



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 Person (DSP)

Jules Beresford Green is the CES Oxford Designated Safeguarding Lead (DSL). She is available in the office in Wheatley. Her contact details are:

Email	:	oxfordaccommodation@ces-schools.com
Phone	:	01865 874786
Emergency number	:	07972 584674

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

- Has anyone been alleged to be the abuser? Record details.
- Where possible referral to the police or social services should be confirmed in writing within 24 hours and the name of the contact who took the referral should be recorded.

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

www.crb.gov.uk Criminal Records Bureau

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

www.isa.homeoffice.gov.uk Independent Safeguarding Authority

www.CEOP.police.uk internet crimes

All reports will be reported to and recorded by one of the Designated Safeguarding Persons (DSP) or the Principal and kept securely in a password protected folder on the CES internal computer network.

All adults with access to students under 18 years of age have a responsibility for their welfare and safety, and this includes group leaders. All adults have a duty to report any suspicions. Please record any suspicions using the above guidance and then, with your report to hand, contact:

- 1 the CES Designated Safeguarding Person (DSP) Jules Beresford Green
- 2 the CES Oxford Principal

Advice regarding best practice. Please read this carefully

The following gives you some guidance and advice as to how to conduct yourself whilst caring for young people.

- Situations where there is only one adult present with a child should be avoided. On the occasions when a confidential interview or one to one meeting is necessary, these should be conducted in a room where the exit is clearly visible and, where possible, the door to the room is left open.
- Meetings with any student under the age of 18 outside the normal teaching environment/institution should be avoided. Where such meetings cannot be avoided, you should inform another adult that they are taking place.
- Intimate or sexual relationships between staff and students under the age of 18 are an abuse of trust which may constitute a criminal offence
- In situations where young students may be providing information of a particularly sensitive nature, for example to staff with pastoral responsibility, adults should be careful not to probe for details which could be construed as unjustified intrusion.
- Unnecessary physical contact with young people/children should be avoided, for example, gestures such as regularly putting a hand on the shoulder or arm. Whilst these gestures may be well intentioned, such acts could be misinterpreted.
- 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.
- Adults required to administer first aid (normally a trained first aider) should ensure, wherever possible, that another adult is present if they are in any doubt as to whether necessary physical contact could be misconstrued.

- Adults should be careful in their use of language/terminology and must not make unnecessary comments which could be interpreted as having a sexual connotation.
- Adults must ensure that policies and procedures are in place to protect young people/children from harm, focusing greatest protection on settings in which they may be at most risk. Risk assessments should therefore be conducted for all activities.
- In the case of any student making a disclosure or where there is cause/or concern, you should explain to the student that this information will have to be referred on. Do not attempt to resolve any complaints alone and report all allegations or suspicions of abuse.
- If you feel that you may be at risk from being the subject of or exposed to unwarranted accusations in connection with younger students, you should alert a senior member of CES staff immediately

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 or CES Designated Safeguarding Persons (DSP).**

The CES Code of Conduct

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

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

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

Poor practice.

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

You should not

- spend time alone with young people away from others.
- betray a situation of trust
- permit abusive peer activities (eg initiation ceremonies)
- share changing rooms, washrooms, toilets or bedrooms with children. Always warn children before entering these places. Avoid being in these places with children unless absolutely necessary, and pay particular attention to avoid being alone with a child in these places. Always make sure you are there with another member of staff of the correct sex.
- take young people alone in a car on journeys, however short
- engage in rough, physical or sexually provocative games or contact, including horseplay

- engage in inappropriate language with young people – writing, phoning, email or internet
- hit, throttle, push, kick or otherwise act aggressively either physically or verbally towards a child even in pretence
- share a room with a child
- enter children's rooms alone in a residence or invite children into their rooms
- take young people to your home where they will be alone with you
- allow or engage in any form of inappropriate touching
- allow children to use inappropriate language unchallenged
- make sexually suggestive comments or threats to a child, even in fun
- reduce a child to tears as a form of control
- fail to act upon and record any allegations made by a child
- do things of a personal nature for children or disabled adults, that they can do for themselves
- invite or allow children to spend time with you alone and unsupervised

N.B. It may sometimes be necessary for staff 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 on 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!