discuss the candidate in more detail.

Provided we are satisfied with the references, a firm offer of employment is then made. If this is accepted, the following documents are then sent to the applicant:

- Contract
- Offer of Employment

- Declaration of suitability to work with under 18s form
- Staff personal details form
- Health & safety handbook
- WEC child protection guidance
- Employee handbook
- Staff manual

The course coordinator explains that we will need to see the original TEFL and degree certificates together with the applicant's passport.

## 5. When a DBS is not Yet Available

The school uses a DBS service which responds quickly. However, in the event of a DBS not being available before the new member of staff is due to start his or her position, the school would take the following steps:

- The school will make a barred list check. Provided the result is in order, then:
- A risk assessment will be prepared to ensure that the applicant can be sufficiently supervised.
- All regular members of staff will be informed that the school has not yet received a clear DBS for the applicant and that he or she should not be left alone with young people.
- The applicant will be supervised as stipulated in the risk assessment.

Homestays are never accepted before a DBS has been obtained.

## 6. Adults With a Criminal Record

If a disclosure shows that an applicant, an existing member of staff, a member of an existing or of a potential homestay has a criminal record, the school's safeguarding team will judge the person's suitability to work with children on a case by case basis, taking into account only those offences which might be relevant to the job in question. They will take into account the seriousness and nature of the offence(s), the nature of the role, the age of the offence(s) and the frequency of the offence(s). If there is any doubt at the end of the discussion, the Local Safeguarding Children Board will be contacted for advice.

If the disclosure relates to a member of staff, at least two members of the school's safeguarding team will be involved in the discussion.

If the disclosure relates to a homestay or potential homestay, the accommodation agency will make the initial decision. If the accommodation agency decides that the homestay is suitable for accommodating the school's students, it will notify the school's designated lead before allocating any students to that homestay.

## 7. Where a Criminal Record Check is not Possible

Where it is not possible to obtain a criminal records check, such as for group leaders or for an overseas national who has not been resident in the UK, a police certificate of good conduct or similar document is required.

In addition, self-declaration forms are required and such people are made aware of the school's safeguarding policy and procedures. There is also a special induction session, which includes safeguarding issues, for all group leaders on their first day at the school.

## 8. Records

The staff recruitment process is recorded at all stages and each necessary step and check is recorded.

Similar records are kept for group leaders.

Similar records of homestays are kept by the accommodation agency.

## 9. Policy Review

The safeguarding team will review this policy annually as well as in accordance with any changes in legislation or general guidance.

Last reviewed: February 2018

Next review due by: February 2019

# **STUDENT ATTENDANCE, PUNCTUALITY AND ABSENCE POLICY AND PROCEDURE**

## **1. Introduction**

The Weymouth English Centre expects all its students to attend all lessons.

The school expects students to attend all activities on their programmes unless they are ill or are staying with their homestays as detailed below.

Students should always arrive punctually for lessons and activities.

## **2. The Procedure - Lessons**

As soon as lessons begin, each teacher takes the class register.

A few minutes after the start of lessons, the director of studies or member of staff appointed by him/her goes to each classroom to check that the registers have been taken and that everyone is present.

The results of the registers are given to the activities manager.

If any students are missing, the activities manager, or member of staff appointed by him, will follow the procedure detailed in section 16.4.2 of the school's safeguarding policy.

## **3. The Procedure – Afternoon Activities**

All students must attend activities unless they and their homestay have agreed that the student can stay at home with the homestay and the homestay has informed a member of staff.

Activity leaders take the register at the beginning of each activity.

If any students are missing by the start of the activity, the activity leader tries to locate the student on the app Life360.

If the activity leader can see that the student is on his or her way to the meeting point then he or she will wait until the student has arrived.

If the student cannot be located on the app Life360 then the activity leader will call the student's mobile phone. If the student can be contacted then the activity leader will establish the whereabouts of the student and when he or she expects to arrive at the meeting point for the activity.

If the student still cannot be located, the administrative staff will be notified and they will search the premises. If the student still cannot be located, a member of the school's safeguarding team must be notified promptly. The member of the safeguarding team will then take control of the search operation and decide when the police should be informed.

Once the student has been located, a member of the administrative staff will remind the student of the need to arrive punctually. If the group has not yet left, the student can join the other students for the activity.

If the group has already departed, the administrative staff will take the student to a designated, supervised room where he or she will be given tasks to do until 16:00, when he or she will be allowed to leave the premises.

## 4. The Procedure – Evening Activities

All students must attend evening activities unless they and their homestay have agreed that the student can stay at home with the homestay and the homestay has informed a member of staff.

Activity leaders take the register at the beginning of each activity.

If any students are missing by the start of the activity, the activity leader tries to locate the student on the app Life360.

If the activity leader can see that the student is on his or her way to the meeting point then he or she will wait until the student has arrived.

If the student cannot be located on the app Life360 then the activity leader will call the student's mobile phone. If the student can be contacted then the activity leader will establish the whereabouts of the student and when he or she expects to arrive at the meeting point for the activity.

If the student has not been located, the activity leader will check the accommodation list to see whether any other students are staying at the same homestay. If so, the activity leader will call one or more of those students on their mobile phones to ask whether they know where the missing student is.

If the student has still not been located, the activity leader will call the student's homestay to ask when the student left home.

If the student still cannot be located, a member of the school's safeguarding team must be notified. He or she will then take control of the search operation and decide when the police should be informed.

Once the student has been located and arrives at the meeting point, he or she will be reminded of the need to arrive punctually in future.

If practical, the activity leader will escort the student to the venue for the evening activity. If this is no longer possible, the activity leader will take the student to another event attended by students from the school and hand him/her over to the leaders of that event or, if this is not feasible, stay with the student until he or she can be brought to another such event or taken to the appropriate bus stop to travel back to the homestay with the other students after their activities.

The following day the activity leader will inform the activities manager of the incident and the activities manager will decide whether the student's parents should be contacted.

## 5. Policy Review

Christopher Hills, director and designated safeguarding lead, is responsible for preparing and maintaining this policy. He will review the policy annually together with the safeguarding team as well as in accordance with any changes in legislation or general guidance.

If any issues are experienced before the annual review date, the safeguarding team will review the safeguarding policy within a short time after the incident, when the effectiveness of the policy will be assessed and any necessary changes made.

In addition, feedback about changes and improvements will be obtained from all members of staff at the end of each season.

Last reviewed: February 2018

Next review due by: February 2019

# PREVENTING EXTREMISM AND RADICALISATION POLICY

## 1. Introduction

Weymouth English Centre (“the school”) understands its responsibilities under the Counter Terrorism & Security Act 2015 to prevent people of all ages being radicalised or drawn into terrorism and seeks to meet its obligations in the ways shown below.

## 2. Context

The school accepts students aged 13 (in special circumstances 12) to 17 from around the world during the summer school holidays.

In its busiest weeks it may have up to 250 students, 30 staff and work with up to 150 homestay providers.

The school has always promoted a multi-cultural environment where respect for and tolerance of other beliefs is required.

The school uses classrooms and other facilities at Weymouth College, which is located in Weymouth, a town of approximately 55,000 inhabitants with a predominantly Caucasian population.

Homestay providers are contracted via an agency, Homestay and Venture Breaks Ltd.

## 3. Prevent Lead

Strong leadership is an essential part of preventing extremism and radicalisation.

The school’s prevent lead is Christopher Hills (director and designated safeguarding lead). When he is not available, Andrew Pitman (designated safeguarding lead and activities manager) is responsible.

Responsibility for the prevent risk assessment and action plan (see point 4 below) lies with Christopher Hills. It is his duty to ensure delivery of an effective risk assessment/ action plan and policy as outlined here.

## 4. Risk Assessment of Current Situation and Action Plan

A risk assessment has been produced showing what is already being done and what still needs to be done; it will be reviewed and updated at least annually.

## 5. Working With Local Partners

The school has made and maintains contact with the local authority prevent coordinator to understand their role, the support available and the people to contact in the event that the School needs to report a case of extremism or radicalisation or needs advice relating to the same.

The school will share information with all local organisations as appropriate.

## 6. Understanding Terminology

Radicalisation is the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of mind.

Extremism means holding extreme political or religious views which may deny rights to any group or individual. It can be expressed in vocal or active opposition to core British values including:

- democracy
- the rule of law
- individual liberty
- respectful tolerance of different faiths or beliefs

Extremism can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism.

## 7. Understanding The Risk of Extremism

Staff, students and other adults (group leaders, homestays etc.) may arrive at the school already holding extremist views or, whilst attending the school, they may be influenced by a range of factors: global events, peer pressure, media, family views, extremist materials (hardcopy or online), inspirational speakers, friends or relatives being harmed, social networks.

People who are vulnerable are more likely to be influenced.

Their vulnerability could stem from a range of causes, including: loss of identity or sense of belonging, isolation, exclusion, mental health problems, sense of injustice, personal crisis, victim of hate crime or discrimination, and bereavement.

## 8. Counteracting Risks

The school promotes a safe and supportive international environment via clear expectations of accepted behaviours and those, including radicalisation and extremism, that will not be tolerated.

The school promotes core British values through documents given to students, notices around the School, information given during the induction at the beginning of each course and through the curriculum. The approach is to educate about how things are in the UK although they may be different in the students' own countries.

Where possible, staff, homestays and other adults should:

- Develop a critical awareness and thought to counter accepting extremism without question, especially of online material.



- Challenge radical or extremist views in any context (formal or informal). In most situations this requires an immediate response, referring to the international environment of the school and tolerance expected, then reporting concerns (see section 10).
- Be ready to react when world or local events cause upset and the likelihood of conflicting feelings being expressed. The prevent lead will take the initiative in these situations.
- Be observant and vigilant in noticing any signs of radical or extremist behaviour.
- Get to know the students, their home circumstances and friendship groups, making it easier to spot changes in behaviour.
- Be particularly aware of and supportive to any students identified as vulnerable.

The school has strong filters on IT equipment and clear rules on accessing extremist or terrorist websites as well as the use of social networks to exchange extremist or terrorist views.

The school ensures that extremist speakers do not use the school's premises to distribute material or expound views.

## 9. Training

All members of the school's staff undergo basic training in preventing extremism and radicalisation. This includes an online training course followed by face to face training during staff induction sessions.

## 10. Signs That May Cause Concern

Students talking about exposure to extremist materials or views outside the School (in this event, information must be shared with relevant local authorities).

Changes in behaviour, e.g. becoming isolated.

Fall in standard of work, poor attendance, disengagement.

Changes in attitude, e.g. intolerant of differences/ having closed mind.

Asking questions about certain topics (e.g. connected to extremism).

Offering opinions that appear to have come from extremist ideologies.

Attempts to impose own views/ beliefs on others.

Use of extremist vocabulary to exclude others or incite violence.

Accessing extremist material online or via social network sites.

Overt new religious practices.

Drawings or posters (e.g. in accommodation) showing extremist ideology/ views/ symbols.

Students voicing concerns about anyone.

Any concerns relating to a person under 18 are safeguarding issues and should be dealt with by the designated safeguarding lead, who will contact the LSCB where appropriate.

## 11. How and When to React to Concerns

All members of staff, students, homestays and other adults are given the names of the designated safeguarding leads and told to contact them if they become aware of any issues concerning extremism or radicalisation, however small they may seem at the time.

Confidentiality is assured for any persons reporting a concern.

Every case reported will be dealt with sensitively and carefully.

## 12. Records

Records are kept of all staff training and of any referrals to outside agencies.

## 13. Policy Preparation and Review

This policy was prepared by Christopher Hills, director and designated safeguarding lead.

The policy will be reviewed after 12 months or earlier if there are changes in relevant legislation or in response to any significant incidents or changes in circumstances.

Date of last review: January 2018.

Date next review due: January 2019.

# PHOTO AND VIDEO POLICY

## 1. Introduction

Weymouth English Centre takes photographs and videos of different aspects of life at the school. These can be used in publicity materials such as the school's website and brochure as well as on the school's social media sites to give potential students and their parents a clearer picture of what taking part on a course at WEC means and to keep students informed about their courses. Some photographs and videos are used for staff training purposes and some are used during some of the students' activities.

We respect our students' rights to privacy. We recognise that there can be a risk if individual students can be identified in images.

The taking of Images and videos must take safeguarding concerns and data protection regulations into account.

This policy details the guidelines for the use of images and videos.

In this policy, "images" refers to photographs and videos taken with any type of camera, including mobile phones.

## 2. Persons permitted to take images

Only members of staff who have been authorised by the Centre Manager may take images of WEC's students or staff.

The member of staff taking images must be wearing his/her WEC ID card. This must be clearly visible at the time the image is taken.

## 3. Permission

As all our students are aged under 18, their parents or guardians have been asked to sign a form showing whether they agree to images of their children being taken.

The students must also be asked for their permission before an image is taken. No images will be taken of any students who do not give their verbal permission at this time.

Members of staff and any other adults must be asked for their permission before an image is taken.

WEC will not use images on its website or any other publicity materials without first obtaining permission from the parents of any students and from any members of staff or group leaders in the image.

## 4. Subjects

Individual students must never be photographed on their own: there must always be at least two students.

No students should be identifiable to a third party.

All students in an image must be dressed appropriately. Images at a swimming pool or on the beach do not comply with this rule.

## 5. Equipment

Images must be taken on WEC equipment. Members of staff may use their own cameras only if prior permission is obtained from the Centre Manager.

## 6. Security

Equipment must be stored securely and the memory card returned to the school as soon as possible.

Staff must not copy images onto any other devices or send them by e-mail.

Images must not be distributed in any way unless authorisation has first been obtained from the Centre Manager.

WEC must store all images securely.

## 7. Deleting images

Images which are not used in long-term materials will be deleted within one month of the end of the school's summer course season. Images which are used in long-term materials will be deleted once those materials are no longer in use.

## 8. Reporting a breach of this policy

Anyone who becomes aware that this policy has or may have been breached in any way should report the matter to a member of the safeguarding team as soon as possible.

## 9. Policy Review

The members of the safeguarding team will review this policy annually as well as in accordance with any changes in legislation or general guidance.

Last reviewed: June 2018

Next review due by: June 2019

# CHILD PROTECTION POLICY

## 1. Introduction

Weymouth English Centre (“the school”) provides English language courses for young people aged between 13 and 17. On exceptional occasions, students aged 12 are also admitted. The courses include accommodation with local Homestay Hosts and a full programme of activities and excursions.

The school aims to provide a safe and supportive environment for the children attending its courses.

## 2. Definitions

“Child”, “pupil” or “student” in the context of this policy refers to anyone under the age of 18.

“Staff” or “member of staff” refers to anyone who is employed by the school, is contracted by the school or provides a service on behalf of the school.

This policy applies to all children regardless of gender, ethnicity, nationality, disability, sexual orientation or religion.

## 3. The School’s Responsibility for Child Protection

All adults working at the school, as well as those who are involved with the provision of the school's courses and any of the related services such as accommodation, the programme of activities and airport transfers should be aware of their responsibility to safeguard and promote the welfare of every child, both physical and emotional, inside and outside school. This involves ensuring that children are protected from significant physical or emotional harm.

## 4. Purpose and Aims of This Policy

The school's Child Protection Policy aims to

- provide clear direction to staff and others about expected codes of behaviour in dealing with Child Protection and Safeguarding issues
- ensure that Child Protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child
- ensure that parents are aware of our policies and procedures
- make clear our commitment to the development of good practice and sound procedures

## 5. Child Protection at Weymouth English Centre

The school aims to provide an environment within which children feel comfortable and know how to discuss any problems within a culture of strong pastoral support. The Centre Manager is responsible for this aspect of child protection.

The Recruitment Officer is responsible for the implementation of safe recruitment procedures for people applying to work at the school.

The school is also bound to take reasonable measures to safeguard the emotional welfare of its pupils from bullying or abuse within the school. Specifically, the school's anti-bullying policy should be consulted.

## 6. Child Protection Officer (CPO)

The designated member of staff for child protection matters is Christopher Hills (director and designated safeguarding lead). He has the responsibility for dealing with child protection issues and liaising with other agencies where necessary. He will ensure that guidance outlined in "Safeguarding Children and Safer Recruitment in Education (2007)" is followed, particularly regarding the appointment of staff. The CPO can be contacted by telephone on 01926 811709, mobile 07453 987210 or by e-mail at [chris@weymouthenglishcentre.com](mailto:chris@weymouthenglishcentre.com).

The CPO is supported by a safeguarding team which consist of Andrew Pitman (designated safeguarding lead), tel. 07467 821994, e-mail: [Andy@weymouthenglishcentre.com](mailto:Andy@weymouthenglishcentre.com) and Kate Cragoe, tel. 01926 811709, mobile 07445 274020, e-mail: [Kate@weymouthenglishcentre.com](mailto:Kate@weymouthenglishcentre.com).

## 7. Training

All adults working at the school are given a briefing on the child protection policy and procedures. All new members of staff will receive a briefing as part of their induction process. All members of staff will receive a refresher briefing once each year.

## 8. Definition of Abuse

Abuse can be defined as having occurred when a child has suffered significant harm or impairment of health and development by reason of physical violence, sexual interference, emotional pressure or neglect. Additionally, there are some miscellaneous categories of abuse, such as exposure to child pornography, racial or religious harassment or that occurring as a result of parental incapacity, for example due to mental illness or an addiction.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence. The activities may involve physical contact, including assault by penetration (e.g. rape) or non-penetrative acts such as masturbation, kissing, rubbing etc.

They may also include non-contact activities such as involving children looking at sexual images or grooming a child in preparation for abuse (including via the internet).

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the impairment of the child's health and development. Neglect may involve a parent or carer failing to provide food, clothing, shelter; failing to protect a child from physical or emotional harm; failing to provide adequate supervision or failing to ensure access to appropriate medical care or treatment.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve: conveying to children that they are worthless or inadequate; not giving a child opportunities to express him/herself; making fun of what they say; causing children frequently to feel frightened or in danger; seeing or hearing the ill-treatment of another; serious bullying, including cyber-bullying. Some level of emotional abuse is involved in all types of maltreatment of a child, but may also occur on its own.

Child sexual exploitation (CSE) and female genital mutilation (FGM) are further examples of abuse. Both are illegal in the UK and must be reported to the safeguarding team and the police.

Abuse can be from adult to child but it can also be from child to child.

Adults should be aware of and look out for signs of abuse. These can include, but are not limited to:

- unexplained injuries
- injuries inconsistent with normal play or routine
- inconsistent explanations for an injury
- a child who "cannot remember" how an injury occurred
- wariness of adults
- a child who is extremely aggressive or withdrawn
- a child who feels he or she deserves to be punished
- a child who flinches if touched unexpectedly
- a child who is afraid to go home
- unusual fearfulness
- a change in behaviour
- extreme behaviour
- habit disorders, such as thumb-sucking, biting, rocking
- sexual knowledge or behaviour inappropriate to the age of the children
- self-mutilation
- difficulties urinating or incontinence.
- frequent or chronic vaginal, pelvic or urinary infections.
- menstrual problems.
- kidney damage or possible failure
- a child being secretive about who he or she is talking to and where he or she is going

## 9. Procedure in the Event of a Report or Suspicion of Abuse

Any adult at the school who is told of any incident or strong suspicion of physical or sexual child abuse occurring at the school, or to a pupil of the school at home, at their host family or outside the school, or who suspects or knows this to be the case themselves must report the information immediately to the CPO. In the event of an allegation against the CPO, the information should be reported directly to another member of the safeguarding team.

The CPO may, if necessary, interview the pupil to clarify the nature of the allegation or suspicion, before deciding on an appropriate course of action. If necessary, an immediate referral will be made to the local social services department rather than carrying out an investigation.

School staff should not investigate reports of physical or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved should not be interviewed by school staff beyond the point at which it is clear that there is an allegation of abuse.

Guidance on the correct response to a pupil's disclosure of abuse is given in the document "Child Protection - General Guidance".

## 10. Allegations Against Members of Staff

Allegations against a member of staff must be reported immediately to the CPO or to another member of the safeguarding team. An allegation of abuse by a member of staff will be taken very seriously. The quick, consistent and fair resolution of the allegation will be made a clear priority for the benefit of all concerned. In a case of serious harm, the police should be informed from the outset. Sensible precautions will be taken to prevent false allegations from being made.

An allegation against the CPO must be notified to another member of the safeguarding team immediately.

Pending a full investigation, the member of staff may be suspended from duty although in no way is this an admission of impropriety.

Staff may also face disciplinary action where, after investigation, serious concerns remain, even though external agencies may have decided that they are not able to proceed any further with the case.

The school will notify the Independent Safeguarding Authority Disclosure and Barring Service (DBS) of any person, whether employed, contracted, a volunteer or a student, whose services are no longer used because he or she is considered unsuitable to work with children.

## 11. Allegations Against Members of the Safeguarding Team

If an allegation is made against a designated safeguarding lead then the other designated safeguarding lead should be notified immediately.

If an allegation is made about a member of the safeguarding team who is not a designated safeguarding lead, a designated safeguarding lead should be notified immediately.



## 12. Whistle-blowing Policy

No-one should hesitate to take action to report concerns because of fear of possible repercussions. Any adult who, in good faith, makes a report to the CPO, the police or the Social Services of any concern or allegation about the school's practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other significant harm, can expect immunity from retribution or disciplinary action.

## 13. Confidentiality

Complete confidentiality must be maintained both for the victim and the accused.

Any adult who is made aware of or suspects any case of child abuse or becomes aware of any child protection information must only share this information with a designated safeguarding lead. He or she must not discuss any such information with anyone else, including members of his or her own family.

## 14. The Difference Between a Concern and a Serious Issue

A concern is when an adult feels that something is not quite right but there is no immediate danger to the child concerned. A designated safeguarding lead should be informed but this can normally be done during normal working hours.

A serious issue arises when there is any danger of harm or abuse being caused to the child. All such issues need to be reported to the designated safeguarding lead as soon as possible.

## 15. Vulnerable Students

Children with special educational needs and children with disabilities are vulnerable students and more susceptible to abuse. The school's safeguarding team pay close attention to any such students. If any adult notices any symptoms of abuse or has any concerns about any such students they should contact a designated safeguarding lead: this will enable the safeguarding team to provide early help which will improve the chances of a swift resolution.

## 16. Keeping Records

All records concerning any allegations or reports of child abuse are kept in a secure place while the courses are running. Only members of the safeguarding team have access to these records. Outside the summer course season all such records are kept by Christopher Hills in a locked safe.

For concerns which are resolved and do not involve any outside agencies, records are destroyed after three months.

For serious issues and any concerns where an outside agency such as the police, the Dorset Safeguarding Children Board or any other agency is involved, records are kept for as long as the agency advises.

## 17. Review

The WEC safeguarding team will review this Child Protection Policy annually in accordance with any changes in legislation or general guidance. The annual review will also take into account the effectiveness of the school's procedures based on any experiences.

Last reviewed: June 2018

Next review due by: June 2019

# CHILD PROTECTION - GENERAL GUIDANCE

## 1. The Law and Child Protection

We share responsibility for safeguarding and promoting each student's welfare with other adults and agencies. Failure to identify abuse, or potential abuse, may be deemed negligent. The term "identify" may require us to pick up hints, not just respond to a straight disclosure of abuse; in many cases there might not be one.

The child should be given credence in all circumstances. Even if we consider the harm to be trivial, the child may not. The law takes the child's perspective and interests before all others.

## 2. General Guidance for Staff

Staff should operate according to these guidelines:

- Members of staff should familiarise themselves with the school's safeguarding policy, which includes a section on child protection.
- Child abuse to be reported includes abuse of a pupil by a staff member or other adult, abuse at home or a host family which a pupils reports to staff, abuse by a stranger outside school, and abuse of one pupil by another pupil. In the case of abuse by a pupil, or group of pupils, the key issues identifying the problem as abuse, rather than an isolated instance of bullying or "adolescent experimentation" which could be handled within the normal framework for discipline, are:
  - the frequency, nature and severity of the incident(s)
  - whether the victim was coerced by physical force, fear, or by a pupil or group of pupils significantly older than him/herself, or having power or authority over him
  - whether the incident involved a potentially criminal act
  - whether, if the same incident or injury had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.
- Any member of staff who is told of any incident or strong suspicion of physical or sexual child abuse occurring at the school, or to a pupil of the school at home or outside the school or who knows of or suspects such abuse must report the information immediately to the designated safeguarding lead. Further guidelines on responding to a disclosure are given below.
- Staff are asked not to investigate in detail reports of physical or sexual abuse themselves. Questioning should always be limited to the minimum necessary to seek clarification only, strictly avoiding "leading" the pupil or making suggestions that introduce your own ideas about what may have happened. The reason for this requirement is that in the event of any subsequent legal action, the whole case may be prejudiced by such questioning. Further interviewing or questioning will be carried out by the designated safeguarding lead or an external agency.

- Staff should never give absolute guarantees of confidentiality to anyone raising complaints about abuse but may point out that they will pass on information to only a minimum number of people who have to be told to ensure that proper action is taken to sort out the problem.
- Any member of staff who is informed about an allegation of abuse should make a written record of the incident as soon as possible and give a copy of the report to the designated safeguarding lead.
- The school may suspend from duty, pending investigation, any member of staff who is alleged to have abused a pupil or pupils.
- If you are not sure how to deal with an incident or situation consult the designated safeguarding lead, who will advise you.

### 3. Reducing the Risk of Child Abuse at the School

Pupils and staff at the school enjoy a fairly relaxed and informal atmosphere. Staff fulfil many roles in and out of the classroom. Pupils are away from their families and home countries and in an unfamiliar environment.

Given the risk of false alarms and even deliberate hoaxes on the part of pupils, staff are advised to think carefully about the setting and nature of their varied relationships with their pupils so as not to lay themselves open to undue suspicion or accusation.

It would be wrong to dictate hard and fast rules in the atmosphere of a school where the great importance of relaxed and informal pastoral interaction between staff and pupils is basic to our philosophy. However, the following points are worth bearing in mind:

- If engaging with pupils in a non-public setting, ensure that you meet with at least two pupils at any one time.
- Inappropriate physical contact should be avoided. Contrary to popular belief, the Children's Act says very little about what may or may not be done in this area, beyond the requirement to look after children properly. There is such a thing as appropriate physical contact and "non-abusive" actions include:
  - applying restraint to prevent a pupil harming him/herself or another person
  - removing, with reasonable force, potentially dangerous items from a pupil's possession or a pupil from a dangerous location
  - shepherding pupils, for example with a hand on back or shoulder
  - comforting, for example with a hand on a shoulder, back or arm
  - securing attention by tapping a pupil's shoulder
- It is always unacceptable to harm a child.
- If you have to touch a child in order, for example, to demonstrate a sporting technique, always use the procedure: demonstrate – ask permission – touch.
- If physical contact is prolonged or sensitive – for example when comforting a crying child, or if someone has been injured – try to ensure that other pupils and, if possible, adults are present.
- If you find yourself questioning a pupil about any serious matter, or one of any possible delicacy, it is advisable to do so with another adult witness present and to make sure that a written record of the incident is kept. A male member of staff questioning a female should have a female colleague present if possible. A female member of staff questioning a male should have a male colleague present if possible.

- Staff should ensure that they bring any safety regulations and precautions to the attention of pupils, particularly on activities or trips on the school's programme of activities and on airport transfers. Any accidents or incidents should always be recorded, signed and dated.
- Under no circumstances should members of staff advise on the taking of medicines.
- Staff should ensure that pupils are properly supervised and care taken for their safety and security during activities, trips and airport transfers. The school's guidelines for each activity must be followed and staff must familiarise themselves with the school's risk assessment for the appropriate activity.
- If a child seeks to develop an inappropriate personal relationship with you, do nothing to encourage this. Inform the designated safeguarding lead as soon as possible.
- If you feel that a pupil is developing a "crush" on you, do nothing that might be seen as encouraging this. Inform the designated safeguarding lead as early as possible.
- Never flirt with a student.
- Never make sexually suggestive or provocative comments, even in fun.
- Never initiate electronic contact with or give personal telephone numbers to a student unless this is for a clear purpose that has been sanctioned by the school.
- If a child contacts you by telephone or electronically, keep your tone friendly, professional and neutral.
- Avoid situations that involve the exchange of personal information, personal photographs, virtual gifts or the use of any application that suggests or encourages the sharing of personal feelings.
- Social forums such as Face book present particular risks. Staff should 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 personal lives.
- Children can be very demanding. If you find yourself reaching the limits of your patience, remove yourself safely from the situation, for example by asking a colleague to take over.

## 4. Examples of Abusive Actions

The key criteria in assessing whether to refer a situation to the designated safeguarding lead is whether the harm caused, or risk of harm, is significant and/or persistent. Any of the following between adult and pupil should automatically be referred:

**Physical Abuse:** any form of physical assault (including attempts), such as:

- punching
- kicking
- pushing
- smacking
- slapping
- shaking
- throwing a missile at a pupils, such as a board rubber or whiteboard pen.

**Sexual Abuse:**

- any form of sexual assault (including attempts)
- possession of indecent and pseudo indecent photographs of children, including digital images
- showing indecent or pornographic material to children
- inappropriate use of text messaging, email or other ICT towards any child or pupil for sexual purposes
- inappropriate touching, language or behaviour towards any child or pupil for sexual purposes

**Emotional Abuse and Neglect**

- racial comments or behaviour, or failing to address these in others
- homophobic comments or behaviour, or failing to address these in others
- bullying pupils, or failing to address this in others
- persistent sarcasm
- humiliating pupils, for example by persistently placing a child in a corridor
- creating a climate of fear in a classroom or during an activity
- inappropriate punishment, for example putting a child in a cupboard or dark room
- failing to protect a child from physical harm or danger
- failing to ensure access to appropriate medical care or treatment

## 5. Possible Signs of Abuse

Staff should be aware of the following signs that might indicate abuse:

Possible physical signs may include unexplained or repeated injuries, bruises in odd places, marks of slapping, biting, gripping etc., cuts in odd places, poor hygiene, marked weight fluctuations.

Possible behavioural signs may include a marked change in behaviour, eating disorders, excessively affectionate or sexual behaviour, emotional isolation, school refusal, an inability to sleep, theft, habits such as thumb-sucking, 'frozen watchfulness'.

Remember that these symptoms are 'possible' signs and do not automatically mean that abuse has or is taking place; there may be other explanations.

## 6. How To Respond To Signs or Suspicions of Abuse

### 1. Listen to the Child

Children who report to a teacher, activities leader or other adult working at the school that someone has abused them must be listened to and heard, whatever form the communication may take.

The following points give guidance on how to deal with a child who makes an allegation:

- Listen to the child, but do not conduct an interview or ask the child to repeat the account. Avoid asking questions and make sure that any questions asked are open-ended (i.e. not inviting yes or no as an answer).
- Do not interrupt when the child is recalling significant events.
- Make a careful note of all information, including details such as timing, setting, who was present and what was said, in the child's own words. The account should be obtained verbatim or as near as possible. Always record what was said as contemporaneously as possible. Notes written up afterwards will carry less weight than those made at the time.
- Take care not to make assumptions about what the child is saying or to make interpretations.
- On no account should you make suggestions to the child as to an alternative explanation for their worries.
- Staff should point out to the informant that action will be taken as a result of the allegation and you should ask the informant of any steps they would like taken to protect them now that they have made the allegation.
- The written record of the allegations should be signed and dated by the person who received them as soon as is practicable.
- All actions subsequently taken should be recorded.
- The disclosure should be reported to the designated safeguarding lead as soon as possible, and certainly within 24 hours.

Remember, no member of staff should promise confidentiality to a pupil who makes an allegation. In responding to a child who makes such disclosures, account should be taken of the age and understanding of the child and whether the child or others may be at risk of significant harm. While acknowledging the need to create an environment conducive to speaking freely, the member of staff should make it clear to any pupil asking for confidentiality that he or she will need to pass on what has been told, to ensure the protection of the child concerned. Within that context, the child should then be assured that the matter will be disclosed only to people who need to know, and the child will know who these people are.

## 2. Take Action

The member of staff who has listened to the allegations of abuse should report immediately to the designated safeguarding lead, who will make an urgent initial assessment. If the designated safeguarding lead is the person against whom the allegation is made, the member of staff should report to the other designated safeguarding lead.

The support needs of a child who expresses concerns about significant harm should be considered and met, utilising resources within or beyond the school as necessary.

Immediately an allegation is made, the designated safeguarding lead will:

- obtain written details of the allegation, signed and dated, from the person who received the allegation.
- record any information about times, dates, locations and names of potential witnesses.
- where appropriate, talk to the child concerned.
- make recommendations about further action.

There are four possible outcomes of the initial assessment:

- where the pupil has suffered, is suffering, or is likely to suffer significant harm, the incident will be referred immediately to the police under local child protection procedures.

- where the child has alleged that a criminal offence has been committed, then again this will be referred under local child protection procedures and the police may carry out a criminal investigation.
- the allegation may represent inappropriate behaviour or poor practice by a member of staff (which does not fall within the above categories) that needs to be considered under school disciplinary procedures.
- the allegation is adjudged to be apparently without foundation.

Only if the allegation is trivial or demonstrably false, will further investigations not be warranted.

Where the initial assessment by the designated safeguarding lead (or, where the allegation is against the designated safeguarding lead, the other designated safeguarding lead) concludes that the allegation warrants investigation, there will be a referral within 24 hours to one or more of the agencies with statutory responsibilities to make enquiries.

If a referral needs to be made, parents will be consulted. In really extreme cases the law allows schools to by-pass parental consent.

## 7. Guarding Against Allegations

The law is weighted in favour of the child, applying a burden on staff to safeguard children's welfare and providing for the child's protection rather than protecting the adult. Because of the requirement for schools and agencies to share information about allegations, there is little anonymity once an allegation has been made, even if it turns out to be false in the end. The burden of evidence is to disprove rather than prove the allegation.

Staff should follow the advice given in this document, follow the school's policies and guidelines and, if a situation arises, record everything scrupulously, giving one copy to the designated safeguarding lead and keeping a further copy for themselves.

## 8. Policy Review

Christopher Hills, director and designated safeguarding lead, is responsible for preparing and maintaining this guidance.

Together with the safeguarding team, he will review this guidance annually as well as in accordance with any changes in legislation or general guidance.

If any issues are experienced before the annual review date the director, together with the safeguarding team, will review the guidance within a short time after the incident, when the effectiveness of the guidance will be assessed and any necessary changes made.

Last reviewed: January 2018

Next review due by: January 2019



# BULLYING AND ABUSIVE BEHAVIOUR POLICY

## 1. INTRODUCTION

The Weymouth English Centre is committed to promoting a multi-cultural environment where respect for and tolerance of others is required.

We expect all our students and staff to behave in a polite, kind and caring manner to everyone they come in contact with.

## 2. BEHAVIOURS

We will not tolerate any of the following:

- harassment or abusive or extremist behaviour
- bullying, whether physical or verbal
- aggressive behaviour
- vandalism
- swearing
- racism or other forms of intolerance including sexism and homophobia
- theft
- sexual harassment of any kind
- the viewing of any extremist materials
- any illegal activities

## 3. PROCEDURES AND OUTCOMES

Members of staff are aware of the signs of bullying and abusive or extremist behaviour.

If a student, member of staff or any other person experiences or witnesses any of the behaviours listed in section 2, they should contact a member of the safeguarding team or other member of staff as soon as possible.

Cases of abusive behaviour by students will be investigated and may result in a warning being given and the student's parents being informed. The student might also be taken off one or more activities where this is deemed appropriate. The student may be asked to genuinely apologise.

In very serious cases, the student may be sent home.

If a warning is given and the student ignores this warning and continues with abusive behaviour, the school will send the student home at the student's expense.

If a student is sent home, the school will contact the student's parents, guardians or educational tour operator to inform them of the circumstances and enable them to arrange for the student to be met on arrival.

Cases of abusive behaviour by members of staff will be investigated and may result in disciplinary action.

The safeguarding team will decide if and when the police should be informed.

In serious cases, suspension from work / school will be considered.

After the incident has been dealt with, the situation will be monitored to ensure that repeated bullying does not take place.

## 4. Policy Review

Christopher Hills, director and designated safeguarding lead, is responsible for preparing and maintaining this policy. He will review the policy annually together with the safeguarding team as well as in accordance with any changes in legislation or general guidance.

If any issues are experienced before the annual review date, the safeguarding team will review this policy within a short time after the incident, when the effectiveness of the policy will be assessed and any necessary changes made.

In addition, feedback about changes and improvements will be obtained from all members of staff at the end of each season.

Last reviewed: March 2018

Next review due by: March 2019

# AIRPORT TRANSFER POLICY AND PROCEDURE

## 1. Introduction

Weymouth English Centre's individual students are encouraged to fly to and from London Heathrow Airport.

The regular arrival day is Sunday and the regular return journey day is Saturday.

The school organises coach or minibus transfers for students arriving at London Heathrow Airport.

On the arrival day, these coaches or minibuses depart from Heathrow at about 13:00 and 18:00.

On the return journey, coaches or minibuses arrive at Heathrow in time for flights departing after 14:00.

Individual students who fly to other airports or arrive outside the above days or times can book private taxi transfers.

Groups who come with their own leaders can travel to any airport or railway station.

Students can also be brought to their homestays by their parents (see section 9).

For students wishing to travel unaccompanied to or from Weymouth, please see section 9.

## 2. Safety of Students

The school is committed to ensuring the safety of all its students and staff throughout their stay in England. This includes having safe arrangements for the transfer of students from their arrival airport to Weymouth and, on their return journey, back to the airport.

Risk assessments have been prepared for the different transfer situations. All members of staff involved in transfers must read the appropriate risk assessment in advance.

The activities manager will hold a briefing in advance of the transfer to go through the arrangements with the transfer leaders.

Full details of the students on the transfer are provided to the transfer leaders in advance, normally at the briefing. This information includes the names, gender, date of birth, arrival or departure airport and each student's mobile phone number.

All relevant student data is also available online to authorised members of staff. This includes all transfer leaders.

## 3. Individual Students Arriving at Heathrow

Students and their parents are informed that the school transfer coaches or minibuses will be departing from London Heathrow at about 13:00 and 18:00 on the Sunday.

The school sends transfer leaders to the airport to meet the students when they arrive. The number of transfer leaders involved will depend on the number of airport terminals being used by the school's students at the time: this is decided by the course coordinator and details are shown on a transfer details sheet which is given to each transfer leader.

When students arrive, the transfer leaders meet them where they come out into the arrivals hall, just after they have reclaimed their luggage and gone through customs.

The transfer leaders collect all the students and keep them together until the last students have arrived. Students may go off in small groups to the toilets, to buy refreshments or look in the shops but they must stay within their terminal and on that floor. They are given a time by which they have to be back. They must keep their luggage with them at all times.

Once all the students have arrived, the transfer leaders call the coach or minibus driver to ask him/her to drive down to the pickup point by the arrivals hall.

When the coach or minibus arrives, the transfer leaders ensure that the students get safely onto the vehicle and that their luggage is loaded.

If more students are due to arrive, the transfer leaders allocated to those students will wait at the airport to meet the next students and will follow the procedure described above.

For coach transfers, at least one transfer leader accompanies the students on the coach to Weymouth. The transfer leader calls the accommodation agency when the group leaves the airport to keep them informed about the expected arrival time in Weymouth. The transfer leader calls the accommodation agency again with an update when the coach is about 90 minutes away from Weymouth.

The driver takes the group to Weymouth college, where the homestays will be waiting for their students.

## 4. Individual Students Arriving at Other Airports or Times

Students who are not able to book a flight to arrive at London Heathrow in time to get one of the WEC transfer coaches can still travel to London Heathrow but must book a private taxi transfer. They can also fly to any other London or local airports.

The school arrange for a private taxi to collect these students. The driver meets the students when they come out into the arrivals hall, just after they have reclaimed their luggage and gone through customs. He or she then accompanies the students to the taxi and delivers them directly to their homestays.

## 5. Groups Arriving

Groups travelling with their own leaders can arrive at the airport or railway station of their choice.

The school organises a coach or, for smaller groups, a minibus to collect them from the airport. The driver parks in the airport coach park until the group leader calls to say that the group is ready. The group leader brings the students to the coach pick-up point at the terminal, where the coach driver collects them. The group leaders ensure that the students get safely onto the coach and that the luggage is put on board.

The transfer leader calls the accommodation agency when the group leaves the airport to keep them informed about the expected arrival time in Weymouth. He/she also calls the accommodation agency again with an update when the coach is about 90 minutes away from Weymouth.

The driver takes the group to Weymouth college, where the homestays will be waiting for their students.

Groups are given the option of having a WEC transfer leader meet them at the airport to assist with the journey.

## 6. Individual Students Returning to London Heathrow

Students meet the school's transfer leaders at Weymouth College. The transfer leaders check that the students have their passports or id-cards and flight tickets or information with them inside the coach. They also ensure that the luggage is put on board.

The transfer leaders accompany the students to the airport, where they accompany them to the departures hall and help them check in. If there are students to be checked in at several terminals at the same time, there will be different transfer leaders for the different terminals.

Once a group of students has been checked in, the transfer leader will take them to the appropriate departures gate. The transfer leader will then wait at the airport until one hour after the flight has left.

## 7. Individual Students Returning to Other Airports or at Different Times

Students whose flights are outside WEC's regular transfer times or who are flying from airports other than London Heathrow travel by private taxi or minibus.

In the case of a single student, the driver will collect the student from his or her homestay and take him/her directly to the airport. Here the driver will help the student check in, take him/her to the appropriate departure gate and then wait at the airport until one hour after the flight has departed.

Where several individual students are travelling together, the homestays might be asked to bring the students to Weymouth College and the driver will collect them from there.

## 8. Group Students Returning

Students and their group leaders meet at Weymouth College, where the coach collects them. The group leaders check that the students have their passports or id-cards and flight tickets or information with them inside the coach. They also ensure that the luggage is put on board.

On arrival at the departure hall, the group leaders help their students check and stay with them throughout their journey home.

## 9. Students Travelling With a Parent

Some parents may wish to bring their own children to Weymouth themselves. This is sometimes the case where parents are coming to England on holiday at the same time that their child(ren) are booked on a language course at the school.

In this case, it is the responsibility of the parents to bring their child(ren) directly to the homestay and to hand them over personally. These parents must agree their arrival time with the homestay in advance.

Parents who wish to collect their child(ren) from the homestay at the end of the course should do so before 10:00 on that day and should agree the time with the homestay in advance.

## 10. Students Travelling Unaccompanied

Any students aged 16 or older whose parents wish them to travel to Weymouth or back on their own must provide the school with a detailed itinerary. The school will advise parents of the potential dangers of allowing the student to travel alone.

If the parents still wish to proceed, a member of the safeguarding team must be satisfied with the travel arrangements before the school can accept the booking. The student must travel with a mobile phone switched on at all times when this is permitted and will be provided with the contact numbers of members of staff who will be available throughout his or her journey. The parents must sign an indemnity form in which they accept full responsibility for their child(ren) throughout the journey.

The school does not accept bookings for students aged under 16 who wish to travel to Weymouth or back on their own.

## 11. Associated Policies

The following policies are associated with this policy:

- safeguarding policy

## 12. Policy Review

Christopher Hills, director and designated safeguarding lead, is responsible for preparing and maintaining this policy.

Together with the safeguarding team, he will review this policy annually as well as in accordance with any changes in legislation or general guidance.

If any issues are experienced before the annual review date the director, together with the safeguarding team, will review the policy within a short time after the incident, when the effectiveness of the policy will be assessed and any necessary changes made.

In addition, feedback about changes and improvements will be obtained on a regular basis from all members of staff involved with airport transfers.

Last reviewed: April 2018

Next review due by: April 2019

# ACCEPTABLE USE AGREEMENT

## 1. Introduction

Weymouth English Centre wants to provide a safe and helpful environment for all its students, teachers and leaders.

The internet is very useful for many things and the school uses the internet in some of its lessons. Some things about the internet are not good.

This agreement aims to keep all our students safe online.

All students aged under 18 need to be responsible online, use the internet legally and follow these rules.

## 2. Acceptable Use Agreement

I will be responsible when I am on a course at Weymouth English Centre. I will not do anything that might risk

- my own safety
- the safety of others (for example students, staff, homestays)
- the safety and security of the school's or other users' systems

## 3. My Safety

- I will not share my user name or password
- I will not use another person's user name or password
- I will think of "stranger danger" online and I will not share personal information about myself or others online
- I will not meet anyone off-line who I have met online unless I have someone from the school's staff or my homestay with me
- I will immediately report to the school's staff or homestay any unpleasant or bad materials or messages that make me feel upset or unhappy

## 4. Proper online activity

- I will not use my mobile phone or tablet in lessons unless the teacher clearly allows this
- I will not create, download or upload, share or save any illegal or bad materials with my own or the school's equipment
- Illegal and bad materials include: gambling, pornography, films or games that are rated for an older age, websites or games showing violence, extremism or being unkind to other people based on the colour of people, their religion, disabilities, etc., sending or receiving words or pictures about sex, accessing and not paying for music and films that are protected

- I will not install or save software on the school or other people's equipment that will change or affect that equipment

## 5. My Behaviour

- I will act as I want others to act towards me
- I will not download or upload, copy, change or delete any of the school's or other people's online materials or settings if I do not have their permission first
- I will be polite when I communicate with others online
- I will not use unkind, angry or bad language in texts, emails or any other online messages
- I will not send or share pictures of anyone on online media without their permission

## 6. I Am Responsible

- I understand that I broken the school rules if I do not follow this agreement
- I understand that if do something serious, such as breaking UK law, I might be sent home
- This agreement covers my whole time in England for my English course with Weymouth English Centre

## 7. Student Signature

I understand that this agreement is important and I will follow it when using the school's equipment and my equipment such as phones, cameras, tablets and all other technology equipment

Name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## 8. Parent or Guardian Signature

I understand this agreement and have helped my child understand his/her responsibilities and the importance of acting safely and legally online. I accept this that this agreement is part of Weymouth English Centre's school rules for students aged under 18.

Name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# STUDENT CODE OF CONDUCT

## 1. Introduction

All of us at Weymouth English Centre want all our students to stay safe and have a happy time in Weymouth.

Some things will be different in England to the countries our students come from. A school needs rules and guidelines to help students stay safe.

These points will help you get the best out of your time in Weymouth:

## 2. Your Homestay

1. Every family has rules. You are a guest in the homestay and must also keep to the rules of the house.
2. Your homestay will tell you what time you must be home for the evening meal. Please always come home by this time.
3. If you want to bring other students back to your homestay, please ask your Homestay first.
4. Please do not make telephone calls from your homestay's telephone: use your mobile phone or a public telephone.
5. Talk to your homestay! Don't come home and go straight to your room: your homestay will like talking to you and you will get a lot more from your time with them. It doesn't matter if you make mistakes with your English; your homestay will be happy that you try.

## 3. Safety

1. On your first day at school, you will get a WEC id-card. Please keep this with you at all times: it has important contact numbers on it – and you will need the card for some of the activities.
2. If you have a problem, call one of the leaders – the names and numbers are on the top of your id card.
3. If you have an emergency, call the emergency number on your id card.
4. If there is an emergency and you need an ambulance, the police or fire brigade, call 999 or 112. You should also call the WEC emergency number.
5. Remember: we drive on the left! When you cross roads, look right, then left and right again.
6. When you cross the road at a junction you must stop and let the cars go first. In some countries cars must wait for you, but in England you must wait until the road is clear.
7. In the evenings, try to go home in small groups rather than alone. Never go with a person you don't know and who isn't a teacher or leader at the school. WEC teachers and leaders always have a WEC id card with them.
8. You should go home after the evening activities. Our leaders will take you to your bus stop. You must be at home by 22:00 at the latest each evening.

9. For your own safety, please do not go on the beach or near the railway station after the evening activities or after 21:15 on any evening.
10. If you want to leave your homestay on the “family evening” or on a free Sunday or any other time except for the activities on your programme, you must first ask your homestay. If they agree, then you must follow the “Away From Home” instructions on your programme.
11. Never get into a car, except with someone you know from your homestay.
12. Do not talk to anyone at the college who has not got a Weymouth College or WEC id card.
13. Never go anywhere with people you do not know.
14. Swimming is only allowed when the rescue team is there. There are red and yellow flags on the beach when the rescue team is there: we will show you on the town tour. You may only swim when there is a yellow flag. There is a red flag when it is dangerous to swim: you must not swim when there is a red flag.
15. Do not swim out far: the water can take you away from the beach faster than you can swim.
16. The sea comes in and goes out at different times each day. Be careful if you walk along the beach – when the water comes in you cannot get past some points and the sea can trap you.
17. Please do not feed the seagulls (birds) at the college: they might attack you.
18. You do not need to carry your passport or identity card in England: please leave them at your homestay so you don't lose them!
19. Bring some warm clothes with you in the evenings; even if it is warm when you leave the house, it can get cold later.
20. Please bring a drink and some sun cream with you, especially when it is hot and/or you go on an afternoon or day trip.
21. Always go to the meeting point for the activity on **your** programme. Don't follow other students: we have different meeting places and times for different activities!
22. There will be fire drills at the college. The teachers and activity leaders will show you where to go if a fire alarm rings. Please walk quickly but don't run.
23. Each day, just take with you the money you need for that day. Leave the rest at home in a locked suitcase.
24. Always keep your bag(s) with you: do not leave them on the beach or in the park when we have sports, for example.
25. If anyone hurts you, bullies you or does anything that hurts or offends you, please talk to a member of the WEC staff (teacher, activity leader, etc.).
26. Don't go outside Weymouth or Portland except with WEC's activity leaders or your homestay.

## 4. Please Do ...

1. Follow what the teachers, activity leaders and other staff ask you to do: they are looking after your safety and interests.
2. Speak English!
3. Get to your classroom on time each day.
4. Have a copy of your programme of activities with you each day.

5. Get to the meeting places on your programme a few minutes before the time on the programme. If you come late you will miss the activity and will have to do something else in a classroom.
6. Be friendly, kind and respectful to everyone.
7. Wait in the queue at bus stops, shops and everywhere you see them. The British love queues but they don't like people who don't use them!
8. Put your litter in litter bins – at school, in town, etc. If you don't, you may have to pay a fine (money).
9. When you are in town, always leave room for other people to walk past or get into shops, etc., especially when you are in a group.
10. Accept other people and do not treat them differently because they come from a different country, are a different colour, have a different religion, etc.
11. Look after friends and other students.
12. People in England say 'please' and 'thank you' much more often than in some countries. If you forget to use these words, people will think you are being rude!

## 5. Please Do Not ...

1. Smoke, get or drink alcohol or take any drugs or illegal substances. This is breaking the law: you could have trouble with the police; we would tell your parents and you could be sent home.
2. Have a knife or any weapon with you. This includes BB guns and any toy guns. You can be arrested by the police and sent home.
3. Steal from anyone or from shops. You can be arrested by the police and sent home.
4. Use bad language or fight with anyone. If you have a problem, speak to a leader or other member of staff.
5. Play any ball games at college: this is not allowed.

## 6. To Be Signed by a Parent or Guardian

I have discussed the "Student Code of Conduct" with \_\_\_\_\_ (child's name) and explained the importance of following the code in order to have a happy and safe time on the course.

Name of parent or guardian: \_\_\_\_\_

Relationship to student e.g. mother / father / legal guardian: \_\_\_\_\_

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_