



## Group Leader Guidance on Child Protection and Safeguarding

### Mission statement

Centre of English Studies places the highest importance on providing a safe and secure environment for all of our students and staff, but especially for young learners and juniors. Our recruitment processes and procedures will reflect this on-going commitment by making every reasonable effort to ensure that we employ appropriate, highly qualified members of staff who understand and share this commitment.

As a group leader you are a **responsible adult** with a duty of care towards the young people in your group.

### Designated Safeguarding Lead (DSL)

Catherine Lemere-Goff is the CES Worthing Designated Safeguarding Lead (DSL). She is available in the Accommodation office in Stoke Abbott Road, Worthing. Her contact details are:

**Email** : [accom@ces-schools.com](mailto:accom@ces-schools.com)

**Phone** : **01903 231330**

**Emergency number** : **07875 617403**

Please report any concerns to her or to the Principal, Suzie Abrahamson. Please follow guidelines below for reporting any concerns.

### Reporting incidents

#### What information should I record in my report?

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

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

- Where possible referral to the police or social services should be confirmed in writing within 24 hours and the name of the contact who took the referral should be recorded.

You can also contact social services or the police direct, or the NSPCC Helpline on 0808 800 5000, or Childline on 0800 1111.

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Disclosure and Barring Service

<https://www.gov.uk/government/organisations/independent-safeguarding-authority>

Independent Safeguarding Authority

[www.CEOP.police.uk](http://www.CEOP.police.uk)

internet crimes

**All allegations should be reported to the DSL or to the Principal.  
If in doubt – report it**

### **The CES Code of Conduct**

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

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

- All staff and responsible adults need to set standards and to be excellent role models (for example be somebody children can trust, use appropriate language, be punctual, be fair and not to have favourites, give clear instructions, know professional boundaries, be positive, react and respond appropriately to a variety of situations)
- All staff and responsible adults need to have appropriate appearance. Without this young people will not respect you.
- All staff and responsible adults should refrain from smoking, drinking alcohol and of course taking any form of illegal drug
- Staff and responsible adults should not swear in front of young learners
- Staff and responsible adults should be aware of CES guidelines on the use of social networks and misuse of IT. This is covered in more detail later in other policies available in the teacher's staffroom
- Staff and responsible adults should be aware of appropriate forms of behavior in accommodation, particularly around bedrooms and bathrooms and the right to privacy
- Staff and responsible adults should be aware of the correct action to take with regard to arranging transportation for young learners

## Good and bad practice

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

### *You should*

- ☐ work in an open environment
- ☐ avoid situations where there is only one adult present if possible. If you have to speak to a young person by yourself, do so in a room where the exit is clearly visible and, where possible, the door to the room is left open.
- ☐ Remember other people may misinterpret your actions no matter how well intentioned
- ☐ challenge unacceptable attitudes of behavior from other adults or students
- ☐ set an example you wish and expect others to follow
- ☐ treat all young people equally and respect a young person's right to personal privacy
- ☐ confront and deal with bullying.
- ☐ put the welfare of each young person first
- ☐ ensure that other staff members or group leaders are present if physical contact is prolonged or sensitive - for example to comfort a crying child, if someone is injured or if you have to separate fighting children.
- ☐ ensure you work in pairs with the appropriate gender of staff doing the supervising if students have to be supervised in changing rooms.
- ☐ be an excellent role model - this includes not smoking or drinking alcohol in the company of young people.
- ☐ ensure you know who the first aiders are.
- ☐ ensure, wherever possible, that another adult is present if you have to administer first aid and you are in doubt as to whether necessary physical contact could be misunderstood by the young person.
- ☐ use appropriate language.
- ☐ alert a senior member of CES staff immediately if you feel that you may be at risk of being the subject of or exposed to unwarranted accusations in connection with younger students

### *You should not*

- ☐ spend time alone with young people away from others.
- ☐ betray a situation of trust
- ☐ permit abusive peer activities (eg initiation ceremonies)
- ☐ share changing rooms, washrooms, toilets or bedrooms with children.
- ☐ take young people alone in a car on journeys
- ☐ engage in rough, physical or sexually provocative games or contact
- ☐ share a room with a child
- ☐ enter children's rooms alone in a residence or invite children into your rooms
- ☐ take young people to your home where they will be alone with you
- ☐ allow or engage in any form of inappropriate touching
- ☐ allow children to use inappropriate language unchallenged
- ☐ make sexually suggestive comments or threats to a child, even in fun
- ☐ reduce a child to tears as a form of control
- ☐ do things of a personal nature for children or disabled adults, that they can do for themselves
- ☐ have unnecessary physical contact with young people. Where any form of manual/physical support is required it should be provided openly and with the consent of the young person. Physical contact can be appropriate so long as it is neither intrusive nor disturbing and the young person's consent has been given. Keep any physical contact with a child brief and don't touch a child anywhere that would normally be covered by a swimming costume. In situations where it is necessary for adults to restrain a young person/child in order to prevent

self-injury, injury to others or damage to property, only the minimum force necessary must be used and any action taken must be only to restrain

- ☐ not engage in intimate or sexual relationships with young people in your care

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

## **Managing student behaviour**

No one person is exclusively responsible for managing unsatisfactory behaviour, all adults have a role to play here. Here are some useful guidelines for the Centre Manager which he or she should pass on to other responsible adults. Quite often, poor behaviour can be avoided or minimised if adults do certain simple things

- ☐ Do not underestimate the importance of your own attitude in influencing the behaviour of the students
- ☐ Act the part. Use appropriate language
- ☐ Be genuinely interested in the students. Establish a rapport
- ☐ Have high expectations and enforce those expectations
- ☐ Be welcoming and friendly
- ☐ Do not have favourites. Be fair and consistent
- ☐ Set boundaries and enforce those boundaries
- ☐ Be someone students can trust
- ☐ Be prepared to listen
- ☐ Be clear with information
- ☐ Respond where you need to, don't pretend you didn't see something
- ☐ Be positive

**PLEASE READ THE FULL CES CHILD PROTECTION AND SAFEGUARDING POLICY ON LINE BY GOING TO THIS LINK: <http://www.ces-schools.com/Worthing/Policies-and-Procedures>**

**IF IN DOUBT – REPORT IT!**