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1. Introduction

Safeguarding is the action we take to promote the welfare of children and protect them from harm. It means caring for children appropriately and protecting them from that which is not in their best interests; as such, it includes health and safety, child protection and pastoral care. Connected to safeguarding is the phrase 'Duty of Care'; there is a legal responsibility that adults who work with children as professionals or volunteers have a duty to look after them properly; children depend on adults for their safety and well-being.

LLE acknowledges the duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and regulatory requirements. The policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socioeconomic background, all people are equally regarded.

2. Application of this Policy

This policy and procedures are widely promoted and are mandatory for everyone involved in LLE: for LLE staff, teachers and their families, LLE Young Learners and their parents and anyone else who comes into contact with an LLE Young Learner. It details what LLE thinks about safeguarding, and what we do to keep children safe.

LLE is committed to safeguarding the welfare of every Young Learner in its care and all adults associated with our organisation will be expected to share our ethos and actively engage in looking after under 18s safely.

It is essential that the LLE Safeguarding Policy and Guidance is known to all adults in the teacher's household, so teachers must take time to share this with all members of their household aged 18+.

Whilst this policy is primarily aimed at safeguarding under 18s, much of the guidance also applies to hosting and teaching adults.

Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

3. Policy Aims

- To provide protection for the children and young people who receive LLE services, including the children of our teachers via the student code of conduct.
- To provide LLE staff, teachers and their families with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.



4. LLE Safeguarding Principles

We will seek to safeguard children and young people by:

- valuing, listening to and respecting them;
- adopting child protection guidelines through procedures and a code of conduct for staff, teachers and their families;
- promoting and prioritising the safety and wellbeing of children and young people;
- recruiting staff and teachers safely, ensuring all necessary checks are made, preventing the employment/deployment of unsuitable individuals;
- sharing information about child protection and good practice with students, parents, staff, teachers and their families;
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately;
- providing effective management for staff and teachers through supervision, support and training;
- providing a safe and secure environment for all students;
- ensuring all children are safe and secure and protected from harm;
- ensuring that all students know who to turn to for help, advice or support, and have access to 24 hour support;
- appointing a Designated Safeguarding Lead who has overall responsibility for the safeguarding and welfare of all students;
- ensuring that everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate training to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people;
- ensuring that all staff and teachers follow LLE policies and procedures relating to safeguarding and welfare and are aware of who in LLE is responsible for safeguarding;
- ensuring that the relevant persons are aware of the special needs or particular vulnerabilities of individual students;
- ensuring appropriate action is taken in the event of incidents/concerns of abuse and support provided to the individual/s who raise or disclose the concern;
- ensuring that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.



5. LLE staff roles and responsibilities

Within LLE, there are two levels of responsibility for child protection:

- (i) the Young Learner Course Manager, who looks after day to day welfare and safeguarding matters, teacher induction and recording systems

The Young Learner Course Managers are Aleksandra Lenczuk-Bomba and Bridget Collingwood.

- (ii) the Designated Safeguarding Lead, who has overall responsibility for the implementation of the safeguarding policy and will be involved with any major decisions relating to safeguarding and child protection

The Designated Safeguarding Lead (DSL) is Emma Langton: +44 (0) 117 9269413 or 07425137794

The Deputy Designated Safeguarding Lead is Kate Hargreaves: +44 (0) 117 9269410 or 07766798679

All Designated Safeguarding Leads are trained in Child Protection to Level 3.

6. Implementing the LLE Safeguarding Policy

Training and awareness

- LLE staff – Child Protection training for everyone at Level 1; three senior staff trained to Level 3
- LLE Teachers – Online training at Level 1; face-to-face discussions at the initial and repeat home visits; LLE Safeguarding CPD training video on our YouTube CPD channel; safeguarding updates via newsletters.
- Continuing training offered as necessary to update.

Induction

- New LLE staff and teachers have safeguarding procedures and their responsibilities included in their induction before they start to have contact with children.

Monitoring and supervision

- LLE actively monitors the use and application of the procedures. LLE teachers are also asked about safeguarding issues and awareness when discussing their progress and reviewing their work.

Recording and information sharing

- Accurate records are kept within the guidelines of our procedures.

7. Monitoring and Review

The policy will be reviewed a year after development and then every year, or in the following circumstances:

- changes in legislation and/or government guidance
- as required by the Local Safeguarding Children Board
- as a result of any other significant change or event



LLE Safeguarding Policy (SP)

SP1 – Code of Conduct for Teachers

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2018</i>
<i>Next review date:</i>	<i>December 2019</i>

It is important to build trust between under 18s and adults and to create a safe homestay learning environment through being positive and using praise. LLE teachers are expected to promote positive behaviour in students and to be fair and transparent in dealing with under 18s. They should ensure that their conduct does not pose any risk to the safeguarding or welfare of students, their behaviour would be acceptable to the LLE Head Office or parents and they should ensure all adults who come into contact with LLE Young Learners are excellent role models.

LLE's code of conduct for teachers is designed to protect both adults and under 18s from any behaviour/actions which might be misconstrued and it reflects the child centred principles of the school.

The following code of conduct is extracted from the LLE Teacher Service Agreement signed by all teachers accepting LLE home tuition students.

Schedule 1: Code of conduct for self employed teachers

Introduction

1 Allegations of unprofessional conduct or improper contact or words can arise at any time. You are reminded that professionalism and vigilance are required, so as to ensure the safety of children in your care, and to reduce the risk of an allegation of impropriety against you or a member of staff.

2 You need to take particular care when dealing with a student who:

2.1 appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection or approval

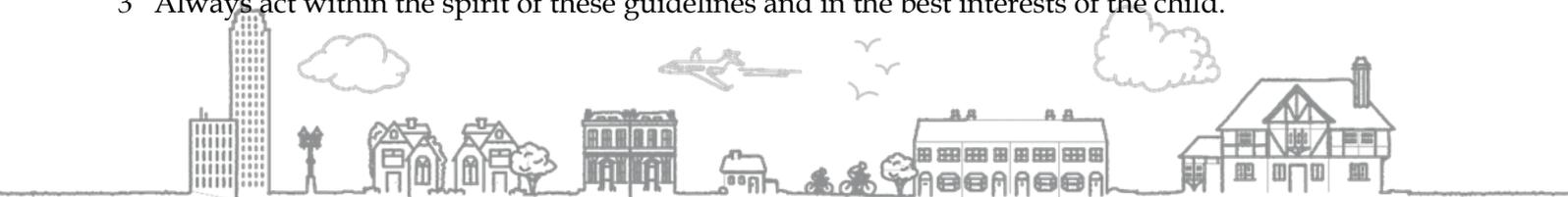
2.2 appears to hold a grudge or becomes angry/frustrated by your actions

2.3 acts in a sexually provocative way, or who is inclined to make exaggerated claims about himself or herself and others, or to fantasize, or one whose manner with adults is over-familiar

2.4 has been accidentally hurt or harmed in any way

Note: You must immediately inform the Young Learner course manager if any student's behavior is unusual or causes concern. Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead under LLE's Child Protection Procedures.

3 Always act within the spirit of these guidelines and in the best interests of the child.



One-to-one contact with students

- 4 When accommodating a student, you should take particular care in the following ways:
- 4.1 avoid sitting or standing in close proximity to the student. Sit opposite a student and always give them plenty of space or an easy exit to avoid the feeling of being trapped;
 - 4.2 avoid idle discussion;
 - 4.3 avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
 - 4.4 avoid carrying out personal tasks which the student can do themselves, e.g. applying sunscreen;
 - 4.5 avoid any conduct that could be taken as a sexual advance;
 - 4.6 avoid words or expressions that have any unnecessary sexual innuendo; avoid displays of affection either personally or in writing, even in jest;
 - 4.7 avoid any form of aggression or anger. Threatening words, holding, pushing, pulling or hitting a child is never acceptable;
 - 4.8 avoid any words or actions that are over-familiar;
 - 4.9 do not swear, blaspheme or use any sort of offensive language in front of students;
 - 4.10 If you are concerned about anything which has occurred during the child's stay with you, inform the Designated Safeguarding Lead without delay and make a written record (signed and dated).

Physical contact

5. Appropriate physical contact when a pupil is in distress is deemed acceptable, for example, hugging a young child who is homesick. In these situations you should always use your own professional judgement and seek permission from the child first. Always ensure the presence of another adult and explain what you are doing. Please be aware that there may be particular circumstances where physical contact may be unwanted, for example, a child who has been abused may find physical contact particularly difficult.

The Law: Abuse of the Position of Trust

6. All teachers, homestay hosts and their families are in a position of trust. It is a criminal offence under the Sexual Offences Act 2003 for an adult (aged 18 years and over) who is in a position of trust to engage in sexual activity with any child aged under 18 years old even if both parties consent. The offence is punishable by up to five-years imprisonment and/or an unlimited fine.
7. The Sexual Offences Act 2003 also introduced the offence of "meeting a child following sexual grooming". This applies where an adult arranges to meet a child aged under 16 in any part of the world, if he has met or communicated with that child on at least two earlier occasions and intends to commit a sexual offence against that child. The law is clearly intended to apply where adults contact children through the internet or by texting. However, the prior meetings or communications need not have an explicitly sexual content.



SP1 – Code of Conduct for Teachers

8. Most sexual activity involving a person under the age of 16 (male or female) is an indecent assault which is both a criminal offence and a matter for which damages can be awarded. This is so, even when the younger person is alleged to have provoked or encouraged the activity.
9. Every complaint and allegation by a pupil must be taken seriously by all members of LLE and action must be taken by the Designated Safeguarding Lead. It may be necessary to involve social services and the police if there are grounds for thinking that a criminal offence has been committed.

Professionalism

10. LLE expects the highest standards of professional conduct at all times:

10.1 dress appropriately to reflect your professional status and the fact that you are teaching and living with young people. In particular, avoid wearing nightwear in the student's company.

10.2 ensure that the student's privacy is protected at all times including in their bedroom and when using the bathroom. There must always be a lock on the bathroom door.

10.3 always be mindful of the responsibility you have regarding alcohol and smoking whilst living and working with under 18s; avoid smoking and minimise alcohol consumption in the student's company.

10.4 comply with UK laws regarding alcohol, drugs and smoking.



LLE Safeguarding Policy (SP)

SP2 – Code of Conduct for Students

Date of policy: 20th May 2015

Last reviewed: 2nd January 2018, 14th December 2018

Next review date: December 2019

LLE promotes a safe, respectful and cooperative environment for all members of its community. As such, LLE students are expected to abide by its code of conduct.

Positive behaviour is expected of all LLE young learners in the teacher's home. This is encouraged through homestay guidelines and rules for students, adults setting the right examples and having clear systems for responding to situations.

Students should:

- treat their teacher, their families and other students courteously and with respect at all times
- treat all resources and facilities in the teacher's home with respect
- follow appropriate instructions given by their teachers or LLE staff
- be honest
- avoid the use of offensive language
- dress appropriately for the homestay environment and excursions, visits and activities

The teacher's home

Students should:

- follow all rules set by their teacher in addition to behaving in a courteous, respectful and cooperative manner at all times
- leave their bedroom and any facilities used in the home clean and tidy after use.
- be respectful of the family by being quiet at night
- respect the privacy of the teacher and family and not enter any private areas of the house without their permission
- if given parental permission to go out unaccompanied, give an approximate time they will be home, and inform the teacher if they will be late
- remain contactable by mobile phone at all times



Health and safety in the home

Students should:

- provide details in English to LLE of any medication they are taking and/or have with them in the teacher's home
- use equipment in the home safely and in accordance with safety instructions given to them by their teacher
- tell their teacher about any accidents or safety-related incidents
- tell their teacher if they are injured or feeling unwell
- follow all fire and other home safety advice given to them by their teacher, in their student pack and in the Home File

Lessons

Students should:

- attend all lessons at the agreed time – be punctual
- bring all necessary materials to the lessons
- behave in a way that allows them (and the other student on a 2:1 course) to learn

Excursions and visits (see also the LLE Excursions Policy and Procedure)

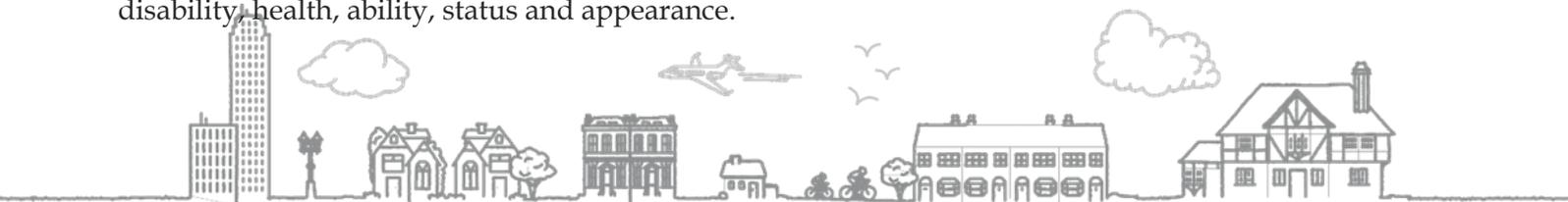
Students should:

- pay attention to and follow welfare, health and safety instructions given by their teachers
- always carry a fully charged mobile phone which is switched on
- always carry their Personal Safety Card with the LLE emergency contact numbers
- behave in an appropriate manner

Discrimination

Discrimination in any form will not be tolerated at LLE.

Students should behave in a way that has a positive effect on others and not discriminatory on any grounds, including age, gender, race, nationality, culture, religion, pregnancy and maternity, sexuality, disability, health, ability, status and appearance.



SP2 – Code of Conduct for Students

Bullying and harassment (see also the LLE Bullying Policy and Procedure)

Bullying, (including cyberbullying), and harassment in any form will not be tolerated.

Use of the Internet and mobile electronic devices (see also the LLE E-Safety Policy)

Students under 18 years will be informed that network and internet use on a teacher's computer will be monitored.

Students should:

- follow the guidance in the LLE E-safety policy
- be vigilant about their safety when using the internet and, specifically, not provide personal details, contact information or images to, or arrange to meet, people unknown to them
- not photograph or video fellow students or LLE teachers and their families without their consent
- not post images of fellow students or LLE teachers and their families on the internet without permission
- not access illegal material
- not download any file to the teacher's computer without permission
- not change the settings on the teacher's computer without permission

Alcohol and illegal substances

Students should not:

- store, consume or be under the influence of alcohol in the teacher's home if they are under the age of 18 years old
- purchase or consume alcohol in a public place or in licenced premises if under the age of 18 years
- purchase alcohol for anyone else
- store, solicit, purchase or use illegal substances at any time

Smoking

Students should not:

- smoke anywhere in the teacher's home unless explicitly permitted to do so and over the age of 18 years
- purchase tobacco products if under the age of 18 years



Criminal Activity

Criminal activity in any form will not be tolerated at LLE.

Intimidation, aggression and violence

Intimidation, aggression and violence in any form will not be tolerated at LLE.

Any students breaking British law, or persisting in serious anti-social behaviour, will be disciplined. In serious cases, students may be sent home early at their own expense, with no refund of fees.



LLE Safeguarding Policy (SP)

SP3 – LLE Policy on Dealing with Unacceptable Behaviour in Young Learners

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2018</i>
<i>Next review date:</i>	<i>December 2019</i>

Breaches of the code of conduct for children and young learners

It is the responsibility of LLE to ensure that all children and young people attending a LLE home tuition course are informed of the LLE code of conduct and to confirm with them that they have seen, understood and agreed to follow it. Children and young people must also be made aware of the consequences if they breach the code.

Behavioural misconduct is defined as any breach of LLE rules as described in the LLE Code of Conduct for Students. In addition, a breach of any rules that have been clearly and explicitly set out by homestay teachers providers will be considered behavioural misconduct.

LLE has clear procedures to help and support teachers managing behavioural misconduct from Young Learners within the teacher's home, and then with the help and support of LLE Managers and the Principal.

Any students breaking British law, or persisting in serious anti-social behaviour, will be reported and disciplined. Serious cases of gross misconduct will be referred immediately to the Principal and students may be sent home early at their own expense, with no refund of fees.

Recording behavioural incidents: all incidents should be recorded on the LLE Behavioural Incident Report Form and sent to the Young Learner Course Manager. These forms will be stored confidentially in the student record.

Managing behavioural incidents: early disciplinary procedures will be managed by the student's teacher, depending on the nature of the incident. Later stage procedures will be managed by more senior members of LLE staff, using the procedures below.

Type of incident	Initial Procedure	Managed By	Subsequent Actions
Isolated case of minor behavioural incident	<p>May be managed informally with student at the time of the behavioural incident.</p> <p>If a young learner breaches the LLE code of behaviour, the most appropriate sanction for a minor or first-time breach will be to remind them about the code of conduct, and to ask them to comply with it. Young learners will be given the opportunity to reflect, enabling them to plan a positive response, with support from their teacher.</p>	Teacher	Monitor for further issues

SP3 – LLE Policy on Dealing with Unacceptable Behaviour in Young Learners

Type of incident	Initial Procedure	Managed By	Subsequent Actions
1st behavioural incident	<p>Stage 1: Verbal Warning</p> <p>If, having followed the above step, the young learner continues to exhibit inappropriate or unacceptable behaviour, they should be referred to the LLE Young Learner course manager who will give them a formal, verbal warning. Supportive interventions may need to be identified at this stage. The action shall also be recorded on the behavioural incident report form and parents/carers informed.</p>	<p>Teacher</p> <p>LLE YLCM informed</p>	Move through stages 2-4 if unresolved
2nd behavioural incident	<p>Stage 2: Written warning</p> <p>Any further persistent inappropriate or unacceptable behaviour will result in a more serious sanction being imposed (eg restriction from family activities) and a written warning from LLE. Again, supportive interventions may need to be identified at this stage. This action should also be recorded on the behavioural incident report form and parents/carers informed.</p>	Teacher and LLE YLCM	Move through stages 3-4 if unresolved
3 rd behavioural incident	Stage 3: Incident Meeting with all Parties	LLE YLCM	Move to stage 4 if
4 th behavioural incident	<p>Stage 4</p> <p>If these interventions are still not effective in helping the young learner to change their behaviour, further sanctions will be necessary. It may be that at this point, LLE will discuss with the young learner and their family possible removal from the course.</p>	<p>LLE YLCM</p> <p>Principal informed</p>	Possible request to leave the course
1st serious incident	<p>Stage 2/3</p> <p>(depending on incident)</p>	<p>LLE YLCM</p> <p>Principal informed</p>	Move through stages 3-4 if unresolved
2 nd serious incident	Stage 4	LLE YLCM & Principal	Request to leave the course
1 st incident of gross miscon-	Stage 4	LLE YLCM & Principal	Request to leave the course



SP3 – LLE Policy on Dealing with Unacceptable Behaviour in Young Learners

The procedures outlined below should be followed sequentially but may not be initiated at Stage 1, as outlined above. If procedural stages are bypassed, a student should be made aware of the reason for this by the Young Learner Course Manager (YLCM).

Stage 1: Verbal Warning

The teacher should:

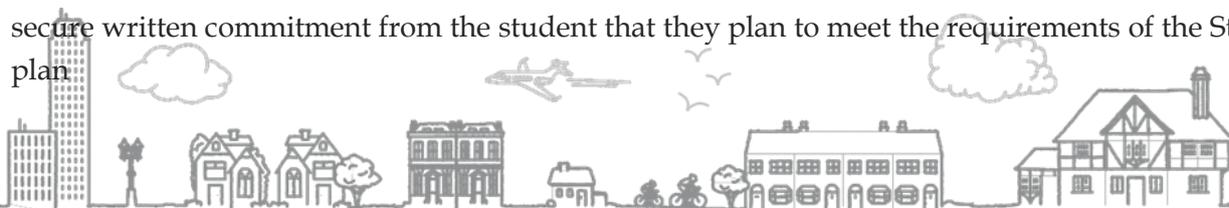
- note down a Stage 1 using the Behaviour Incident Report Form (available on the LLE Teacher Portal), outlining the actions the student must take, changes they need to make, or sanctions imposed in response to the incident
- discuss with the student why their behavior was not appropriate; give the student the opportunity to explain or defend their actions; secure verbal commitment from the student that they plan to meet the requirements of the stage 1 plan and verbally warn the student that the consequences of not meeting the requirements of the stage 1 plan will be to move them to Stage 2 of the disciplinary procedures and to inform LLE who will inform their parent(s)/carer(s) and representative agent, if applicable
- if the matter is resolved, complete and return the behavioural incident report form to the YLCM at LLE
- if the matter is not resolved, update the behavioural incident report form with the details to date and send to the YLCM at LLE who will inform the student's parent(s)/carers(s) and representative agent (if applicable) of the details of the incident, and move the procedure to Stage 2

Stage 2: Written Warning

Behavioural incidents not resolved by a Stage 1 procedure, second cases of behavioural incident (the incident may be the same as or different to the first incident), and more serious behavioural incidents should be managed using a Stage 2 procedure.

The teacher should:

- note down a Stage 2 plan on the behavioural incident report form, outlining the actions the student must take/changes they need to make/sanctions imposed in response to the incident
- talk with the student to give the student the opportunity to explain why they did not meet the requirements of the stage 1 plan and inform the student of the Stage 2 plan and ensure that they understand it
- ask the student how they plan to meet the requirements of the Stage 2 plan and whether they require help to do so
- secure written commitment from the student that they plan to meet the requirements of the Stage 2 plan



SP3 – LLE Policy on Dealing with Unacceptable Behaviour in Young Learners

- inform the student that LLE has informed their parent(s)/carer(s) and representative agent, if applicable, about the incident and the action taken to date
- warn the student in writing that the consequences of not meeting the requirements of the
- Stage 2 plan will be to move them to Stage 3 of the disciplinary procedures and to keep their parent(s)/carer(s) and representative agent, if applicable, informed

For cases of repeated or more serious misconduct, the LLE Young Learner Course Manager should issue the Stage 2 written warning.

If the matter is resolved, the YLCM should complete and save the Behavioural Incident Report Form in the student's file, update the LLE Principal and inform the student's parent(s)/carer(s) and representative agent (if applicable) that the incident is resolved.

If the matter is not resolved, update the Behavioural Incident Report Form with the details to date, send a copy to the YLCM at LLE who will inform the student's parent(s)/carer(s) and representative agent (if applicable) of the details of the incident update, and move the procedure to Stage 3.

Stage 3: Incident Meeting with all Parties

Behavioural incidents not resolved by a Stage 2 procedure, third incidents, and more serious behavioural incidents should be managed using a Stage 3 procedure.

The Young Learner Course Manager should:

- arrange a meeting with the teacher, student and YLCM to review the details of the incident and determine a Stage 3 plan, in particular to give the student the opportunity to explain why they did not meet the requirements of previous stage plans. This could take the format of a telephone meeting.
- inform the student of the Stage 3 plan and ensure that they understand it
- ask the student how they plan to meet the requirements of the Stage 3 plan and whether they need help to do so
- ask the student to confirm in writing that they plan to meet the requirements of the Stage 3 plan
- inform the student that their parent(s)/carer(s) and representative agent, if applicable, have been informed about the incident meeting and the action taken to date
- warn the student **in writing** that the consequences of not meeting the requirements of the Stage 3 plan will be to move them to Stage 4 of the disciplinary procedures, which may result in a requirement to leave the course.



SP3 – LLE Policy on Dealing with Unacceptable Behaviour in Young Learners

- arrange any support requested by the student to meet the requirements of the Stage 3 plan
- monitor closely the progress of the student during Stage 3
- discuss with the teacher and student whether the Stage 3 plan requirements have been met
- if the matter is resolved, complete and save Behavioural Incident Report Form in the student's file, update the Principal and inform the student's parent(s)/carer(s) and representative agent (if applicable) that the situation is resolved
- if the matter is not resolved, update the Behavioural Incident Report Form with the details to date, discuss with the Principal and inform the student's parent(s)/carer(s) and representative agent (if applicable) of the details, and move the procedure to Stage 4

Stage 4: Serious / Gross Misconduct Disciplinary action

The Principal will:

- review the Behavioural Incident Report Form and take one or more of the following immediate actions, depending on the nature of the incident(s):
- request further investigation into the incident where more robust evidence is required to substantiate an allegation or where anyone involved may have acted subjectively, inappropriately or in a biased manner
- report the student's activities to the police where cases of misconduct involve criminal activity, or where criminal activity is suspected and police investigation is required to substantiate an allegation
- remove the student from the homestay with immediate effect if they feel that the student's continued presence puts their own welfare or safety at risk or that of other students, the teacher and/or members of the teacher's family

All actions will be meticulously recorded.



LLE Safeguarding Policy (SP)

SP4 – LLE Child Protection Policy and Procedure

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2018</i>
<i>Next review date:</i>	<i>December 2019</i>

Introduction

Living Learning English is committed to safeguarding the welfare of children and young people attending homestay English courses and has developed this Child Protection Policy and Procedure to support homestay teachers, host families and staff members in putting into practice this commitment.

This policy establishes the roles and responsibilities of everyone who works for Living Learning English in relation to the protection of children and young people with whom their work brings them into contact. In the context of child protection, children and young persons refers to anyone under 18 years of age. It is the responsibility of everyone at Living Learning English to promote the protection of children and young people. In following this policy, staff are always expected to maintain a sense of proportion, apply common sense to situations and protect the child's welfare as priority.

This policy is based on, and reflects, the principles of both UK legislation and guidance and other relevant Living Learning English policies and procedures. The approach has been developed in such a way as to be consistent with 'Best Practice' within the field of child protection.

The welfare of the child or young person is the paramount consideration. All children and young people, regardless of age, disability, gender, racial or ethnic origin, religious belief and sexual identity have a right to protection from harm or abuse.

It is also the duty of Living Learning English to ensure that persons are not placed in situations where abuse might be alleged. It is not intended that the policy should restrict staff from normal ways of working, but Homestay Teachers, Host Families and Members of Staff always need to consider how an action or activity may be perceived as opposed to how it is intended.

Principles of Good Practice

Living Learning English undertakes to:

- treat children and young people with care, respect and dignity
- recognise that those working for Living Learning English will be perceived by children and young people as trusted representatives of Living Learning English
- ensure communication with children and young people is open and clear
- assess the risks to children of its activities



SP4 – LLE Child Protection Policy and Procedure

Emotional Abuse – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect – the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Historical Abuse

There may be occasions when a child will disclose abuse which occurred in the past. This information needs to be treated in exactly the same way as a disclosure of current child abuse.



Confidentiality and Appropriate Disclosure of Information

Confidentiality and trust is crucial to all our relationships, but the welfare of the child is paramount. The law does not allow anyone to keep concerns relating to child abuse to themselves. All concerns must be passed on to the Designated Safeguarding Lead.

All information that has been collected on any child will be kept locked and secure and access will be limited to the Designated Safeguarding Leads and appropriate authorities.

Whilst parents/carers have the right to see any records kept on their child, this might not always be appropriate, and should not put the child at risk.

It is very important that only those who need to know (the Designated Safeguarding Leads at LLE), actually know, to avoid rumour and gossip that could affect the child or parent/carer.

In the event of a criminal investigation it is essential that no information on child protection concerns relating to a child are disclosed inappropriately. Any such leaks could have serious consequences for both the child concerned and any investigation.

The Severn Golden Rules to Sharing Information

As detailed in the HM Government 's guidance : Information Sharing advice for practitioners providing safeguarding services to children, young people, parents and carers. 2018

1, Remember the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.

2, Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom the information will, or could be shared and seek their agreement unless it is unsafe or inappropriate to do so.

3, Seek advice from other practitioners , if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4, Where possible share information with consent , and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement there is lawful basis to do so, such as where safety may be at risk. You will need to base your judgements on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.



SP4 – LLE Child Protection Policy and Procedure

5, Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6, Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose of which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion and is shared securely.

7, Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purposes.

Recognising Abuse

Recognising abuse is one of the first steps in protecting children and young people. There could be signs or behaviour that make you feel concerned. All Homestay Hosts and Members of Staff should be alert to the following types of behaviour in the children:

- A change in personality or behaviour
- Becoming aggressive, withdrawn or clingy
- Seeming preoccupied or to be keeping a secret
- Becoming insecure and/or constantly seeking reassurance
- Unexplained injuries or inconsistent explanations of bruising, injuries or burns
- Drug and/or Alcohol misuse
- A drop in school performance
- Becoming over-emotional or over-reacting to a reasonable request
- An unreasonable fear of certain people or places
- Acting in an inappropriate way perhaps with adults, other children, toys or objects
- Sexually explicit language and behaviour
- Participating in risky behaviour or activities
- Stops eating and/or sleeping
- Having unexplained amounts of money and expensive clothing
- Begins to bully other children or adults
- Is in a relationship with an older and/or controlling person
- Pregnancy symptoms
- Obsessive internet use
- A disclosure of abuse



Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Female Genital Mutilation (FGM)

FGM is a form of child abuse and as such is dealt with under Living Learning English's Child Protection policy.

FGM is a grave violation of the human rights of girls and women. 'Female Genital Mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons' – definition supplied by the World Health Organisation (2018).

Suspicious should be raised after a child has had a prolonged absence from school together with noticeable behaviour change. This could be after a return from a holiday or you may notice a child is spending long periods of time away from school. In conversation, a child may talk about and express anxiety about a special ceremony or they may be worried about returning to their home country after their English course or when their school term has finished.

A child is at risk of FGM if they come from a community that is known to practice FGM. Countries where FGM is most commonly practiced include **Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria and Eritrea**. However, girls from non-African communities that are also at risk include those from **Yemen, Indonesia, Pakistan and Kurdish nationals**.

A child who has undergone or who is at risk of FGM should be seen as a child protection issue and advice should be sought from the Designated Safeguarding Lead who will make a referral to Social Services and the Police.



SP4 – LLE Child Protection Policy and Procedure

Peer on Peer Abuse

Children can abuse other children. We acknowledge that Peer on peer abuse can occur at any age and other Safeguarding issues can also manifest themselves via peer on peer abuse. LLE make it clear that any kind of abuse will not be tolerated and peer on peer abuse will not be dismissed as “banter” or seen as an inevitable part of growing up. Peer on Peer abuse is no different to any other form of abuse and must be dealt with as any other safeguarding issue.

Peer on peer abuse could happen within our organisation and may include:

- Bullying (including cyberbullying); Please see SP 8. Bullying policy and Procedure..
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment: Please see below;
- Sexting (also known as youth produced sexual imagery). Please see below; and
- Initiation/hazing type violence and rituals. Please see below.

Sexual Violence and Sexual Harassment

Sexual Violence refers to the sexual offences under the Sexual Offences Act 2003 and includes rape, assault by penetration and sexual assault. Sexual harassment is defined as any behaviour in a sexual context which is unwanted and can include sexual exploitation, unwanted sexual remarks on social media, groping, flicking bras, sexual comments, making up sexual stories, making sexual remarks about clothing, deliberately touching another person or brushing against them, drawing sexual pictures, requesting sexual favours or making sexual jokes. Sexual violence and harassment is never acceptable and any incidences will be passed on to the police.

Sexting

Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it: “Cybersex” or “sending a nudie”, or “dick pic”.

'Sexting' is often seen as flirting by children and young people who feel that it is part of normal life. It may be common but 'sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

When images are stored or shared online they become public. They can be deleted on social media or may only last a few seconds on apps like Snapchat, but images can still be saved or copied by others. These images may never be completely removed and could be found in the future, for example when applying for jobs or university.



SP4 – LLE Child Protection Policy and Procedure

Young people may think 'sexting' is harmless but it can leave them vulnerable to:

Blackmail - An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.

Bullying - If images are shared with their peers or in school, the child may be bullied.

Unwanted attention - Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images.

Emotional distress - Children can feel embarrassed and humiliated. If they are very distressed this could lead to suicide or self-harm.

LLE is committed to helping young people to use privacy settings, to block inappropriate people, remove content they have shared online and to report offensive and inappropriate content which other people have posted to get it removed. Please report all incidences to the Designated Safeguarding Lead.

Initiation/hazing violence and rituals

LLE teachers/staff may have their suspicions raised if a child discloses an incident which has happened to them or a friend.

Situations may include but are limited to, pupils being asked to complete dares, pretending to capture or kidnap other pupils, removing items of clothing, being branded, forced consumption/ingestion of spicy foods, alcohol, drugs or other harmful substances etc., whipping, hitting or burning, public nudity, mistreatment of animals, forced sexual activity, self-harm and shaving parts of the body.

Disclosures of Initiation/hazing violence and rituals should be dealt with the same as any other disclosure of abuse and passed on to the Designated Safeguarding Lead.



Dealing with a disclosure of abuse

- 1, **Stay calm** and be aware of your own emotions , reactions and non-verbal messages.
- 2, **Listen** carefully to what the child/young person is saying. NEVER interrupt the child until they have finished their disclosure.

- 3, Follow **TED Rules** to clarify any information that is unclear.

Tell Me

Explain to me

Describe to me

NEVER ask leading or closed- ended questions, for example, do not ask: what did they do next? Instead ask Explain to me what happened.

- 4, **Reassure** the child and acknowledge their courage.

- 5, Suggested **responses**: “ What you are telling me is important “

“ I am glad you were able to tell me”

“This is so important that I need to ask somebody else for help “

Do not promise the child that this can be kept secret, as subsequent disclosure could then lead to the child feeling betrayed. Explain that you are **legally obliged** to inform other people who have been trained to help. Reassure the child that the Safeguarding Lead will be informed and will be looking to help to protect them.

- 6, Record as soon as possible and use the **actual words** used by the child. Make your notes as detailed as possible, including when and where the conversations took place. Draw a diagram, if appropriate, to show the position of any bruises or marks the child or young person shows you, trying to indicate the size, shape and colour

- 7, Keep all records **factual**. Do not make an assumptions or judgements. All children who come to adults for help must be believed and the information disclosed must be passed on. It is not your responsibility to make any judgements about whether or not the information is true. Remember to store all records securely.



SP4 – LLE Child Protection Policy and Procedure

8, Do not interrogate the child, or push for more information. Do not ask the child/young person to repeat what they have they told you, for another person. Record accurately.

9, Pass on the disclosure to the Designated Safeguarding Lead IMMEDIATELY or in her absence the Deputy Designated Safeguarding Lead:

Designated Safeguarding Lead: Emma Langton

Email: emma@livingenglish.com

Direct Dial: 0117 9269413

LLE Emergency mobile: 07425137794 (24 hours a day, 7 days a week)

Deputy Designated Safeguarding Lead: Kate Hargreaves

Email: kate@livingenglish.com

Direct Dial: 0117 9269410

Mobile: 07766 798 679

LLE Emergency mobile: 07425137794 (24 hours a day, 7 days a week)

10, The Designated Safeguarding Lead will advice on what action will be taken and make the necessary referrals to Children’s Social Services and/or police. The person to whom the disclosure was made should ensure that the child is informed about what will happen next, so they can be reassured about what to expect.

Allegations against under 18s

Under 18s facing an accusation of child abuse will need additional support, especially as their parents will be overseas. The **Designated Safeguarding Lead** will carry out a risk assessment and put an action plan in place for any child under 18 who has faced an allegation.



SP4 – LLE Child Protection Policy and Procedure

Consulting with Children’s Services or the NSPCC

If you are not happy or satisfied with the response from LLE or the Designated Safeguarding's Lead then you are able to contact your local authority or the NSPCC directly to pass on your concerns.

You can also contact your local authority if a child discloses information to you and you do not wish to inform LLE or if you have concerns about the Designated Safeguarding Leads. You will find contact details for your local Children’s Social Care Referral and Assessment Team online. The details will be on your Local Council website or if you are unsure please go to www.gov.uk/report-child-abuse-to-local-council and enter your postcode. You will then be given the appropriate contact details.

Each county has different procedures for child protection, the procedures and important telephone numbers for Bristol are outlined below. Alternatively, contact the Designated Safeguarding Lead who will provide you with relevant contact details

Bristol

First Response: 0117 903 6444 .

Contact this number for an urgent referral, if a child is in immediate risk of significant harm.

If a child is not in immediate risk of significant harm then report your concerns online at:
www2.bristol.gov.uk/form

Emergency Duty Team (out of hours): 01454 615165

LADO (allegations against a member of staff): Nicola Laird: Tel: 0117 903 7795

Prevent: Tel: 0117 9455536 Email: channelsw@avonandsomerset.pnn.police.uk

NSPCC

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by a school or college. Staff can call **0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: **help@nspcc.org.uk**

For further information on LLEG Whistleblowing Procedures please refer to SP 6: LLEG Whistleblowing Policy



YOUR SAFEGUARDING / CHILD PROTECTION CONTACTS

LLE Designated Safeguarding Lead

The LLEG person responsible for child protection is:

Name: Emma Langton

Position: Designated Safeguarding Lead

Tel: 0117 9269413

LLE Emergency mobile: 07425137794

Name: Kate Hargreaves

Position: Deputy Safeguarding Lead

Tel: 0117 9269410

LLE Emergency mobile: 07425137794

You should call the Designated Safeguarding Lead FIRST to report an issue, if they are absent then please ask for the Deputy Safeguarding Lead.

If you think a child is in **immediate danger**: contact the police by calling **999**

Otherwise, call **101** & ask for the **Safeguarding Coordination Unit**.

Support and advice

NSPCC 24 hour Helpline: **0800 800 5000** (free from a landline)

NSPCC Text helpline: **88858** (service is free and anonymous)

NSPCC Whistleblowing Helpline: **0800 028 0285**

CHILDLINE (provides help and advice for children and young people). Tel: **0800 1111**

Further Information

For information about all aspects of Child Protection, including more advice on what to do if you are worried about a child, visit: www.nspcc.org.uk (National Association for the Prevention of Cruelty to Children). They provide a free 24 hour helpline where you can discuss your concerns with a counsellor. You can call the NSPCC on 0808 800 5000 or email: help@nspcc.org.uk

[The South West Safeguarding and Child Protection Group](#) also provide detailed online information on all aspects of child protection.



LLE Safeguarding Policy (SP)

SP5 – Safer Recruitment Policy and Procedures for Homestay Teachers

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2018</i>
<i>Next review date:</i>	<i>December 2019</i>

Living Learning English is committed to recruitment procedures and practices which aim to prevent the appointment of people who may pose a risk to children; this is an essential part of safeguarding. The robust screening of applicants is proven to act as a deterrent for offenders seeking employment with access to children in order to harm them. To this end, LLE seeks the understanding and cooperation from teachers and their families new to LLE in the recruitment process and compliance with on-going requests for information and home visits.

DBS (Disclosure and Barring Service)

The work of LLE is classified by the government as regulated activity. This is the term most commonly used to describe roles where a suitability/criminal records check is required – roles involving responsibility for or substantial access to under 18s. In broad terms, regulated activity is any position that has direct contact with children. Any person that is engaged in ‘regulated activity’ as defined by the Safeguarding Vulnerable Group Act 2006 (England & Wales) and parallel laws in Scotland and Northern Ireland requires an enhanced disclosure check.

- LLEG will ensure that every permanent member of the household aged 16 and over will have a current, clear and valid Enhanced DBS check with children’s barred list check if appropriate .
- LLEG will ensure we have received a self-declaration from the applicant .
- LLEG homestay hosts are required to register annually for the DBS Update Service.

Any criminal records (including spent convictions) will be considered with reference to the Rehabilitation of Offenders Act 1974 and Exceptions to the Act.

Recruitment

Recruitment materials (teacher information) include reference to LLE’s commitment to safeguarding the welfare of every student in its care and all adults associated with our organisation will be expected to share our ethos and actively engage in looking after our students safely, especially under 18s.

Two references are requested for every homestay teacher. References will be followed up and referees will be asked whether there is any reason not to engage the applicant where they have substantial access to under 18s. Follow up phone calls are made to verify the references (recorded on a spreadsheet and in the teacher record on the LLE database).

- LLE will seek a full employment history for prospective teachers and reserves the right to approach any previous employer. All gaps in CVs must be explained.



SP5 – Safer Recruitment Policy and Procedures for Teachers

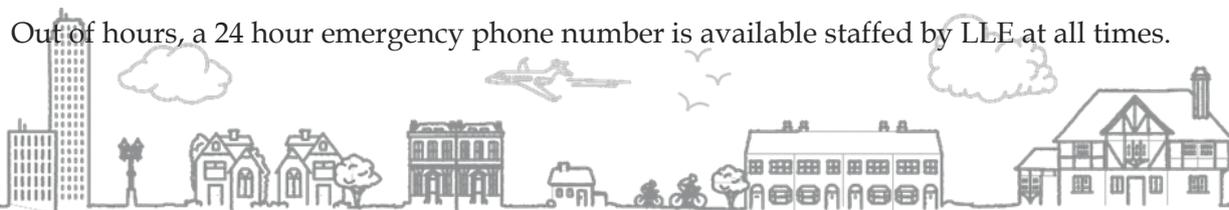
- Proof of identity and qualifications are required (original documents will be checked on the initial home visit).
- Interview questions will explore a potential LLE teacher's attitude to working with under 18s and their knowledge of safeguarding.
- Interview questions about disability and health will be asked in order to establish whether there may be any physical or mental obstacles to teachers fulfilling their specific role that cannot be overcome.
- Homestay Teachers and Host Families are obliged to inform Living Learning English of any change of circumstance within the home which may affect child protection, e.g.: addition of household members over the age of 16.
- A single central register of all checks made during recruitment is kept at the LLE Head Office.

Induction

LLE is responsible for ensuring that their teachers and families understand their safeguarding responsibilities for students under 18 and are skilled and confident in managing the teaching, the homestay and in looking after children.

The LLE Induction Process

- All freelance teachers have access to the **LLE Teacher Portal** with detailed policy and guidance on their responsibilities, institutional policies, procedures and expectations of professional conduct and ethical behaviour relating to under 18s.
- An **academic induction** is carried out by the Academic Manager.
- A **homestay/welfare/safeguarding induction** is carried out by an LLE Course Manager.
- LLE teachers of under 18s are required to undertake online Basic Child Protection Awareness Training (Level 1 Safeguarding).
- Electronic copies of the completed academic and welfare induction forms will be stored in the teacher's records, along with the Level 1 Safeguarding certificate.
- LLE managers are then fully available in office hours for any further contact to respond to queries from teachers.
- Out of hours, a 24 hour emergency phone number is available staffed by LLE at all times.



SP5 – Safer Recruitment Policy and Procedures for Teachers

Updates to policies: Updates to policies are uploaded to the LLE Teacher Portal and are also sent by email to all registered LLE teachers.

Ongoing training: LLE holds regular seminars and in-house training events for teachers including safeguarding and welfare of students on home tuition courses.

All teachers and their families should be fully aware of systems within LLE which support safeguarding and these are explained to teachers as part of the induction process. This includes: LLE’s safeguarding policy; the code of conduct; and the designated safeguarding lead; child protection training and e-safety.

All adults in contact with under 18s need to demonstrate appropriate knowledge of this policy, their responsibilities and the procedures for reporting any incident of harm or abuse.

Recruitment of ex-offenders

LLE will not unfairly discriminate against any applicant on the basis of conviction or other details revealed. LLE makes recruitment decisions on the basis of merit and ability, if an applicant has a criminal record this will not automatically bar him/her from working with LLE. In view of the fact that all positions within LLE will amount to “regulated positions” within the meaning of the Protection of Children Act 1999 (as amended by the Criminal Justice and Courts Services Act 2000), they are exempt from the Rehabilitation of Offenders Act 1974.

All convictions, cautions, reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) must be declared when applying for a position at LLE. Failure to disclose a previous conviction may lead to an application being rejected or, if the failure is discovered after a teacher starts working with us, may lead to termination of contract on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence under the relevant legislation, it is unlawful for LLE to work with anyone who is included on the barred lists maintained by the DBS of individuals who are considered unsuitable to work with children or vulnerable adults

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within LLE. LLE will report the matter to the Police and the DBS if:

- LLE receives an application from a disqualified person
- LLE is provided with false information in, or in support of an application
- LLE has serious concerns about an applicant’s suitability to work with children

Retention of records

If an applicant is appointed, LLE will retain any relevant information provided on their application form (together with any attachments) and the pre-employment check data on their personnel file. If the application is unsuccessful, all documentation relating to the application will normally be confidentially destroyed after six months.



LLE Safeguarding Policy (SP)

SP5a – Safer Recruitment Policy and Procedures for LLE Staff

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2018</i>
<i>Next review date:</i>	<i>December 2019</i>

Introduction

Living Learning English is committed to recruitment procedures and practices which aim to prevent the appointment of people who may pose a risk to children; this is an essential part of safeguarding. The robust screening of applicants is proven to act as a deterrent for offenders seeking employment with access to children in order to harm them.

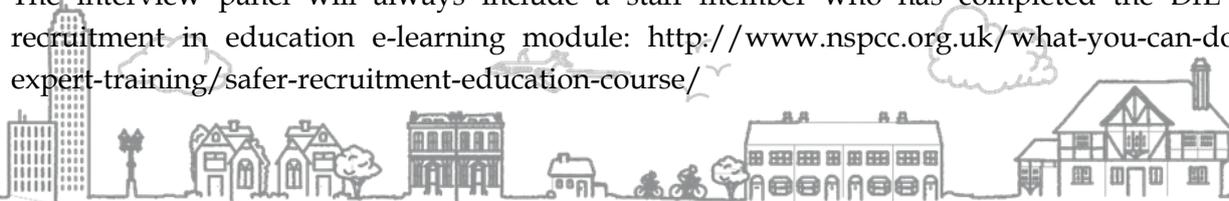
DBS (Disclosure and Barring Service)

The work of LLE is classified by the government as regulated activity. This is the term most commonly used to describe roles where a suitability/criminal records check is required – roles involving responsibility for or substantial access to under 18s. In broad terms, regulated activity is any position that has direct contact with children. Any person that is engaged in ‘regulated activity’ as defined by the Safeguarding Vulnerable Group Act 2006 (England & Wales) and parallel laws in Scotland and Northern Ireland requires an enhanced disclosure check.

LLE ensures that every person working within LLE and having access to information about children have a current, clear and valid Enhanced DBS check, registering annually for the update service.

Recruitment

- Job descriptions include reference to LLE’s commitment to safeguarding the welfare of every student in its care and all adults associated with our organisation will be expected to share our ethos and actively engage in looking after our students safely, especially under 18s.
- Two references are requested. References will be followed up and referees will be asked whether there is any reason not to engage the applicant where they have substantial access to under 18s. Follow up phone calls are made to verify the references.
- LLE will seek a full employment history for prospective staff and reserves the right to approach any previous employer. All gaps in CVs must be explained.
- Proof of identity and qualifications are required (original documents will be checked at interview).
- Interview questions will explore a candidate's attitude to working with under 18s.
- Interview questions about disability and health will be asked in order to establish whether there may be any physical or mental obstacles to teachers fulfilling their specific role that cannot be overcome.
- The interview panel will always include a staff member who has completed the DfE Safer recruitment in education e-learning module: <http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/>



SP5a – Safer Recruitment Policy and Procedures for LLE Staff

Induction

- LLE is responsible for ensuring that all staff understand their safeguarding responsibilities and are skilled and confident in managing these responsibilities.
- Staff induction includes a detailed description of our policies, procedures, practices and provisions in relation to the safeguarding and welfare of our students.
- Staff are familiarised with relevant reporting lines and communication channels within LLE to enable them to effectively raise concerns or issues.
- Staff are informed about and expectations for their own conduct.
- Evidence that all induction procedures have been conducted is retained in staff files.

Child protection training

- All LLE staff have undertaken Level 1 child protection training.
- The Designated Safeguarding Leads, the Young Learner Course Manager and Guardianship Managers are trained to Level 3 and will keep other staff regularly updated and refreshed with safeguarding information.

Recruitment of ex-offenders

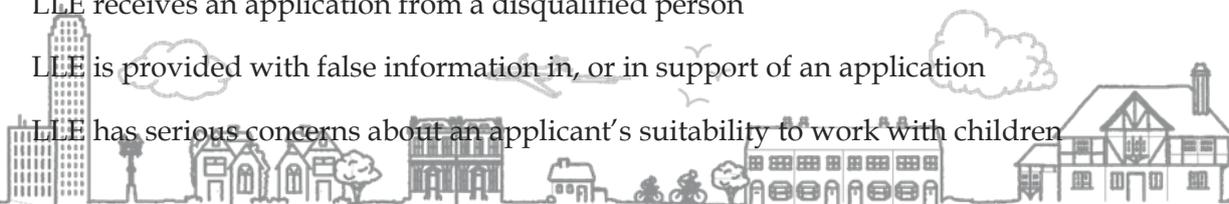
LLE will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. LLE makes appointment decisions on the basis of merit and ability, if an applicant has a criminal record this will not automatically bar him/her from employment within LLE. In view of the fact that all positions within LLE will amount to “regulated positions” within the meaning of the Protection of Children Act 1999 (as amended by the Criminal Justice and Courts Services Act 2000), they exempt from the Rehabilitation of Offenders Act 1974.

All convictions, cautions, reprimands or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) must be declared when applying for a position at LLE. Failure to disclose a previous conviction may lead to:

- an application being rejected or, if the failure is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct; a failure to disclose a previous conviction may also amount to a criminal offence
- under the relevant legislation, it is unlawful for LLE to employ anyone who is included on the barred lists maintained by the DBS of individuals who are considered unsuitable to work with children or vulnerable adults

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within LLE. LLE will report the matter to the Police and the DBS if:

- LLE receives an application from a disqualified person
- LLE is provided with false information in, or in support of an application
- LLE has serious concerns about an applicant’s suitability to work with children



LLE Safeguarding Policy (SP)

SP6 – LLE Whistleblowing Policy

Date of policy: 24th May 2016

Last reviewed: 14th December 2018

Next review date: December 2019

What is a whistleblower?

You're a whistleblower if you're an employee or agency worker and you report certain types of wrongdoing. This will usually be something you've seen at work - though not always. The wrongdoing you disclose must be in the public interest. This means it must affect others, e.g. the general public. As a whistleblower you're protected by law - you shouldn't be treated unfairly or lose your job because you 'blow the whistle'. You can raise your concern at any time about an incident that happened in the past, is happening now, or you believe will happen in the near future.

Complaints that count as whistleblowing

You're protected by law if you report any of the following:

- a criminal offence, e.g. fraud
- someone's health and safety is in danger
- risk or actual damage to the environment
- a miscarriage of justice
- the company is breaking the law, e.g. doesn't have the right insurance
- you believe someone is covering up wrongdoing

Complaints that don't count as whistleblowing

Personal grievances (e.g. bullying, harassment, discrimination) aren't covered by whistleblowing law, unless your particular case is in the public interest.

Who to tell and what to expect

You can report your concern to the Principal at LLE. There are other options if you don't want to report your concern to LLE, e.g. you can get legal advice from a lawyer, or tell a prescribed body such as English UK.

Making your claim anonymously or confidentially

You can tell LLE or a prescribed body anonymously but they may not be able to take the claim further if you haven't provided all the information they need. You can give your name but request confidentiality - the person or body you tell should make every effort to protect your identity. If you report your concern to the media, in most cases you'll lose your whistleblowing law rights.

What LLE or a prescribed body will do

LLE or the prescribed body will listen to your concern and decide if any action is needed. You may be asked for further information. You must say straight away if you don't want anyone else to know it was you who raised the concern. You won't have a say in how your concern is dealt with. LLE or the prescribed body can keep you informed about the action they've taken, but they can't give you much detail if they have to keep the confidence of other people.

Not satisfied with how your concern was dealt with? Contact [ACAS](#) or [Public Concern at Work](#)



LLE Safeguarding Policy (SP)

SP7 – LLE Safe Placement Policy

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2018</i>
<i>Next review date:</i>	<i>December 2019</i>

Placements of Young Learners

- At the recruitment stage, all teacher of Young Learners will be required to inform LLE about any persons aged 16 years old and above who are normally resident in their homes and those persons will be subject to DBS procedures.
- When booking a Young Learner to a new teacher for the first time, Young Learner Course Managers (YLCM) will check that DBS checks have been completed or will be completed before that student's arrival.
- The YLCM will carry out a safeguarding induction prior to the arrival of their first Young Learner, to ensure that the teacher receiving the student and other household members have read, understood and comply with LLE's safeguarding policy. Any concerns about non-compliance at any stage of the process will be immediately flagged up and appropriate steps taken.
- Existing teachers are made aware that they must keep LLE up-to-date with any changes to their household and any adults who might be staying as guests during their course bookings and the YLCM will regularly check for changes when contacting teachers to reaffirm availability, discuss bookings, etc.

2:1 Placements/Placement of two 1:1 students in same household (e.g.: with a teaching couple)

- Young Learners placed together in the same house, either as 2:1 partners or 1:1 Young Learners with two teachers who live together, should not normally have an age difference of more than two years.
- Students aged over 18 should not normally be placed in the same household as students aged under 18.
- If, in exceptional circumstances, a student over 18 is placed with a student under 18, the age difference should be no more than one year, risks will be assessed, agreement will be secured beforehand from the 17 year old student's parents and the 18 year old will accept that for the purposes of the homestay, Young Learner conditions will apply.
- If, in exceptional circumstances, a pair of teachers who live together are hosting Young Learners with an age difference greater than two years they should be instructed to supervise them separately and individually in an age-appropriate manner and plan separate activities and excursions where appropriate



LLE Safeguarding Policy (SP)

SP8 – Bullying Policy and Procedure

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2015</i>
<i>Next review date:</i>	<i>December 2019</i>

About Bullying

Bullying can occur in any group of people whatever its type or size or the age of its members. There are many different forms of bullying; at one end of the scale it can be teasing and at the other it becomes serious assault or harassment. Verbal and psychological bullying can be just as harmful and hurtful as physical violence. Sexual and racial harassment are particularly serious forms of bullying. Many children, and adults, are bullied because they are seen to be ‘different’ – because of their race, religion or culture, because of their sexuality, because of their gender, or because of any special educational needs or disabilities they may have.

Signs of Bullying

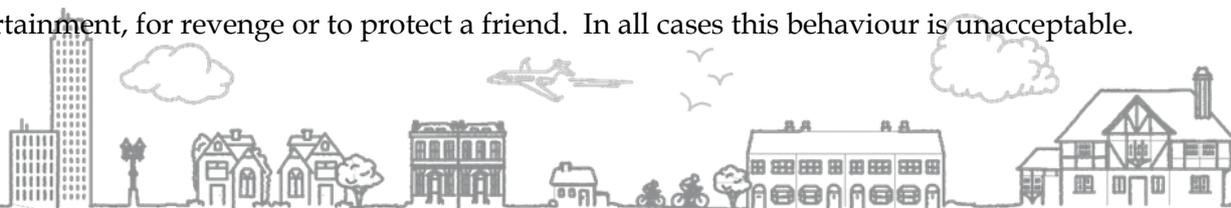
Some of the ways in which children and young people have described bullying include:

- being called names or being teased
- being pushed, hit, kicked, poked or physically hurt in some way
- having money or personal possessions taken or damaged
- having rumours spread or being ignored or left out
- being threatened or made to feel frightened or intimidated
- being stalked

Cyberbullying

Our definition of Cyber bullying includes but is not limited to the following behaviours, abusive or threatening emails or messages, posting abusive comments on social media sites, sharing humiliating videos or photos of someone else, stealing someone's online identity, spreading rumours online, trolling – sending menacing or upsetting messages through social networks, chatrooms or games, developing hate sites about another person, prank calls or messages, group bullying or exclusion online, anonymous messaging, encouraging a young person to self-harm on-line and/or pressuring children into sending inappropriate material.

We acknowledge that bullying online can differ from offline bullying in that it can be inescapable, anonymous, widely shared and can be stored permanently. People may bully online as a form of entertainment, for revenge or to protect a friend. In all cases this behaviour is unacceptable.



It is important through our day-to-day work that we educate children about the harm online and offline bullying can do. Any child who experiences bullying should feel supported, believed and that they can share their concerns with any member of staff, teacher or homestay host. All concerns and disclosures must be passed on to the Designated Safeguarding Lead following the normal procedures.

Effects of Bullying

The effects of bullying can lead to children and young people to:

- becoming depressed and/or suicidal
- experience low self esteem
- becoming shy and withdrawn
- self-harm
- becoming self-conscious
- experience physical complaints, e.g. stomach and headaches, which are brought on by stress
- feeling anxious
- becoming aggressive
- to start to bully other children or adults

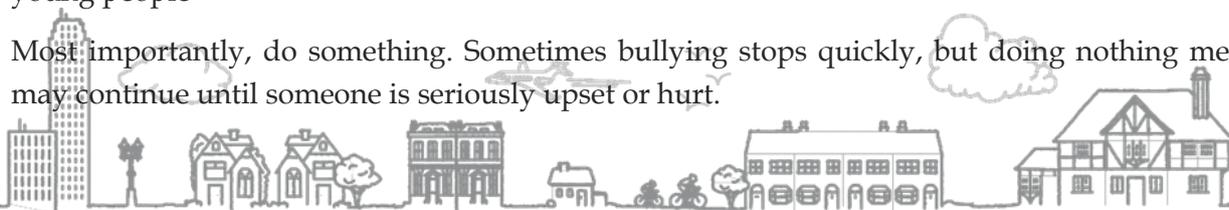
LLE does not tolerate the bullying of other people in any form whatsoever and all incidents of bullying reported to LLEG will be fully investigated.

LLE Students will:

- respect other people, their space and their belongings
- be kind to others, even if they are not our friends
- try to get help and tell a responsible adult
- ask for help if we are being bullied

LLE Guardianship pupils are given the following advice about bullying:

- Talk to or contact someone you trust, such as your homestay host, parent, friend or your Agency / ETO (Educational Tour Operator)
- Be persistent. If the first person you talk to doesn't help, don't give up. Speak to someone else.
- If you can, write down everything that has been said or done to hurt you. Try to write down how you feel. When you have found someone you can trust, discuss what you have written.
- If you find it difficult to talk to an adult ask someone to talk to an adult on your behalf.
- Telephone the LLE emergency number: +44 (0) 7425 137794
- Telephone the LLE Office: +44 (0) 117 9269410
- Telephone ChildLine (Freephone 0800 1111). Their helpers provide a confidential helpline for young people
- Most importantly, do something. Sometimes bullying stops quickly, but doing nothing means it may continue until someone is seriously upset or hurt.



LLE Safeguarding Policy (SP)

SP9 – E-Safety Policy

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2018</i>
<i>Next review date:</i>	<i>December 2019</i>

Purpose

This policy applies to all members of the LLE community (including staff, students, parents/carers, visitors and guests in the homestay). It is a statement of the aims, principles, strategies and procedures for e-safety throughout LLE. The E-Safety Policy should be read in conjunction with our Data Protection and Information Sharing Policy and Safeguarding Policy.

You have a responsibility to the students in your care to know what they are doing online during their stay with you.

What is E-Safety?

E-Safety refers to child protection and safeguarding of both children and adults in the digital world. It is about learning to understand and use technologies in a safe, positive way, also about supporting children and adults to develop safe online behaviours.

Risks to students who use the internet include:

- exposure to inappropriate materials, for example, pornographic pictures and videos
- physical danger and sexual abuse, for example, through ‘grooming’
- cyberbullying – persistent bullying through the digital medium
- losing control over pictures and videos
- obsessive use of the internet and ICT, for example, addiction to video games
- damage to online reputation
- inappropriate or illegal behaviour, for example, exposure to hate mail or offensive images
- viruses, hacking and security
- exposure to extremist material and the possibility of radicalisation
- copyright infringement, for example, the illegal sharing of music, pictures, video or documents

E-Safety is largely concerned with internet communications. The internet is accessible from computers, laptops, tablets, mobile phones, games consoles and other devices like the iPod Touch and internet connected TV. Other communication technologies such as texting and phone calls are also covered by the term ‘E-Safety’.



Why provide internet access?

The internet is an essential element in 21st century life for education, business and social interaction. LLE encourages the provision of quality internet access to enhance the learning experience and as a necessary tool for teachers to support their professional work through access to online ELT resources.

LLE teachers are expected to install appropriate parental control software on their routers.

Parental controls however cannot block all inappropriate content on-line. A young person who is actively seeking inappropriate content online might be good at disabling or getting around blocking filters and hiding their search history.

We recommend turning off access to the internet during the night where student's internet usage cannot be monitored.

Homestay hosts should be aware of the content of the computer games students are playing, e.g. violence, gambling, sex, drugs, swearing. Please refer to the PEGI rating. If in doubt please check with the Course Managers.

Children can be exposed to biased and extreme opinions on-line for example, eating disorder websites which glorify Anorexia, self-harm sites etc. We need to teach the children in our care how to evaluate what they read and see online and empower children to make safe and informed decisions. Children should be reminded that not everything they read on-line represents the truth.

Internet

- Young Learners should be guided as to what internet use is acceptable and what is not. They will be given clear objectives for internet use in lesson time.
- Young Learners must have adult supervision whilst using the internet.
- LLE teachers should guide students in online activities that will support the learning outcomes planned for the student's age and maturity.
- Internet access will be planned to enrich and extend learning activities.
- Young Learners will be encouraged to tell their teacher immediately if they encounter any material that makes them feel uncomfortable.
- Young Learners will be taught to question information available online before accepting it as true.
- Internet access will be filtered appropriate to the age of the students.

LLE teachers will ensure that use of internet derived materials complies with copyright law.



Email

- All emails sent must be professional in tone and content.
- Young Learners must immediately tell a teacher if they receive offensive email.
- Young Learners must not reveal personal details of themselves or others in email communication (such as address or telephone number). Young Learners must not arrange to meet anyone without specific permission.
- Email sent to an external organisation should be written carefully and authorised by an LLE teacher before sending.
- Young Learners should be made aware that the writer of an email (or the author of a web page) may not be the person claimed.

Social Networking

- All staff, teachers and homestay host family members must not accept friend requests from pupils or parents on social media accounts or interact with any pupils or parents via any form of social media.
- Staff, teachers and host families must not post photos of guardianship pupils aged under 18 on their personal social media accounts.

LLE teachers shall:

- behave responsibly and professionally at all times in connection with the use of social networking sites and keep up to date with privacy policies of the sites they use
- ensure that all communication with Young Learners takes place within clear and explicit professional boundaries
- use their professional judgment and, where no specific guidance exists, take the most prudent action possible and consult with the Principal of LLE if they are unsure
- co-operate with LLE in ensuring the implementation of this policy

Chatrooms and Instant Messaging

- Young Learners are not permitted to use these facilities on a teacher's computer whilst on a LLE course.



Video Conferencing and other Video Communications

- Young Learners will not be allowed unsupervised access to video communications.
- Digital communication between LLE and students or parents/carers must be professional in tone and content.

LLE Students (Young Learners):

- must hand mobile phones, tablets, portable electronic games and media players brought to the course by Young Learners to the teacher at night-time, if requested by the teacher
- are forbidden from sending abusive or inappropriate text messages
- may have their internet activity checked

LLE Teachers:

- are allowed to take digital photographs and video images to support educational aims, but must follow guidance in the LLE Photography Policy concerning the taking, sharing, distribution and publication of those images

LLE Website

- The point of contact on the website will be the school address, email and telephone number. Teacher or student personal information will not be published.
- Website photographs that include young learners will be selected carefully and will only be published with parental permission.
- Students' full names will not be used anywhere on the website, particularly in association with photographs.

Cyberbullying

Cyberbullying is the use of the internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner. When children are the target of bullying via mobile phones, gaming or the internet, they can often feel very alone and, a once previously safe and enjoyable environment or activity, can become threatening, harmful and a source of anxiety. Cyberbullying (along with all forms of bullying) will not be tolerated. All incidents reported will be recorded and investigated. Please refer to SP8: LLE Bullying Policy and Procedure.



LLE Teacher ICT and Data Security

- LLE teachers must not share their user account details and must not leave their computers unlocked and accessible to students.
- In lessons where internet use is pre-planned, Young Learners are guided to sites **checked as suitable** for their use beforehand.
- Where Young Learners are allowed to freely search the internet, eg: using search engines, teachers are vigilant in monitoring the content of the websites the young people visit and encourage Young Learners to use specific search terms to reduce the likelihood of coming across unsuitable material.

Young Learners

- All Young Learners must sign the LLE Student Code of Conduct for Young Learners (on the LLE Safeguarding form).
- E-Safety rules will be given to Young Learners in their student handbook and will be discussed with students at the start of the course.
- Any breaches of the Student Code of Conduct with reference to ICT for Young Learners will be referred directly to LLE and Internet access will be denied.
- Young Learners will be informed that network and internet use on a teacher's computer will be monitored.
- Students' work will only be published with the permission of the student (and parents in the case of Young Learners).

Parental Support

- Parents' attention will be drawn to LLE's E-Safety Policy in the pre-course information (student handbook)
- Parents will be asked to read through the LLE Student Code of Conduct with their child on the LLE Safeguarding Form for Young Learners and for the student to sign the agreement.

Policy Implementation

All new LLE teachers receive e-safety advice and guidance as part of their induction programme to ensure they understand their responsibilities, as detailed in this policy.



Further Information

If you would like free independent advice and support about keeping children safe online than you can call the free **O2 NSPCC Online Safety Helpline: 0808 800 5002**. Please note you do not have to be an O2 customer to access this advice

Alternatively if you are unable to set up parental controls , such as Privacy settings on any device then you can make a face-to-face appointment with an O2 guru in any O2 store. Again you do not have to be a O2 customer to receive this support.

For further details on setting parental controls on your home WI-FI connections then please contact your internet provider.

Further information on Social Media sites can also be found at <https://www.net-aware.org.uk>



LLE Safeguarding Policy (SP)

SP10 – Photography Policy and Procedure

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2018</i>
<i>Next review date:</i>	<i>December 2019</i>

Using images of children: photographs, videos, websites and social media

We live in an age in which digital technology has vastly increased the use, and potential misuse of photography. Photographs for LLE, student and teacher uses and those that appear in the press and LLE social media, are a source of pleasure and pride.

Providing reasonable steps are taken to ensure an appropriate photograph, and to protect the full name and contact details, photography of LLE students by teachers, staff and the media is allowed, within safe practice guidelines.

Issues of Consent

The Data Protection Act 2018 affects our use of photography. This is because an image of a child is personal data for the purpose of the Act, and it is a requirement that consent is obtained from the parent of a young person under the age of 18 years for any photographs or video recordings. It is also important to ascertain the views of the child.

Consent is sought on the LLE Safeguarding form for images to be used by LLE.

Teachers and their families may not use images of LLE students online without the express consent, in writing of LLE.

Parents retain the right to withdraw consent at any stage, but they need to do so in writing.

LLE will:

- never use a student's full name online to accompany a photograph
- use the minimum information necessary to accompany a photograph
- only use images of children in suitable dress (not swimming costumes, for example)
- store photographs securely for authorised LLE use only
- only use images of under 18s where permission has been granted



LLE Safeguarding Policy (SP)

SP11 – Excursions Policy and Procedure

Date of policy: 20th May 2015 Last reviewed: 2nd January 2018, 14th December 2018 Next review : December 2019

Trips and activities must be organised with great care as students will probably be in unfamiliar surroundings, in a different culture, with varying degrees of confidence in spoken English. Please implement the guidelines below at every opportunity in order to establish good practice.

- Plan your trip well in advance: times, maps and details of meeting points.
- A risk assessment should be carried out for each activity / excursion with the student and placed on your home file. The risk assessment template is available on the LLE Teacher Portal with an example completed form.
- Students should carry their personal safety card at all times, and have emergency numbers to call (teacher and LLE emergency phone number).
- Students should have their mobile phones fully charged, switched on at all times and with sufficient credit for emergencies.
- Teachers should always have the mobile numbers of all students, and any students without mobiles should be paired with students who have them.
- Teachers should agree on meeting places and times with their students, and these should be marked on maps for students.
- Under 18s who have parental permission (as documented in the safeguarding form) may be given some free time to explore by themselves but must always tell their teacher where they are going and what time they will return.
- Teachers and students will want to stick to a clear agreed procedure in the event of a student becoming lost on an excursion, e.g. to wait as long as possible at the agreed meeting point, and LLE contacted and the police being informed if the student fails to appear before a reasonable time.
- Take particular care when crossing the road with your student, remind students to look the right way!
- No activity or excursion is to be undertaken that falls outside the student's insurance cover.
- All activities carrying a high risk level e.g. horse-riding, must be undertaken at a designated centre which carries appropriate insurance.
- Parental permission is required for students to take part in high risk activities, eg climbing, sailing, skiing and this must be requested through the LLE office.
- Students should be made aware of the risks in picking up a taxi on the street and should be advised to pre-book taxis at all times.



Local area

Our students do not read the many culture-based signals that we are constantly, often subconsciously, interpreting to help us stay safe; they need guidance and help.

In the local area, teachers must provide students with some specific and clear guidelines about areas to avoid, using taxis safely, etc. Please add this information to your Home File.



LLE Safeguarding Policy (SP)

SP12 – Travel Policy and Procedure

<i>Date of policy:</i>	<i>20th May 2015</i>
<i>Last reviewed:</i>	<i>2nd January 2018, 14th December 2018</i>
<i>Next review date:</i>	<i>December 2019</i>

Student travel

LLE is committed to safeguarding the welfare of every Young Learner in its care and this includes making safe arrangements for arrival, departure and travel within the UK.

Under 18s

- All students under 18 travelling without an adult must book a LLE transfer or be met by a local guardian.
- Travel arrangements are arranged through the Travel Manager at LLE Head Office and not directly with the teacher.
- In no circumstances will under 18s be allowed to travel alone or by public transport. It is a condition of booking that suitable transfer arrangements for LLE students are in place.
- Parents will be sent a risk assessment on under 18s travelling independently and asked to reconsider their decision based on the information in the risk assessment.
- In the exceptionally rare event that a student under 18 is given permission to travel by public transport to the teacher's home, then full travel details must be forwarded to the LLE Travel Manager. Parents must sign a disclaimer absolving LLE of all responsibility for the journey as LLE cannot be responsible for children travelling independently.
- Full transfer booking information is provided by LLE to the student including the meet and greet service, driver telephone number, LLE emergency telephone number, the destination address and contact details and emergency procedures. The travel information includes the departure airports, flight and times, and any connecting flight details, as well as the arrival data.
- Students are given travel advice to accompany their transfer confirmation telling them what documents they need to bring with them and emergency procedures.
- Students are informed that they could be delayed at four points once they have landed: immigration; a possible medical check; waiting for luggage; or at customs control checking what passengers are bringing into the country.
- Students are informed that they may be asked detailed questions about why they are coming to the UK, the school, their teacher and family and who is meeting them at the airport.
- Students are advised to carry in their hand luggage any essential medication.



Booking Flights

Parents/partners will:

- Book flights in good time to ensure suitable daytime flights are available on the course booking dates.
- Book flights which arrive/depart between 9am and 9pm. Earlier or later flight times are extremely difficult to manage as they are not acceptable times to arrive or depart as a guest in a teacher's home.
- Complete detailed travel information for the arrival of the child not less than five working days before the child departs. Last-minute arrangements are not acceptable, as messages could go astray and children could arrive without anyone to meet them.
- Book an Unaccompanied Minor Service for any child travelling alone under 14 directly with the airline and inform LLE that the child is travelling as a UM so appropriate arrangements for this can be made and the child is handed over to the named LLE representative.
- Buy an inexpensive mobile for their child before they leave their home country, ensure this is suitable for use in the UK with international roaming, is fully charged and with sufficient credit for an emergency call. The mobile must be switched on as soon as immigration has been passed and LLE must be provided with the mobile number when sending the travel information.

Safe Travel

- A 24 hour emergency number is available and LLE teachers will call the person on duty if there are any problems whatsoever with the travel arrangements, such as delays or flight cancellations.
- Drivers and teachers providing the meet and greet service will stand in a prominent position in the arrivals hall using the LLE welcome sign with the student's name on it.
- LLE has clear comprehensive lists of arriving and departing students, showing the name, sex, age, flight and connection details, airport terminal numbers and mobile numbers available to the weekend duty person. A laptop computer is provided with mobile Wi-Fi so duty staff can check airport information and log onto the LLE database to check information, access student data and check what parental permission has been given on the LLE Safeguarding Form.
- Taxi companies that LLE work with have enhanced DBS checks for all their drivers and have signed a service agreement with LLE to ensure a high quality service.

Shared Transfers

- Where shared transfers are booked, one -and-a-half hours' waiting time with the LLE representative/driver is the maximum waiting time (except in unplanned events eg: airline delays) and refreshments and activities are available.



Travel within the Homestay

- Teachers and their families who transport LLE students are required to have their car insured for business use and to comply with the law regarding child restraints.
- Teachers are advised to sit under 18s in the rear of the car when transporting students. This avoids any likelihood of any accusations of inappropriate behaviour.



LLE Safeguarding Policy (SP)

SP13 – LLE Health, Safety and Welfare Policy

Date of policy: 20th May 2015 Last reviewed: 2nd January 2018, 14th December 2018 Next review: December 2019

Health and safety

- LLE recognises its responsibility under the Health & Safety at Work, etc. Act 1974 to provide for the health, safety and welfare of their employees, students, members of the public and any others who may be affected by LLE's activities.
- To this end LLE will, so far as is reasonably practicable, fully comply with the requirements of the said Act, and such of its attendant Regulations as may apply, by making suitable and sufficient arrangements.

Within the LLE Office

LLE will:

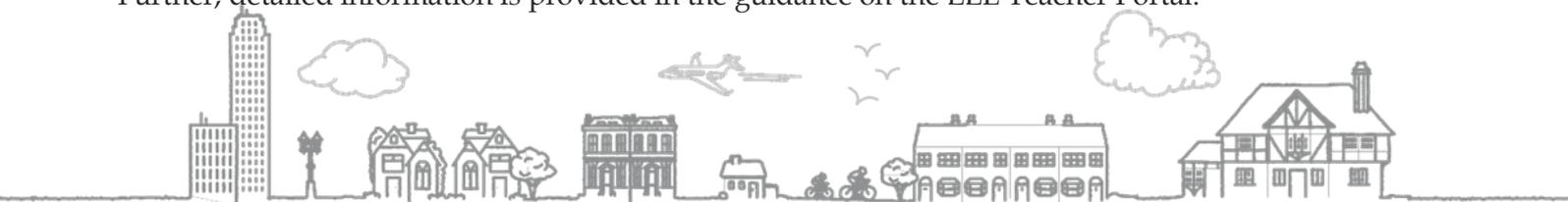
- develop and maintain safe systems of work
- give sufficient information, instruction, training and supervision to ensure the health, safety and welfare of all its staff, students and others working within LLE premises, and during activities and excursions
- protect the health, safety and welfare of visitors to LLE
- provide equipment that is fit for purpose and maintained in accordance with the necessary requirements
- maintain a safe and healthy place of work, with safe access to that place of work
- provide induction training which will include but not be limited to the Health & Safety Policy, First Aid arrangements and Fire Precautions/Procedures
- positively consider the environmental impact of all LLE activities; and, formally consult with employees on all matters having effect on their health, safety and welfare at work
- update staff on latest developments in health and safety
- further, detailed information is provided in the LLE Staff Handbook.

Guidance for Teachers

LLE will:

- provide competent, professional guidance, training and support as required
- where applicable, issue detailed safety policy, instructions and guidelines to teachers relating to their activities, and ensure teachers are conversant with them

Further, detailed information is provided in the guidance on the LLE Teacher Portal.



SP13 – LLE Health, Safety and Welfare Policy

Teachers will:

- follow all health and safety advice and guidance from LLE
- initiate first aid in the event of an accident, and ensure that the accident is recorded and reported to LLE
- carry out a fire risk assessment of their home and upload it to the LLE Teacher Portal and add this to the LLE Home File
- have an up-to-date gas safe check in place and send this to LLE annually
- Carry out a home risk assessment and add this to the LLE Home File

It is the duty of all members of LLE staff, freelance teachers and students to take reasonable care for the health and safety of themselves, and of any others who may be affected by their acts or omissions.

Welfare

LLE contributes to students' wider well-being by:

- helping each student achieve the widest possible educational standards on an LLE course
- dealing with bullying and discrimination and keeping students safe
- dealing with bullying in accordance with the LLE's anti-bullying policy
- encouraging students to behave responsibly

LLE has policies to:

- prevent unsuitable people working with students
- promote safe practice and challenge poor and unsafe practice
- identify instances where there are grounds for concern about a child's welfare
- take appropriate action to keep children safe

Missing Young Learners procedure

A Young Learner may be identified as missing if their whereabouts cannot be confirmed visually, from information provided by the young learner or other trustworthy people with regard to their movements or telephone contact with them or their parent/guardian.



LLE Safeguarding Policy (SP)

SP14 – LLE Missing Child Policy

Date of policy: 14th December 2018

Next review date: December 2019

Living Learning English is committed to safeguarding and promoting the health and welfare of its guardianship pupils. The missing child policy forms part of the organisations Safeguarding Policy and Guidance for this policy has been taking from DfE: Keeping Children Safe in Education, 2018, Working together to Safeguard Children 2018 and DfE: Children Missing in Education, September 2016.

Living Learning Guardianship will take immediate action when they are notified that a child is lost or has gone missing. LLE could be contacted by Teachers, agents, taxi companies or a member of its staff. In all circumstances LLE will take action to ensure the child is found whilst taking into consideration that children who have gone missing are at much greater risk of:

- Physical and emotional harm
- Neglect
- Sexual exploitation
- Becoming involved in crime
- Demonstrating anti-social behaviour
- Abusing drugs and alcohol
- Being illegally employed
- Forced marriages
- Honour based violence
- Radicalisation
- Modern day slavery/ child trafficking
- Female genital mutilation

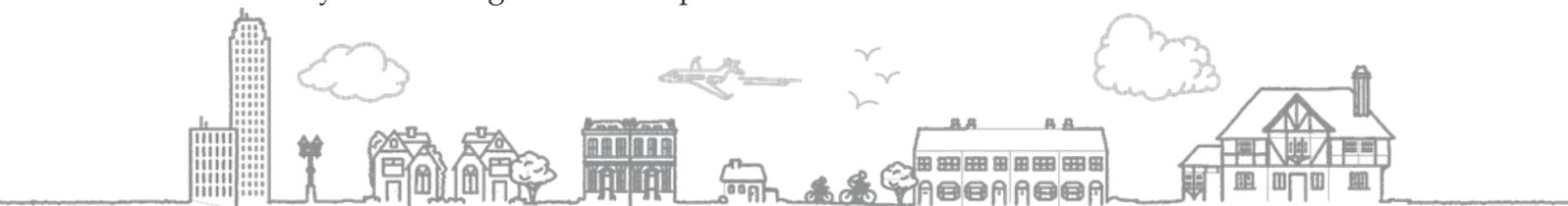
Living Learning English has identified situations where young learner students could go missing these include but are not limited to the following situations.

Airport

On the way to and from the airport.

After not being able to find their driver at the airport.

Deliberately absconding from the airport.



Under Supervision of their teacher

- Not arriving at the teachers home for their stay.
- Going missing from the teachers home.
- Not returning to the teachers home at their curfew time.
- Getting lost on an activity or excursion with the Teacher.
- Deliberately running away.
- Being abducted.

If teachers think a student is missing, they must:

- attempt to ascertain whereabouts from the last people in contact with the student
- attempt to contact the student on his/her mobile phone
- check all places the student was last seen

Missing at the airport or from the teachers home

If a child goes missing at the airport or during any time they are staying with an LLE teacher then LLE will be responsible and the following procedures will be followed.

If a pupil is missing or there is a concern that a child's safety or well-being is at risk, it is essential that action is taken without delay. Teachers should contact the Designated Safeguarding immediately.

Emma Langton – Designated Safeguarding Lead: 0117 9269413

Kate Hargreaves – Deputy Safeguarding Lead: 0117 9269410

If the call is out of office hours (09:00 – 17:00) then the DSL and her deputies should be contacted via the Emergency phone on **07425 137794**

LLE has an **Emergency response policy** to deal with Emergency situations. Where there is a concern about a child's immediate welfare and safety then this will be referred to the police and the local authority.



SP14 – LLE Missing Child Policy

Following advice from the Designated Safeguarding Lead, teachers may be instructed to contact the police and to file a missing child report. It is important that homestay hosts have the following information ready.

- A brief physical description of the child
- The child's full name and nationality.
- Whether the child currently taking any medication
- Notes about what the child was wearing
- Details about where the child was last seen and who they were with

LLE will:

- Notify the Pupils parents immediately and ask them to try and make contact with their child. Teachers must not contact the pupils parents.
- Notify the pupil's school and gain information about where or who the child may be with.
- Liaise with the host family and keep them up-dated
- Liaise with the police and local authority until the child is found.

If the pupil is found, or the incident is otherwise resolved:

- the Principal and Designated Safeguarding Lead must be directly informed by the teacher
- the Police will be informed if they have been involved.
- the Principal and Designated Safeguarding Lead will initiate a full inquiry, and provide a written report
- this report and the incident log will be kept securely in the LLE Head Office

After the incident:

- the teacher or course manager will sensitively discuss the incident with the pupil
- the Principal will sensitively discuss the incident with the parents/guardian
- a conclusion is drawn as to how the incident happened and, if appropriate, procedures (including risk assessments and training) may be updated



LLE will counteract risks by:

- Promoting a safe and supportive international environment via clear expectations of accepted behaviours and those. Including radicalisation and extremism, that will not be tolerated.
- Promoting the core British values:
 - (i) democracy
 - (ii) the rule of law
 - (iii) individual liberty
 - (iv) respectful tolerance of different faiths or beliefs.
- through documents given to students (student handbook), via information on arrival on British culture and traditions and via teaching and learning. The approach is to educate that this is how things are in UK, although it may be different to your country.
- Where possible, developing critical awareness and thought to counter accepting extremism without question, especially of online material.
- Challenging radical or extremist views in any context (formal or informal) via stated procedures. In most situations this would require an immediate response re the tolerance expected, then reporting concerns.
- Being ready to react when world or local events (e.g. Paris attacks) cause upset and the likelihood of conflicting feelings being expressed. Prevent lead to take initiative in these situations.
- Asking homestay teachers to have strong filters on the Internet and clear rules on accessing extremist/terrorist websites/uses of social networks to exchange extremist/terrorist views.
- Homestay teachers getting to know students and their circumstances making it easier to spot changes in behaviour.
- LLE staff and homestay teachers being observant and vigilant in noticing any signs of radical or extremist behaviour.
- LLE staff and homestay teachers supporting any students identified as vulnerable.
- LLE staff and homestay teachers themselves not supporting or funding and extremist organisations.
- LLE staff and homestay teachers exemplifying the core British values.

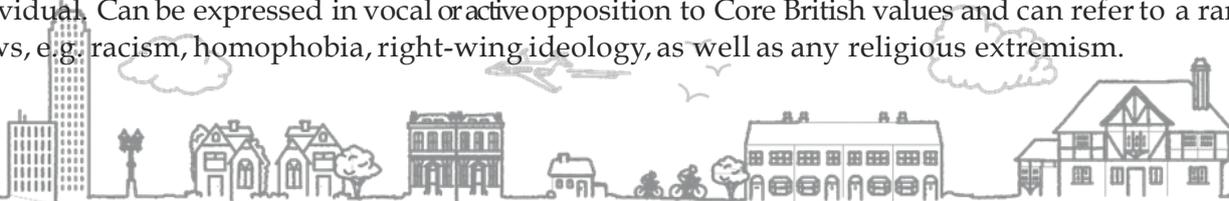
Understanding the risk of extremism

- Staff, students, teachers and other adults may arrive at Living Learning English already holding extremist views. Or, whilst attending a home tuition course, 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, and more.
- 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 crises, victim of hate crime or discrimination and bereavement.

Understanding terminology

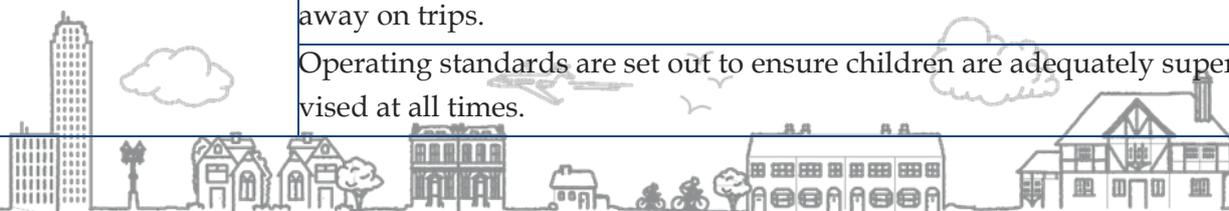
Radicalisation: act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of mind.

Extremism: holding extreme political or religious views which may deny right to any group or individual. Can be expressed in vocal or active opposition to Core British values and can refer to a range of views, e.g. racism, homophobia, right-wing ideology, as well as any religious extremism.



9. LLE Safeguarding Policy Check List

<i>Date of check list:</i>	20 th May 2015
<i>Last reviewed:</i>	2 nd January 2018, 14 th December 2018
<i>Next review date:</i>	December 2019
A child protection policy states the organisation’s commitment to safeguard children	
The organisation has a child protection policy	The policy is written in a clear and easily understood format for staff, students, teachers and their families.
	The policy is publicised, promoted and distributed to relevant audiences.
	The policy is approved and endorsed by the course management team.
	The policy is mandatory for LLE staff and teachers.
	The policy is reviewed every year or whenever there is a major change in the organisation or in relevant legislation or guidance.
Child Protection procedures: what to do if there are concerns about a child’s welfare	
There are clear procedures which provide step-by-step guidance on what action to take if there are concerns about a child’s safety or welfare.	The child protection procedures are available to all (including students and their parents) and actively promoted on joining the organisation. Consideration is given to language, difference ways of communicating and ease of use.
	There is a designated person with a defined role and responsibilities in relation to child protection which is appropriate to the level at which she operates.
	There is a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation.
	There is a process for dealing with complaints by parents and students about unacceptable behaviour towards children.
	There is guidance on information sharing which clearly states the welfare of children is the most important consideration.
Prevention: safe recruitment of staff and volunteers	
There are rigorous policies and procedures for recruiting staff and teachers who have contact with children.	All those who have significant contact with children are subject to safeguarding checks as required by guidance and these are properly recorded.
	There are well publicised ways in which staff, teachers and their families, parents and students can raise concerns about unacceptable behaviour by anyone within the organisation. These include external contacts such as NSPCC and ChildLine.
	An assessment of risk of any activities and the environment in which they take place is made prior to commencement and action taken to minimise risk.
	A risk assessment is in place for transporting children or for taking them away on trips.
	Operating standards are set out to ensure children are adequately supervised at all times.



LLE Safeguarding Policy Check List

Codes of practice and behaviour	
There are well –publicised codes of behaviour for which all staff and teachers comply.	The organisation provides guidance on expected standards of behaviour by adults towards children and young people.
	There is guidance on expected behaviour by children towards other children.
	There are processes for dealing with behaviour that is not acceptable.
	All disciplinary measures/sanctions are non violent and do not involve humiliating children and young people.
	Managers and senior staff promote a culture that ensures children are listened to and respected as individuals.
	The consequences of breaching the code are clear and linked to disciplinary and grievance procedures.
Equality and inclusion	
The safeguarding policy makes it clear that all children have equal rights to protection	The safeguarding procedures, guidance and training help staff and teachers to recognise the additional vulnerability of some children and the extra barriers they face to getting help, because of their race, gender, age, religion, sexual orientation, social background and culture.
	Codes of conduct/behaviour make it clear that discriminatory, offensive and violent behaviour is unacceptable and that complaints will be acted on.
Communication	
Information about the organisation’s commitment to safeguard children and young people is openly displayed and available to all.	Information for young people and for parents is made available about where to go for help in relation to child abuse.
	Information is provided in a format and language that can be easily understood by all service users.
	Everyone in the organisation knows who the designated person for child protection is and how to contact them.
	Contact details for children’s social care, police and emergency medical help and child help lines are readily available.



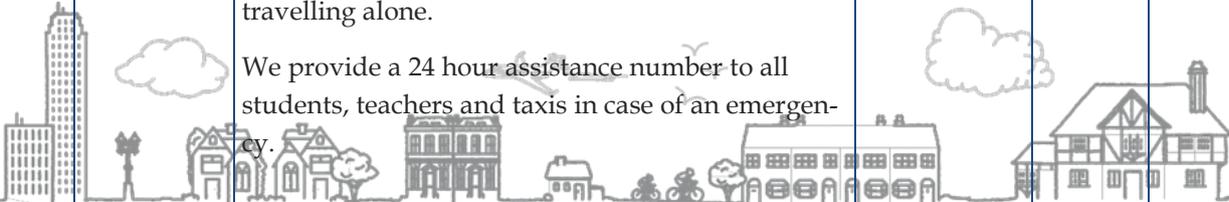
LLE Safeguarding Policy Check List

Education and Training	
	There is an induction process for all LLE staff and teachers that includes familiarisation with the LLE safeguarding policy and procedures.
	All staff and teachers are provided with opportunities to learn about how to recognise and respond to concerns about child abuse.
	Staff and volunteers with special responsibilities in relation to safeguarding have training to enable them to develop the necessary skills and knowledge and have regular opportunities to update their knowledge and
	Training and written guidance on safe recruitment is provided for those responsible for recruiting and selecting staff and teachers.
Advice and Support	
	Designated child protection staff have access to specialist advice, training support and information.
	Students are provided with information on where to go for help and advice in relation to abuse, harassment and bullying, or significant difficulties in the homestay or their own homes.
	There are arrangements for providing regular supervision and support to staff and teachers and particularly during and following an incident or allegation of abuse or a complaint.
Evaluation	
Plans are in place to evaluate the effectiveness of the safeguarding measures.	Arrangements are in place to monitor and evaluate the child protection procedures and the safe recruitment procedures.
	The resources essential for implementing the plan are made available.
	Practices are reviewed at stated intervals, at least every year.
	All incidents, allegations of abuse and complaints are recorded and monitored.



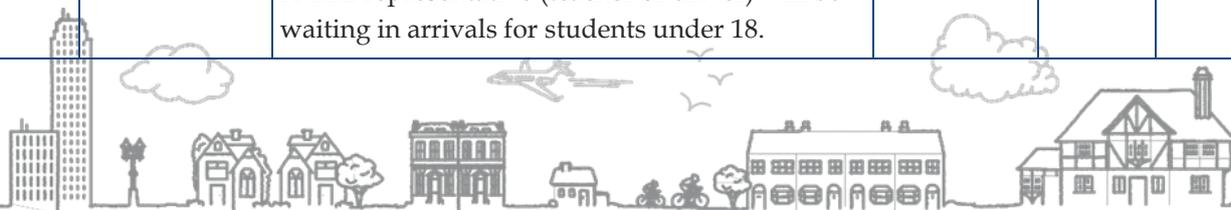
10. LLE Travel Risk Assessment

What are the hazards	Who might be harmed and how	What we are already doing	Do we need to do anything else to manage this risk?	Action by who?	Action by when?	Complete
Traffic accident	Students and Teachers	<p>For taxi transfers plenty of time is allowed between pick up and airport check-in so drivers do not need to rush.</p> <p>If we receive reports of poor or dangerous driving we will refuse to use the same driver again. If this happens more than once we will no longer use that taxi company.</p> <p>All teachers are advised to leave plenty of time to arrive at the airport to avoid rushing.</p> <p>Teachers are not obliged to provide transfers if they do not feel confident in driving to major airports.</p> <p>We provide a 24 hour assistance number to all students, teachers and taxis in case of an emergency.</p> <p>All drivers are DBS checked, fully licensed and insured.</p> <p>Information on how to contact the emergency services in the UK is provided to students before they travel.</p>				
Wrong child being collected Child getting into wrong taxi	Students under 18	<p>A welcome sign is provided to all drivers (taxi and teachers) bearing the student's name and the Living Learning English logo so students can identify their driver.</p> <p>All students are sent a copy of the welcome sign so they know what to look for.</p> <p>All students are sent a detailed transfer confirmation with the full details of the person / company meeting them.</p> <p>Taxi companies have signed a service agreement to confirm they will use the LLE welcome sign when collecting students.</p> <p>Students are issued with a Travel Safe document containing information on how to stay safe when travelling alone.</p> <p>We provide a 24 hour assistance number to all students, teachers and taxis in case of an emergency.</p>				



LLE Travel Risk Assessment

What are the hazards	Who might be harmed and how	What we are already doing	Do we need to do anything else to manage this risk?	Action by who?	Action by when?	Complete
Lost documents	All students	<p>All students are advised to keep their documents in a safe place when travelling.</p> <p>LLE have contact numbers for airports to try to trace any lost documents.</p> <p>We provide a 24 hour assistance number to all students, teachers and taxis in case of an emergency.</p> <p>Students are issued with a Travel Safe document containing information on what to do if they lose their documents/bank card.</p>				
Lost luggage	All students	<p>LLE has contact numbers for airports to try to trace any lost luggage.</p> <p>We provide a 24 hour assistance number to all students, teachers and taxis in case of an emergency.</p> <p>Students are advised to carry in their hand luggage any essential medication.</p>				
Adverse weather conditions	All students	<p>We provide a 24 hour assistance number to all students, teachers and taxis in case of an emergency.</p> <p>We have a network of teachers/host families throughout the UK available to host students if they are stranded due to poor weather.</p>				
Delay or issues at Immigration	All students	<p>We provide all students with the necessary documentation for immigration purposes.</p> <p>We provide students with clear travel instructions including a list of documents they must bring with them on arrival.</p> <p>We have a copy of these documents easily accessible on file by the duty person should immigration need a copy.</p> <p>A LLE representative (teacher or driver) will be waiting in arrivals for students under 18.</p>				



10. LLE Travel Risk Assessment

What are the hazards	Who might be harmed and how	What we are already doing	Do we need to do anything else to manage this risk?	Action by who?	Action by when?	Complete
Risk of exposing student to danger from unknown adults	Students under 18	<p>All teachers and taxi drivers are required to have a full DBS check.</p> <p>We provide a 24 hour assistance number to all students, teachers and taxis in case of an emergency.</p> <p>We recommend that students under 18 book an airline Unaccompanied Minor Service where possible.</p>				
Missing Student	All students	Emergency contact numbers for parents and agents so can check if travel plans have changed.				

