



BROADSTAIRS ENGLISH CENTRE SAFEGUARDING POLICY

October 2024

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Introduction

Overview

Broadstairs English Centre is committed to providing a safe and secure environment for all students, staff, and visitors. Our safeguarding policy is designed to ensure the safety and well-being of foreign teenagers attending short courses lasting one or two weeks. This policy outlines our approach to safeguarding, emphasizing the importance of protecting children from harm, abuse, and neglect.

Part one of this policy is concerned with Managing Safeguarding and details the school's approach to Safeguarding and Child Protection. Part Two is concerned with specific arrangements for particular areas of the school's operation or for groups of students with specific needs.

This policy replaces the previous BEC Safeguarding Policy (reviewed in 2019). As a result of the Covid 19 pandemic, the school was closed for three years. When the school reopened, many senior staff, including all safeguarding staff, had been replaced. The decision was made to create a new Safeguarding Policy from scratch.

Review

This policy is due to be reviewed and updated in **September 2025**. Responsibility for this lies with the DSL. Updates should be made whenever necessary to reflect best practice and at least once a year.

Purpose of the Policy

The purpose of this policy is to:

- Define the principles and standards of safeguarding at Broadstairs English Centre.
- Outline the roles and responsibilities of staff and other stakeholders in ensuring student safety.
- Provide clear procedures for recognizing, reporting, and responding to safeguarding concerns. This includes low-level concerns (see section 4) and more serious concerns or disclosures about abuse (section 5).
- Ensure compliance with relevant UK legislation and best practices in safeguarding.

Scope

This policy applies to:

- All students under the age of 18 enrolled in our short courses.
- All staff members, including teaching and non-teaching staff, house parents, contractors, and visitors.
- Group Leaders.
- Homestay Providers.
- Any other individuals involved in the care and supervision of students.

PART ONE – MANAGING SAFEGUARDING

1 Contact Information and availability

1.1 Internal contacts and their availability

For any queries or concerns regarding Safeguarding, please contact:

Designated Safeguarding Leads (DSLs):

- David Smith 01843 661794 or email dos@broadstairsenglish.com
- Julie Priaulx 01843 661792 or email hosting@broadstairsenglish.com

At least one of the DSLs is available on-site during office hours. In an emergency out of hours, the DSLs can be contacted via the Emergency Phone 07946 063799. See also section 7 for details of the online Safeguarding Reporting Form. Holidays are arranged so that at least one of the DSLs is always available when the school has students. Cover in unforeseen circumstances falls to the Deputy DSL. The deputy DSL must be made aware of the need for them to be available either by one of the DSLs or by the school Principal.

1.2 External safeguarding partners:

The Local Authority Designated Officer (LADO):

- 03000 410888 or email kentchildrenslado@kent.gov.uk.

If a serious allegation is made against a member of staff, one of the DSLs will contact the LADO to discuss next steps.

Front Door:

- <https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/front-door>

If a student is felt to be in need of the help of social services, The DOS will contact Front Door via the Children's Portal (see website above). There is a guide to levels of support here (provided by KSCMP, see below):

- https://www.kscmp.org.uk/_data/assets/pdf_file/0008/158660/SLG-Sheet- - Nov-23_compliant_PDF.pdf

This document gives an extensive list of examples and key indicators which serve as a quick reference to suggest the level of need faced by a particular child.

Kent Safeguarding Children Multi-Agency Partnership:

This partnership comprises the Chief Constable of Kent Police, The NHS Kent and Medway Clinical Commissioning Group and Kent County Council. More information can be found here:

- <https://www.kscmp.org.uk/>

Concerns about children can be reported on their website.

2 Key Principles and Commitments

2.1 Safeguarding Statement

At Broadstairs English Centre, the safety and well-being of our students are our highest priorities. We are dedicated to creating an environment where students can learn and grow free from harm. Our safeguarding practices are designed to protect students from abuse, neglect, and exploitation, and to promote their health and well-being.

2.2 Core Principles

Our safeguarding policy is underpinned by the following core principles:

- **Student-Centred Approach:** The needs and welfare of the student are central to our safeguarding efforts. All actions and decisions are made in the best interest of the student.
- **Zero Tolerance:** We have a zero-tolerance policy towards any form of abuse, neglect, or exploitation. Any concerns or allegations will be taken seriously and addressed promptly.
- **Inclusivity and Respect:** We are committed to creating an inclusive environment that respects and values diversity. All students, regardless of their background or identity, are entitled to equal protection and support.
- **Prevention and Early Intervention:** We aim to prevent abuse and harm through proactive measures, including education, training, and early intervention strategies.
- **Partnership and Collaboration:** We work in partnership with students, Group Leaders, parents, carers, local authorities, and other organizations to ensure a coordinated approach to safeguarding.

2.3 Legislative Framework

Our safeguarding policy is guided by key UK legislation and statutory guidance, including:

- **CHILDREN ACT 1989 AND 2004:** Establishes the framework for the care and protection of children.

- **EDUCATION ACT 2002:** Requires schools to safeguard and promote the welfare of children.
- **WORKING TOGETHER TO SAFEGUARD CHILDREN (2018):** Provides statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- **KEEPING CHILDREN SAFE IN EDUCATION (2024):** Sets out the legal duties of schools and colleges to safeguard and promote the welfare of children and young people.

2.4 Commitments

Broadstairs English Centre is committed to:

- **Promoting a Safe Environment:** Ensuring that our school environment is safe, welcoming, and conducive to learning and personal development.
- **Safeguarding Training:** Providing regular and comprehensive safeguarding training for all staff and stakeholders.
- **Clear Reporting Procedures:** Establishing clear procedures for reporting and responding to safeguarding concerns, ensuring that all staff and students know how to report issues.
- **Continuous Improvement:** Regularly reviewing and updating our safeguarding policies and practices to ensure they reflect current best practices and legal requirements.
- **Transparency and Accountability:** Ensuring transparency in our safeguarding processes and holding ourselves accountable for the safety and well-being of our students.

By adhering to these principles and commitments, Broadstairs English Centre aims to foster a safe, supportive, and inclusive environment.

3 Roles and Responsibilities

3.1 Designated Safeguarding Leads (DSLs)

Role: The Designated Safeguarding Lead (DSL) is responsible for overseeing all aspects of safeguarding within Broadstairs English Centre.

Key Responsibilities:

Providing leadership and guidance on safeguarding matters.

Ensuring that safeguarding policies and procedures are up-to-date and effectively implemented.

Coordinating safeguarding training for staff and stakeholders.

Acting as the main point of contact for safeguarding concerns and referrals.

Liaising with external agencies, such as local authorities and child protection services, as necessary.

3.2 Deputy DSL

Role: The Deputy Designated Safeguarding Lead (Deputy DSL) supports the DSL in their safeguarding duties and acts as a backup in their absence. The Deputy Designated Safeguarding Lead is Ellie Prime.

Key Responsibilities:

Assisting the DSL in overseeing safeguarding policies and procedures.
Providing support and guidance to staff and stakeholders on safeguarding matters.
Acting as an additional point of contact for safeguarding concerns and referrals.
Collaborating with the DSL on training initiatives and awareness-raising activities.

3.3 All Staff

Role: Every member of staff at Broadstairs English Centre has a responsibility to safeguard the welfare of students.

Key Responsibilities:

Familiarizing themselves with the school's safeguarding policies and procedures.
Participating in safeguarding training sessions and ongoing professional development opportunities.
Being vigilant and proactive in identifying and reporting safeguarding concerns or issues.
Providing support and assistance to students who disclose safeguarding concerns or require assistance.
Setting good examples of behaviours which do not threaten the mental or physical health of the individual or those around them,

Specific Roles and Responsibilities: Depending on their role within the school, staff may have additional responsibilities related to safeguarding, such as Group Leaders, House Parents, or Welfare Officers.

Reporting Procedures: All staff must follow the school's established procedures for reporting safeguarding concerns to the DSL or Deputy DSL immediately (see Section 7).

3.4 Specific Roles

Group Leaders: Responsible for accompanying students from their home countries and providing support and supervision during their stay at Broadstairs English Centre.

House Parents: Oversee the day-to-day running of student residences and ensure the well-being of students living on-site.

Welfare Officer: Provide additional support and assistance to students with specific welfare needs, such as medical conditions or emotional difficulties.

Activity Leaders: Ensure that students are aware of any possible risks and conduct themselves in ways which are in their own best interest while on activities and trips.

Teachers: Encourage good, orderly behaviour which fosters a positive and safe environment for learning.

Homestay Providers: Be aware of (and report) any emotional or health problems and ensure that students are comfortable and well-fed.

By clearly defining roles and responsibilities, Broadstairs English Centre ensures that safeguarding is everyone's responsibility and that all staff are equipped to fulfil their duties effectively.

4 Low-level concerns

All staff need to be aware of the importance of reporting low-level concerns. These are things which may not pose an immediate threat to the safety and well-being of our students, but which, if ignored, can threaten the overall provision of care in the school. You are more likely to encounter low-level concerns than more serious issues. For this reason, it is important to recognise and report them. You can do this by following the procedure in 7.1, below.

The document *KEEPING CHILDREN SAFE IN EDUCATION (2024)* defines low-level concerns as follows:

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
 - being over friendly with children
 - having favourites
 - taking photographs of children on their mobile phone, contrary to school policy
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
 - humiliating children

In the interests of maintaining good standards across the school, you should also report any of the following.

- **Inadequate Supervision:** Instances where students are not sufficiently supervised during breaks or after classes, though no immediate harm is evident.
- **Poor Record-Keeping:** Minor lapses in maintaining accurate attendance records or contact details, potentially leading to difficulties in ensuring student safety.
- **Unaddressed Minor Bullying:** Situations where low-level bullying or teasing among students is not effectively addressed by staff, even though it has not yet escalated to serious levels.
- **Physical Environment Issues:** Minor health and safety issues, such as cluttered classrooms or trip hazards, that could pose risks but have not caused accidents.

- **Lack of Training:** Staff not fully up-to-date with safeguarding training, though this has not led to any specific incidents.
- **Communication Gaps:** Instances where there is a delay or lack of communication between staff regarding a student's well-being or minor incidents.
- **Unsecure Personal Information:** Minor lapses in securing personal information, such as leaving student records visible or unlocked, though no data breach has occurred.

5 Recognizing Abuse

5.1 Types of Abuse

Understanding the different types of abuse is crucial for recognizing and responding to safeguarding concerns. The main categories of abuse are:

- **Physical Abuse:** Involves causing physical harm to a child or young person. This can include hitting, shaking, throwing, poisoning, burning, or otherwise physically hurting a child.
- **Emotional Abuse:** The persistent emotional maltreatment of a child that causes severe and persistent adverse effects on their emotional development. This can include verbal abuse, threats, humiliation, or constant criticism.
- **Sexual Abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, whether or not they are aware of what is happening. This includes physical contact and non-contact activities, such as involving children in looking at or producing sexual images.
- **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. This can include failing to provide adequate food, clothing, shelter, supervision, or medical care.

5.2 Signs and Symptoms

Recognizing the signs and symptoms of abuse is essential. Indicators may vary depending on the type of abuse but can include:

- **Physical Abuse:** Unexplained injuries, bruises, burns, or fractures. Children may also wear long sleeves or other clothing to hide injuries.
- **Emotional Abuse:** Excessive withdrawal, fearfulness, anxiety, or extreme behaviour (e.g., overly aggressive or passive). Delayed emotional development or sudden changes in behaviour.

- **Sexual Abuse:** Inappropriate knowledge of sexual behaviour, sudden changes in behaviour, regression to earlier behaviours (e.g., bedwetting), or fear of being left with certain individuals.
- **Neglect:** Poor hygiene, untreated medical issues, consistent hunger, inappropriate clothing for the weather, or frequent absences from school.

5.3 Other Forms of Abuse

In addition to the main categories of abuse, there are other forms of abuse that staff should be aware of:

- **Female Genital Mutilation (FGM):** Involves the partial or total removal of female genitalia for non-medical reasons. Signs may include difficulty walking, sitting, or standing, prolonged absence from school, and a child talking about a special procedure or ceremony.
- **Honour-Based Violence:** Violence committed to protect or defend the honour of the family or community. This can include forced marriage, physical assaults, and even murder. Indicators may include a child showing signs of depression, self-harming, or appearing anxious and fearful.
- **Child Sexual Exploitation:** Involves manipulating or coercing a child into sexual activities in exchange for something the child needs or wants. Signs include sudden changes in behaviour, unexplained gifts or money, and knowledge of adult sexual behaviours inappropriate for their age.
- **Sextortion (Financially Motivated Sexual Extortion):** A form of exploitation where a child is tricked into providing sexual images which are then used to blackmail them for money. Many victims commit suicide. Indicators include sudden withdrawal from online activities, anxiety about using digital devices, unexplained emotional distress, and secrecy around their online interactions.

5a. Child-on-Child Abuse

BEC recognises that child-on-child abuse is a significant safeguarding concern in our context and that, as such, it requires careful attention and appropriate responses. It can take various forms, including physical, emotional, and sexual abuse, as well as bullying. Recognising and responding to these forms of abuse is crucial in ensuring the safety and well-being of all students.

5.4 Types of Child-on-Child Abuse

(This list is taken from *KEEPING CHILDREN SAFE IN EDUCATION (2024)*):

- Bullying (including cyberbullying, prejudice-based and discriminatory

bullying)

- Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

5.5 Sharing Nudes or Semi-Nudes

Consensual sharing of nude or semi-nude images may not be abusive, but students need to understand that it is illegal. Non-consensual is illegal and abusive. (KCSIE 2024)

The following information and advice comes from

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for->

[education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview](#)

What do we mean by sharing nudes and semi-nudes?

In the latest advice for education settings (UKCIS, 2024), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. Nudes and semi-nudes can be shared online via social media, gaming platforms, chat apps, forums, or involve sharing between devices using offline services. Alternative terms used by children and young people may include ‘dick pics’ or ‘pics’. The motivations for taking and sharing nude and semi-nudes are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting’s child protection policy should outline codes of practice to be followed.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal** (see note below).

Note: In exceptional circumstances, it may be necessary for the DSL (or equivalent) only to view the image to safeguard the child or young person. That decision should be based on the professional judgement of the DSL (or equivalent).

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

5.6 Prevention and Education

Preventing child-on-child abuse involves creating a safe and supportive school environment:

- **Education:** Students should be educated students healthy relationships, consent, and respecting others. Staff should model appropriate behaviour.
- **Anti-Bullying Policies:** The school has a rigid anti-bully policy. Students are encouraged to report bullying to their teachers or Group Leaders. BEC management can also be informed in person or via the online *Please Help* form which is accessed via a QR code on posters around the school and in the *Student Guidebook*. All staff are expected to do what they can to ensure that students are aware of these channels and to respond accordingly if they become aware of bullying (see above).
- **Supervision:** All staff are expected to contribute to an environment of supervision in all areas of the school – as dictated by their particular roles and responsibilities. This includes during break times and in less structured environments.
- **Positive Relationships:** Promote positive relationships and a culture of respect among students. Encourage peer support and positive role modelling.

By understanding, recognising, and appropriately responding to child-on-child abuse, Broadstairs English Centre can provide a safe and nurturing environment for all students, ensuring their well-being and safeguarding their futures.

6 Responding to Abuse

6.1 Responding to Disclosures

When a student discloses abuse, it is crucial to handle the situation with sensitivity and care:

- **Immediate Safety:** Ensure the immediate safety of the victim. In cases of child-on-child abuse separate the children involved if necessary, and provide support to the victim.
- **Listen Carefully:** Allow the student to speak without interruption and take their disclosure seriously. Do not take notes while they are talking. Wait until afterwards.
- **Remain Calm:** Stay composed and avoid expressing shock or disbelief.
- **Reassure the Student:** Let them know they have done the right thing by telling you and that they are not to blame.
- **Do Not Promise Confidentiality:** Explain that you will need to share the information with the appropriate authorities to help them.
- **Record the Disclosure:** Write down the details of the disclosure as soon as possible, using the student's own words. Include dates, times, and any witnesses present. Keep these notes somewhere secure and private for future reference.

6.2 Reporting Disclosures

It is essential to follow the established reporting procedures when a safeguarding concern arises. (**see section 7 for details.**)

7 Reporting and Recording

7.1 Reporting Procedures

It is essential to follow the established reporting procedures when a safeguarding concern arises. This includes a concern about the behaviour of another adult in relation to a child; All staff at BEC have a statutory duty to report concerns of this nature.

- **Inform the DSL:** Report the concern to the DSL or Deputy DSL without delay using the contact information in section 2. You will be asked to provide a written record of the disclosure or concern. You can do this by filling in the BEC Safeguarding Report form – Concerns, which can be found [here](#) <https://forms.office.com/e/6mdmW0bwTs> or by using this QR code:



This form will only be seen by the DSL and those individuals whose knowledge of the situation is deemed to be essential (see **Confidentiality and Information Sharing**, below).

- **Confidentiality:** Maintain confidentiality and only share information with those directly involved in the safeguarding process.
- **External Agencies:** The DSL will assess the situation and, if necessary, make a referral to external agencies such as the local authority children’s social care or the police.

7.2 Record-Keeping

Accurate and detailed record-keeping is vital for effective safeguarding:

- **Documentation:** A record of all reports filed via the Safeguarding Report Form will be created automatically.
- **Your own notes:** After reporting, the person who received the disclosure should keep any notes somewhere secure as these may prove to be useful in a future investigation.
- **Ongoing Monitoring:** Continuously monitor and review records to identify patterns or ongoing concerns that may require further action.

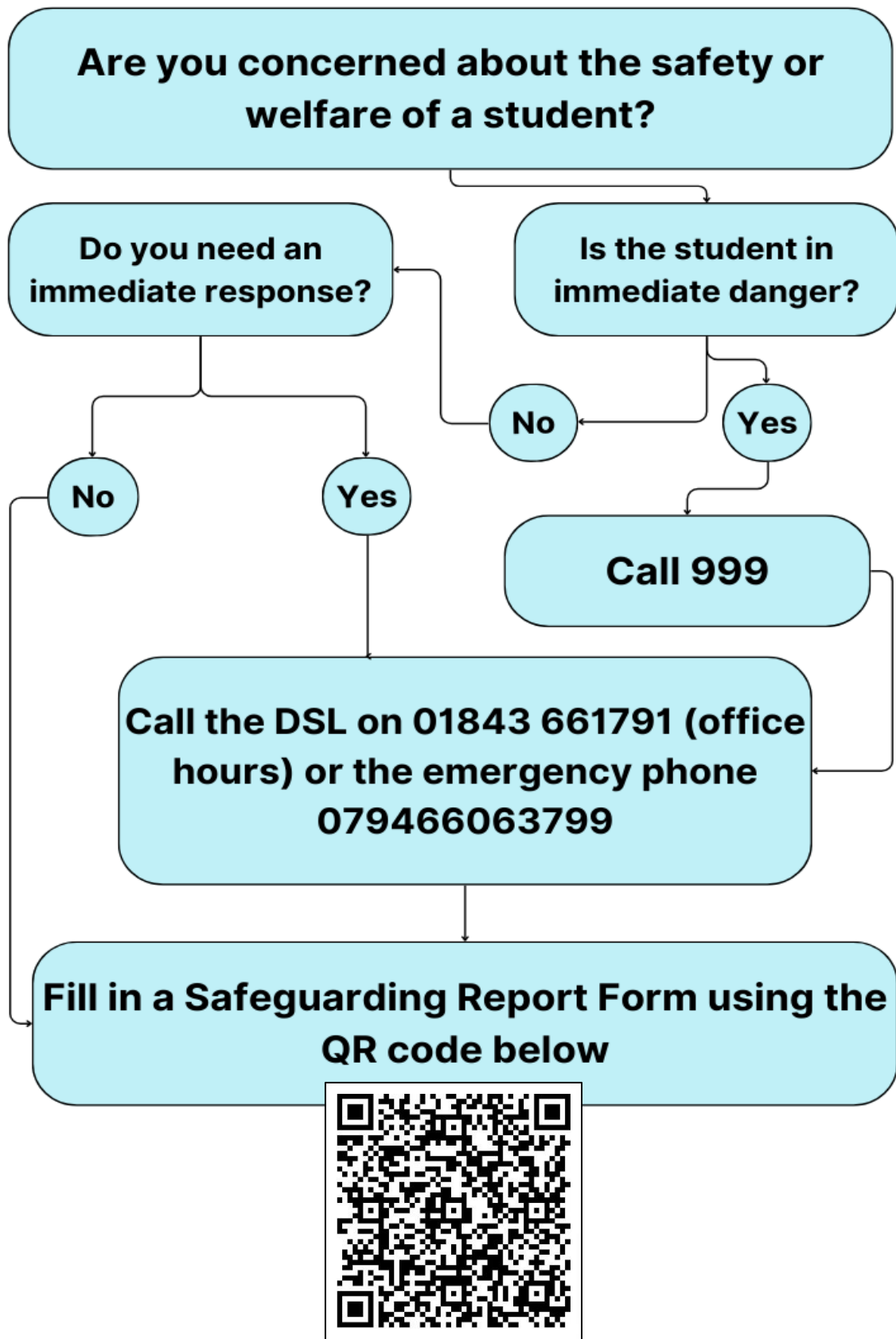
7.3 Confidentiality and Information Sharing

Appropriate information sharing is essential for safeguarding:

- **Need-to-Know Basis:** Share information only with individuals directly involved in the safeguarding process. Completed *Safeguarding Report Forms* will only be seen by the Designated Safeguarding Leads in the first instance. You should not tell anyone else – not even your close family or partner.

By understanding and implementing these procedures, Broadstairs English Centre ensures a proactive and effective response to safeguarding concerns, protecting the welfare of all students.

8 Reporting of safeguarding concerns -flowchart



9 Safer Recruitment

9.1 Recruitment Procedures

Broadstairs English Centre is committed to ensuring the safety and welfare of all students by implementing stringent recruitment and selection procedures. Our goal is to attract and employ individuals who share our commitment to safeguarding and promoting the welfare of children and young people.

- **Job Advertisements:** Clearly state our commitment to safeguarding and the requirement for a DBS check in all job advertisements.
- **Application Forms:** All applicants must complete a comprehensive application form, providing details of their employment history, qualifications, and any gaps in employment.
- **Interviews:** Conduct thorough interviews with structured questions related to safeguarding. Include scenario-based questions to assess candidates' understanding and commitment to safeguarding practices.
- **References:** Obtain at least two professional references for each candidate, including their most recent employer. References should specifically address the candidate's suitability to work with children and young people.
- **Verification:** Verify the candidate's identity, qualifications, and right to work in the UK. This must be done when applicants come in for interview. Entry to the building will be denied without suitable photo-identification.

9.2 Background Checks (DBS)

All prospective employees and homestay hosts at Broadstairs English Centre are required to undergo an enhanced Disclosure and Barring Service (DBS) check before commencing their roles.

- **Application Process:** Ensure that all DBS check applications are completed accurately and submitted promptly. Track the progress of each application and maintain clear records.
- **Results Handling:** Upon receiving DBS check results, review them carefully to determine the candidate's suitability for the role. Any concerns or disclosures must be discussed with the Designated Safeguarding Lead (DSL) before making a final decision.
- **Update Service:** Some employees will have signed up to the DBS update service prior to applying to work at BEC. These must be checked using the certificate number. As the employer, BEC needs to see the original certificate before employment can commence.

9.3 Guidance for Delayed Suitability Checks (DBS)

The inclusion of this guidance complies with Criterion S1 of the British Council inspection criteria 2014.

Due to the nature of their work, neither teachers nor homestay hosts can begin service with the school until their DBS check is complete and the certificate has been seen. Employees who do not have unsupervised access to students may begin work under certain conditions (see below)

In the event of delays in obtaining DBS checks, Broadstairs English Centre will implement the following measures to ensure student safety:

- **Supervised Access:** Individuals awaiting DBS clearance must not be left alone with students. They should always work under the direct supervision of a staff member who has a current DBS clearance.
- **Restricted Duties:** Duties of individuals without a completed DBS check should be restricted to roles that do not involve direct, unsupervised contact with students.
- **Increased Monitoring:** There should be increased monitoring of activities and interactions involving individuals awaiting DBS clearance to ensure adherence to safeguarding policies.
- **Staff:** All staff must be informed of the procedures regarding delayed DBS checks during their induction. They must understand the importance of compliance with these measures to ensure student safety.
- **Documentation:** Maintain detailed records of all staff awaiting DBS clearance, including dates of application, expected completion dates, and the temporary measures in place.
- **Monitoring:** Regularly review and update the status of DBS applications and the temporary measures implemented to ensure ongoing compliance and student safety.
- **Designated Safeguarding Lead (DSL):** The DSL must be informed of any delays in DBS checks and the measures being taken to mitigate risks. The DSL is responsible for overseeing the implementation of these measures and ensuring compliance with safeguarding policies.

10 Training and Awareness

10.1 Requirements

Availability of Policy: The safeguarding policy is readily available to all staff members. There are copies in the staff room, the teachers' room and on reception.

Inclusion in Induction: Safeguarding is incorporated into the induction process for all staff members.

10.2 Role-Relevant Training:

All Staff in Contact with Under 18s: Receive at least basic safeguarding awareness training (formerly level 1).

Supervisory or Management Staff and Staff Responsible for Homestay Checks: Trained to level 2 in addition to named person(s)/DSL.

Homestay Hosts: Receive face-to-face training or complete level 1 training online.

10.3 Policy Summaries:

Summaries of the Safeguarding Policy are provided in staff handbooks, contracts with subcontractors, documentation for homestay hosts, and agreements with Group Leaders.

10.4 Agreement to Code of Conduct:

All adults sign an agreement to adhere to the code(s) of conduct (see section 4).

10.5 Student Awareness:

Students are made aware of relevant points of the Safeguarding Policy in their induction and in the Student Guidebook.

10.6 Training Content

Objectives:

- To instil core knowledge of Safeguarding, Duty of Care, Child Protection and Prevent strategy
- To identify key areas of safeguarding for BEC
- To identify the four main types forms of child abuse plus CSE and HBV and peer on peer abuse, and what to do if child abuse is suspected
- To know how to react to an allegation or incident happens
- To understand the reporting process at BEC and the function of the local Safeguarding Partners

Outcomes:

- Participants will understand the core facts and principles of Safeguarding and the Prevent Strategy and the way it is managed at Broadstairs English Centre
- They will understand, and recognise the signs of, the main forms of abuse
- They will know how to react to a safeguarding incident, including a disclosure, and how to report it

- They will understand the function of local Safeguarding Partners
- With this knowledge and understanding, they will be vital contributors to a robust, school-wide approach to Safeguarding

10.7 Training Levels

Basic Safeguarding Awareness Training: Formerly known as level 1 training, this provides foundational knowledge of safeguarding principles.

Advanced Safeguarding for Designated Staff: Formerly known as level 2 training, this is tailored for staff members with specific safeguarding responsibilities, including supervisory or management staff and staff responsible for homestay checks.

Specialist Safeguarding for Designated Lead: Formerly known as level 3 training, this is designed for designated safeguarding leads and provides in-depth knowledge and expertise.

10.8 Delivery of Training

In-House Delivery: Training can be delivered in-house, with basic training delivered by someone with advanced or specialist training.

External Training Providers: Advanced and specialist training is also available through English UK.

Record Keeping: Records of training content and attendance are maintained to ensure compliance with training requirements.

10.9 Updates

Frequency: Updates on safeguarding practices are provided at least annually and in the event of any changes to contact details, legislation/guidance, or procedures.

Delivery and Participation: The policy outlines how initial training and updates are delivered and ensures the participation of all staff members is recorded.

By adhering to these requirements and guidelines, Broadstairs English Centre ensures that all staff members are equipped with the necessary knowledge and skills to safeguard the well-being of students effectively.

11 Code of Conduct for Working with Under-18s at Broadstairs English Centre

The terms 'children,' 'students,' and 'under-18s' are used interchangeably and refer to anyone who has not reached their eighteenth birthday. This code of conduct can also be found in section 11 of the Broadstairs English Centre (BEC) Safeguarding Policy.

11.1 Working Safely with Under-18s

When working with under-18s, BEC staff are expected to:

- Keep, or have access to, a register of the students you are working with at any given time
- Treat all under-18s fairly, with respect and dignity.
- Prioritize the child's welfare above all else
- Maintain a safe and appropriate relationship with under-18s
- Work in an open environment that encourages communication and avoids private or unobserved situations
- Avoid spending time alone with children away from others.
- Aim to be a good role model
- Provide enthusiastic and constructive feedback when required rather than negative criticism
- Use the Incident Report Form to file a written record of any injury that occurs, along with the details of any treatment given
- Attend relevant safeguarding training courses provided by the school
- Commit to cooperating in any investigations

11.2 Prohibited Actions for BEC Staff

- Do not share the details of social media accounts or engage in any online (or analogue) communication with a student
- Do not engage in rough physical games or games that could be considered sexually provocative
- Do not share sleeping accommodation (i.e., a bedroom or any room used as a bedroom) overnight with a child
- Do not Photograph a child except for legitimate and express purposes under the direction of your line manager or another member of senior staff
- Do not allow or engage in any form of inappropriate touching. Touching of students must be avoided other than in situations where it is necessary for their protection or safety. Handshakes, high-fives, and fist-bumps are exceptions (see Safeguarding policy, above). Some sporting activities may involve a certain amount of controlled, planned touching (for example, as part of a Martial Arts demonstration). This must only take place when other adults are present and with consent of the student.

- Do not allow under-18s or colleagues to use inappropriate language unchallenged
- Do not make comments to a child, even in fun, that could be construed as being sexual in their nature
- Do not deliberately upset, belittle, or demean a child or conduct myself in a manner that is likely to do so
- Do not use emotional abuse
- Do not allow allegations made by a child to go unrecorded or not acted upon
- Do not invite or allow a student, or former student, of any age to visit or stay with you at your home
- Do not have a child on their own in your own vehicle unless this is part of the role you are employed to do, and an appropriate DBS check has been undertaken
- Do not spend time alone with a child. If this becomes unavoidable, make sure that you can be clearly seen by others

11.3 Whistleblowing

- Employees are expected to uphold the integrity and ethical standards of Broadstairs English Centre. This includes reporting any colleague you have reason to suspect of engaging in activities that are not compliant with this Code of Conduct.
- Reports can be made in confidence. Broadstairs English Centre is committed to protecting whistleblowers from any form of discrimination, harassment, or adverse consequences for reporting concerns in good faith.
- It is the responsibility of all employees to ensure that misconduct is addressed. Failure to report known violations may result in disciplinary action.

12 Supervision and Missing Students

12.1 Introduction

At Broadstairs English Centre, the safety and well-being of our students are paramount. This section outlines our policies and procedures for the supervision and support of students, ensuring their safety during lessons, breaks, activities, and trips.

12.2 Supervision During Lessons and Breaks

- **Registers:** Teachers meet their students at the door to the classroom and take an electronic register as soon as they are sitting down in their assigned seats. This is supported by a classroom check by either the DOS or the ADOS in the first 15 minutes of the lesson. Please see below for the procedure to follow for missing students.
- **Lesson Supervision:** Teachers are responsible for supervising students during lessons. They ensure a safe and conducive learning environment, addressing any concerns or disruptions promptly. *Guidance is provided in the Teacher's Manual under section 2. Lesson routines, house style and class rules*
- **Morning Break (10:30 am - 11:00 am):** During the morning break, students must remain within the ground floor recreation area (except to go the toilet). They are not allowed to leave the building or return to their classrooms. Staff members are present in the common areas to supervise students and prevent them from leaving the building.
- **Afternoon Break (3:15 pm - 3:30 pm):** Similar to the morning break, students with afternoon classes must remain within the ground floor recreation area and are not permitted to leave the building or return to their classrooms. Staff members must supervise students during this time.

12.3 Supervision During Activities and Trips

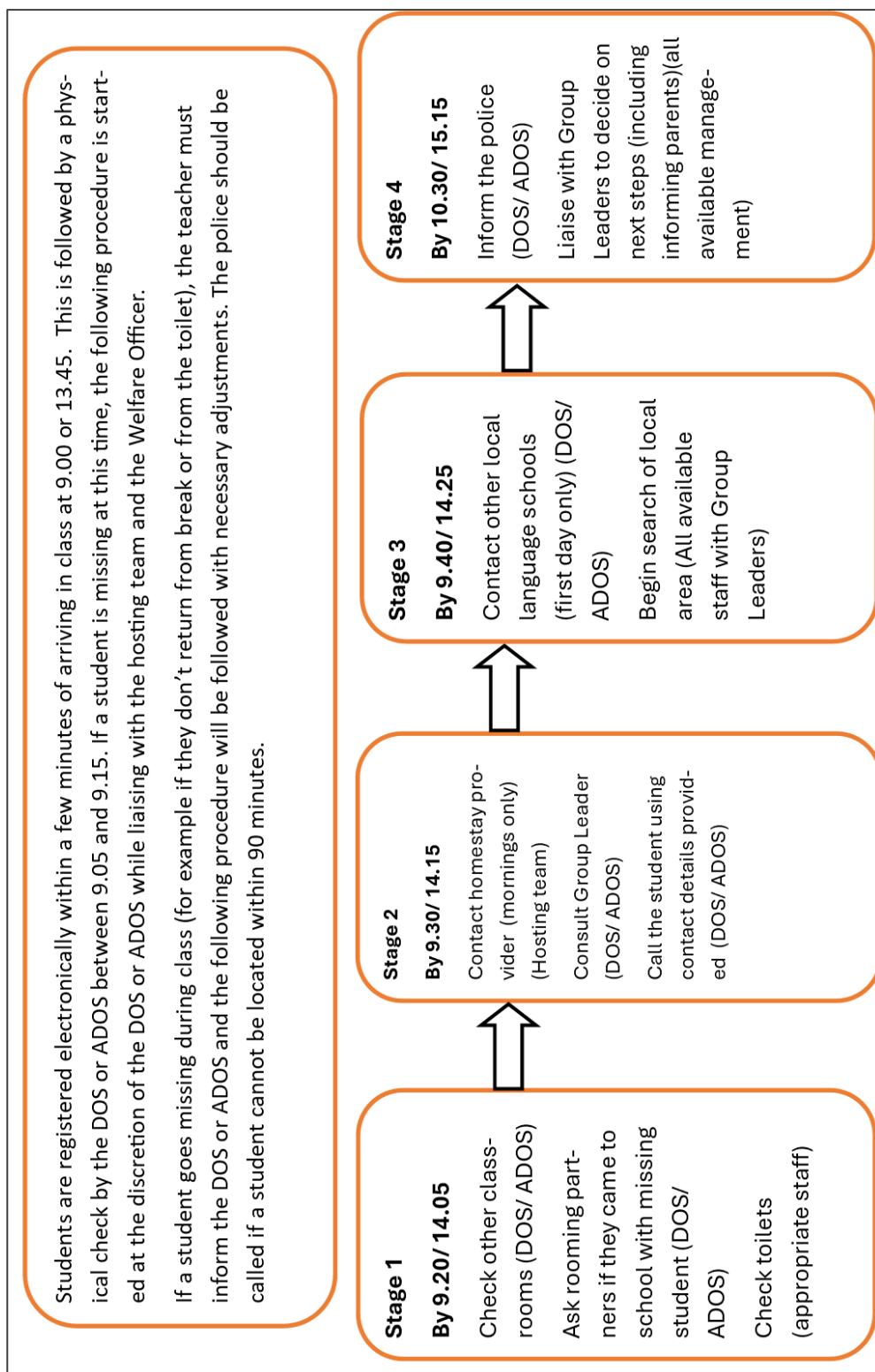
- **Supervision Ratios:** Broadstairs English Centre adheres to the NSPCC's recommended supervision ratios for activities and trips to ensure student safety. These ratios are:
 - 1:15 for students aged 12-17
 - 1:10 for students under 12
- **Inclusion of Group Leaders:** Group Leaders can be included in the supervision ratios **in relation to their own students**. However, they must not be made responsible for independent students or students from other groups. Group leaders are made aware of their obligations in meetings with the Activities manager and the Accommodation manager on their first day in school.
- **Staff Responsibilities:** Designated Activity Leaders are responsible for coordinating and overseeing the supervision of all students during activities and trips. They must ensure that Group Leaders understand their roles and responsibilities and that supervision ratios are maintained.

- **Emergency Procedures:** Staff members must be familiar with emergency procedures and ensure that students know what to do in case of an emergency. This includes having access to emergency contact numbers and first-aid supplies.

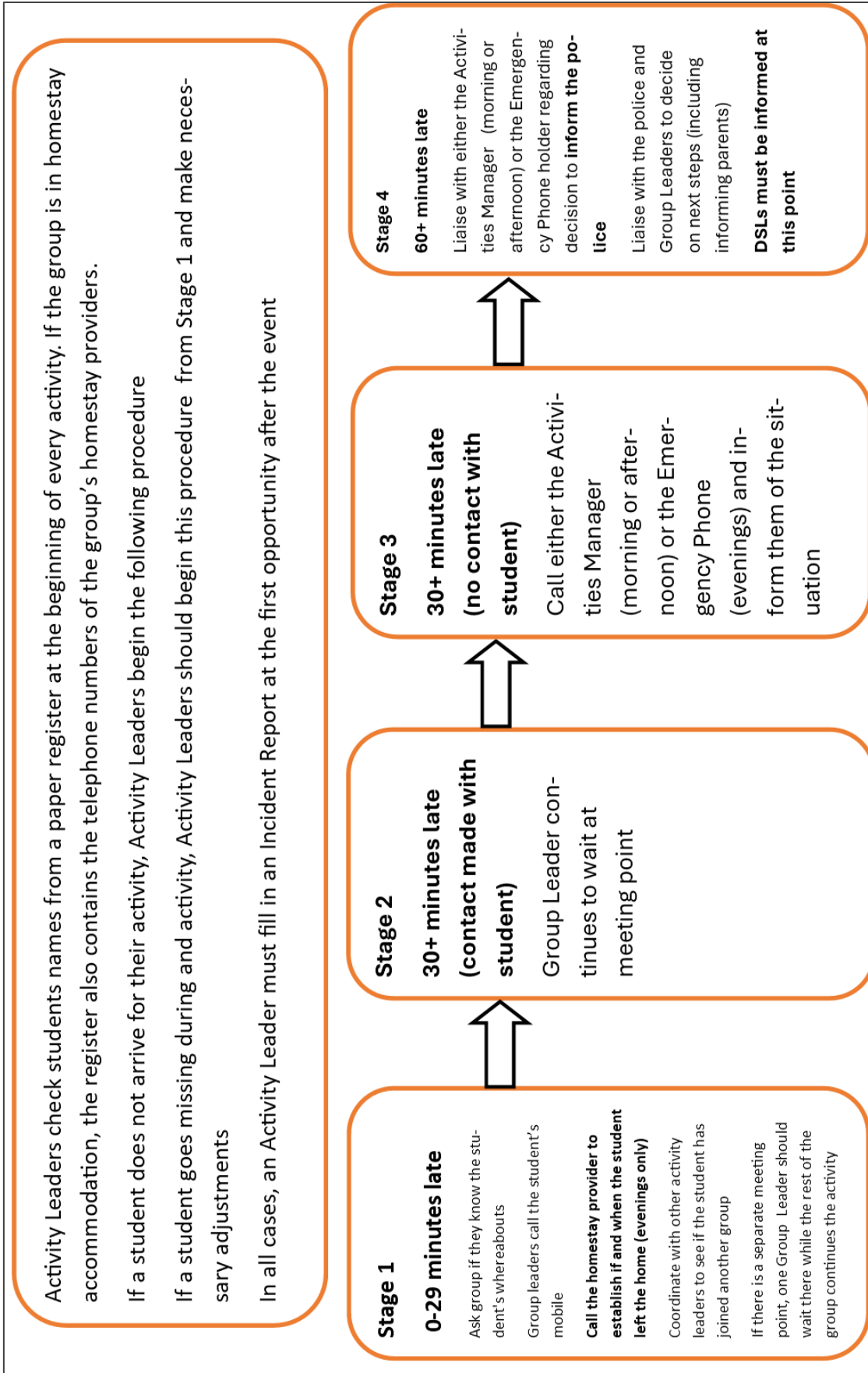
12.4 Procedures for dealing with missing students

12.4.1 Students not arriving for or missing from class

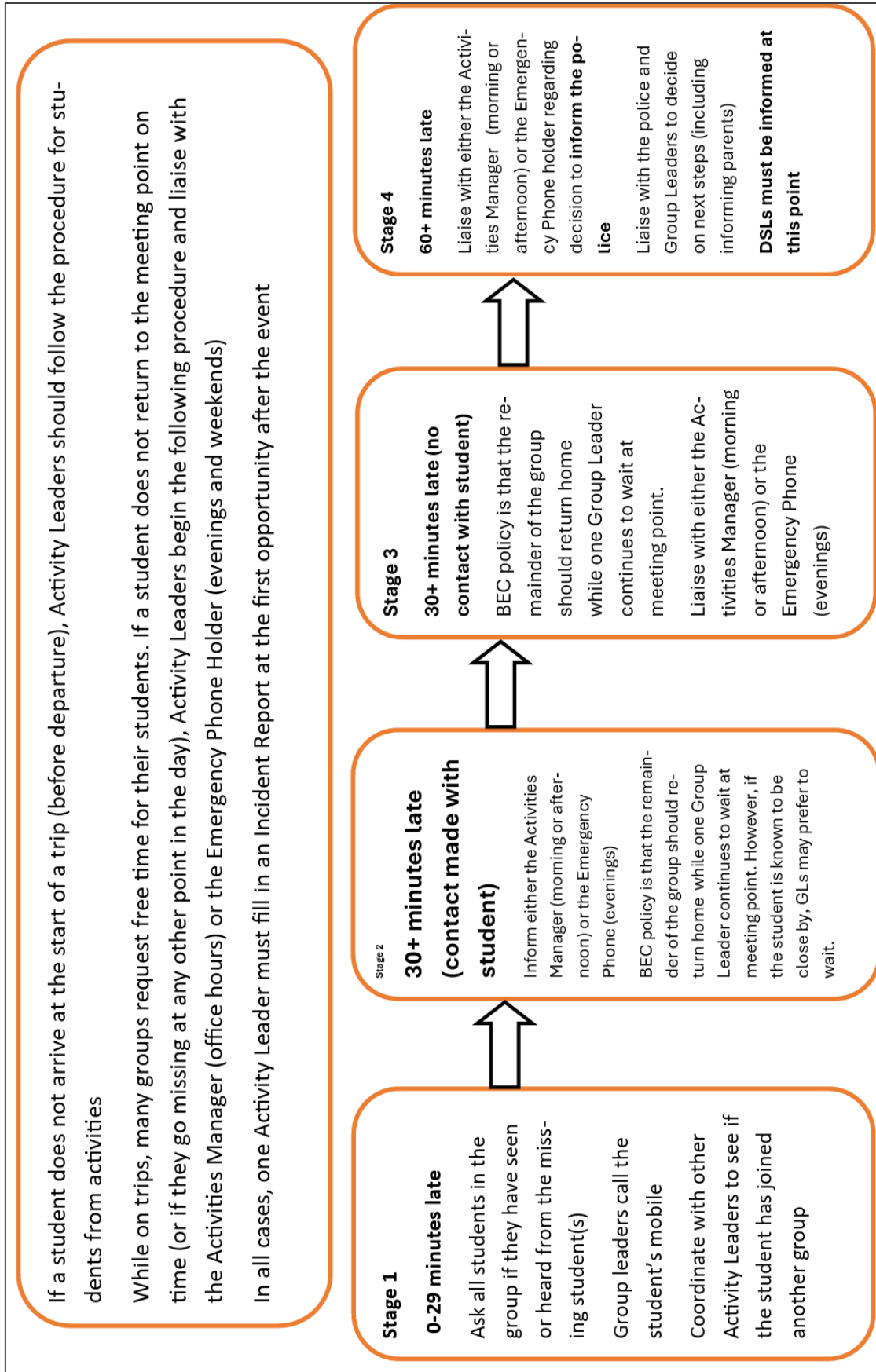
Guidance is provided in the Teacher's Manual under section 5. Lesson routines, house style and class rules.



12.4.2 Students not arriving for or missing from activities



12.4.3 Students missing from trips



12.4.4 Students missing during unsupervised time

The BEC programme ensures that students are occupied with classes or supervised activities or trips throughout their stay. When an evening activity is not scheduled, students and Group Leaders are informed that these evenings are to be spent with their homestay hosts. Hosts are also made aware of the school's expectation in this regard.

Apart from lunchtimes which are always followed by classes or activities when registers are taken (see above), students cannot be supervised during the time spent walking between school or activities and their homestay accommodation. **Students in the residence and those staying with driving hosts are unaffected by this situation.**

If students go missing during this time, the holder of the emergency phone has a key role to play. The following guidance is given to the holder of the emergency phone:

If a host calls because their students haven't come home at the expected time.

- The BEC rule is that students are expected to walk straight home at the end of their activities. We allow 30 minutes for them to get home.)
- If the host has called and 30 minutes have not yet elapsed, ask the host to call back after that time if they are still not home.
- After 30 minutes - call the group leader and ask them to contact the student(s) involved to find out where they are and instruct them to return home immediately. (Make a note of the student names so that someone at the school can speak to the leader and students at school the next day.)
- If the leaders are unable to contact the student(s) and you may need to go out along the walking route to look for the students.
- **If no contact is made with the student within one hour of the time they should have been home, the police must be called.** This time limit is designed to reflect the risk of a student or students being missing and/or needing assistance after dark when fewer people are around. The risk of a student encountering less desirable or less helpful members of the public is felt to increase at these times.
- An incident report must be filled in.

A student calls because they are lost:

- You need to find out their name, group and host name and address. They will have this information on their ID card. Ask them to describe where they are i.e. are there any shops, road signs or landmarks nearby. Tell the student to stay where they are.
- Call the host to see if it is possible for them to go and collect or go out to look for them and if necessary, walk them home/back to school. An incident report must be filled in.

13 Support for Students

13.1 Pastoral Care

Broadstairs English Centre is committed to providing comprehensive pastoral care for all students. This includes offering emotional support, guidance, and assistance with any personal or academic concerns. The Welfare Officer has special responsibility for providing or overseeing this care.

13.2 Designated Staff

Students are made aware of the members of staff who are available to help them during their induction on the first day in class (including the Welfare Officer). This revolves around the 'Here to Help' poster (included in the Student Guidebook and visible around the school, including on reception)

13.3 Requesting Help in Person

Students can request help in person by talking to their Group Leader, their class teacher or by going to reception and asking for the member of staff best able to help them. They are made aware of this in their induction and in their student guidebook.

13.4 Requesting Help On-Line

Students are made aware of the on-line *Please Help!* form (In their induction and in the Student Guidebook and visible around the school, including in the toilets). This form (reached via QR code) allows students to request help and to give details of their problem without having to speak to anyone face-to-face if they prefer not to. All key staff are alerted by email when a form is submitted. Students are directed to the same form via the *Anti-Bullying Poster* and the *Here to Help* poster.

13.5 Daily check-in

The school collects electronic daily feedback from all students. The first question asks students how they are feeling today and invites them to give details. This information is checked shortly after the start of the lesson. An appropriate member of staff will respond to any responses that cause concern and may share what they have learned with Group Leaders.

PART TWO - POLICIES AND PROCEDURES FOR SPECIFIC SITUATIONS OR GROUPS OF STUDENTS

14 Residence Supervision Policy

14.1 Introduction

At Broadstairs English Centre, we are dedicated to providing a safe and nurturing environment for our students. This policy outlines the roles, responsibilities, and guidelines for house parents and Group Leaders residing and supervising in our residences for students under 18. The aim is to ensure the safety, welfare, and well-being of all students, while maintaining a respectful and supportive community.

14.2 Roles and Responsibilities

Residence Manager: Oversees all activity and allocations in the residence. Responsible for the House Parents and for liaising with Group Leaders.

House Parents: Employed by Broadstairs English Centre to oversee the running of the student residence overnight and ensure students' well-being. Report to the Residence Manager.

Group Leaders: Accompany students from their home countries and support them during their stay, acting as a liaison between the students and the school. They are responsible for supervision and student discipline.

14.3 Residence Structure

The residence consists of two dormitories, on two separate floors. The ground floor dormitory consists of four bedrooms for students and two single bedrooms for adults. The first-floor dormitory has seven bedrooms and room for four adults. Dormitories are assigned to male or female students depending on numbers. Male and female students are never allocated to the same dormitory.

House parents and Group Leaders reside in their respective gender-designated whenever this is possible. Adults residing in dormitories designated to the opposite gender must pay close attention to the guidance in 14.6 and 14.7, below.

14.4 Supervision and Conduct

Presence and Availability: House parents and Group Leaders must be present in the residence during designated hours, especially during evenings and nights. They should be available to address any concerns or emergencies.

Interaction: Interact with students in a professional and supportive manner, respecting their privacy and individuality.

14.5 Curfew and Checks:

House parents and Group Leaders must enforce curfews and conduct regular checks to ensure all students are present and safe in their rooms. Any absences must be reported immediately to the Designated Safeguarding Lead (DSL).

14.6 Male House Parents and Group Leaders:

Should only enter female bedrooms in an emergency or when accompanied by a female staff member. No adult should enter the female shower area when they are being used other than in an emergency. If this happens, adult males should be accompanied by a female colleague if at all possible. They must respect the privacy of female students and avoid situations where they are alone with a female student in a private area.

Signage is in place to remind students that they must be fully clothed when moving through the corridor.

14.7 Female House Parents and Group Leaders:

Should only enter male bedrooms in an emergency or when accompanied by a male staff member. No adult should enter the male shower area under any circumstances when they are being used other than in an emergency. If this happens, adult females should be accompanied by a male colleague if at all possible. They must respect the privacy of students and avoid situations where they are alone with a student in a private area.

Signage is in place to remind students that they must be fully clothed when moving through the corridor.

14.8 Safeguarding and Reporting

Training: All house parents must complete safeguarding training and be familiar with the school's safeguarding policies and procedures. Group Leaders must read and sign the Group Leader agreement before arriving in the UK. Copies of a specially abridged version of the Safeguarding Policy are made available to Group Leaders.

Reporting Concerns: Any safeguarding concerns or incidents must be reported immediately to the DSL. This includes signs of abuse, neglect, bullying, or any behaviour that could compromise student safety.

Record Keeping: Maintain accurate records of any incidents, concerns, or observations related to student welfare.

14.9 Daily Routines and Responsibilities

Mealtimes: Ensure students attend meals and monitor their general well-being during these times.

Rules and Routines: Ensure students adhere to the school's timetable and rules.

Health and Hygiene: House Parents and Group Leaders must work together to monitor students' health and hygiene, providing support or referring to medical services when necessary.

14.10 Emergencies

Emergency Protocols: All residence staff must be familiar with and follow the school's Critical Incident Procedure and Fire Evacuation Procedure, including fire safety, medical emergencies, and missing student procedures.

Emergency Contacts: The Residence manager must keep an updated list of emergency contacts for all students and know how to reach the DSL and other key staff members.

14.11 Confidentiality and Professionalism

Confidentiality: Handle all student information with strict confidentiality, sharing details only with relevant staff members as needed for safeguarding purposes.

Professional Boundaries: Maintain professional boundaries with students, avoiding any behaviour that could be misinterpreted or deemed inappropriate.

15 Arrangements for Safe Transportation of Students

15.1 Travelling by train

Platform and Boarding Safety:

- Students must be properly supervised by Activity Leaders and Group Leaders while waiting on the station platform
- All personnel in the group must wait behind the yellow safety line until the train doors have fully opened and all passengers have exited
- Staff and students should board the train promptly and find a seat as quickly as possible
- Staff should not sit together, but rather spread themselves throughout the area occupied by students to maintain quiet and good behaviour throughout the journey

Maintain Quiet and Good behaviour:

- Staff must ensure that students keep conversations at a low volume to avoid disturbing (or inviting conflict with) other passengers. Headphones should be used

Arrival:

- At the start of the journey, students and Group Leaders must be informed about the arriving station and the time of arrival
- Staff should not assume that students will listen to announcements on the train and should ensure that they have adequate time to prepare ready to get off the train in good time. Tell them (for example), “we will be arriving at [Station Name] in approximately [XX] minutes”
- Students must be reminded to take all personal belongings with them when leaving the train

15.2 Travelling by road

Suitability of Drivers

All drivers responsible for transporting students must meet the following criteria:

- **Licensing and Background Checks:** Drivers employed directly by the school must possess a valid UK driving licence and undergo a thorough background check, including a Disclosure and Barring Service (DBS) check. Drivers employed by external transport companies are checked by their employers who, in turn, certificate this information in an agreement with the school
- **Training:** Drivers must complete safeguarding and first-aid training and be familiar with the school's safeguarding policies and procedures.
- **Experience and Competence:** Drivers should have sufficient experience and demonstrate competent driving skills, particularly in handling the specific vehicle type (car or minibus) used for student transport

Seating Arrangements

To ensure the safety and comfort of students during transportation:

Coach Seating:

- Students should be seated in a manner that ensures adequate supervision, with staff members distributed throughout the coach to monitor behaviour and provide assistance as needed
- Seat belts, if available, must be worn at all times by both students and the driver

Minibus Seating:

- Students should be seated in the rear seats of the minibus, leaving the front passenger seat unoccupied whenever possible
- Younger students or those requiring additional supervision should sit towards the front of the rear seating area
- Seat belts must be worn at all times by both students and the driver

Car Seating:

- Students should sit in the rear seats of the car
- Only in exceptional circumstances, and with prior approval from the school and parents/carers, should a student be seated in the front passenger seat
- Seat belts must be worn at all times by both students and the driver

Drop-Off and Pick-Up Procedures

To ensure the safety of all students during drop-off and pick-up:

Order of Drop-Off:

- The closest destination to the starting point should be the first drop-off.
- Continue in a logical sequence to minimize travel time and ensure students are not left alone in the vehicle for extended periods
- The last student to be dropped off should be the one residing furthest from the starting point.

Supervision:

- The driver must ensure that each student is safely inside their homestay or designated drop-off point before proceeding to the next location.
- If a student requires assistance, the driver must provide support or contact the homestay host to ensure a smooth transition.

Emergencies:

- In case of an emergency, the driver must contact the school immediately and follow the emergency protocols as outlined in the school's safeguarding policy.
- The driver should have access to a mobile phone and emergency contact numbers for all students being transported.

15.3 Responsibilities and Conduct

Drivers and staff involved in student transport must adhere to the following responsibilities and conduct guidelines:

Professionalism: Maintain a professional demeanor and treat all students with respect and care.

Confidentiality: Respect the privacy of students and ensure that any information regarding their transport is kept confidential.

Communication: Keep clear communication with the school, parents/carers, and homestay hosts regarding transport schedules and any changes.

16 Arrangements for Transgender Students

16.1 Introduction

Broadstairs English Centre is committed to creating a safe, inclusive, and supportive environment for all students, including those who are transgender. This policy outlines our commitment to respecting and supporting transgender students, ensuring their rights and well-being are protected in line with current best practices and legislation.

16.2 Scope

This policy applies to all students under 18 at Broadstairs English Centre, as well as to staff and other stakeholders involved in the students' educational experience.

16.3 Key Principles

Respect and Dignity: BEC believes that every student has the right to be treated with respect and dignity, irrespective of their gender identity.

Support and Inclusion: We strive to create an environment where transgender students feel supported, included, and free to express their gender identity.

Confidentiality and Privacy: The privacy of transgender students will be respected. Information about a student's transgender status will only be shared with their consent and on a need-to-know basis.

16.4 Legal Framework

This policy is in accordance with the Equality Act 2010, which protects individuals from discrimination on the basis of gender reassignment, and the Children and Families Act 2014, which includes provisions to support children's well-being and development.

16.5 Gender Identity and Expression

Self-Identification: Transgender students have the right to identify and be recognized as the gender with which they are most comfortable.

Names and Pronouns: Staff and peers should use the name and pronouns that the student has chosen. All official records will reflect the student's affirmed gender identity, where legally permissible.

16.6 Use of Facilities

Showers, Toilets, and Changing Rooms: These issues will be dealt with on a case-by-case basis, in consultation with agents, Group Leaders and, where practical, with parents. Where requested or preferred (and when possible), students can be provided access to private or single-occupancy facilities. This ensures comfort and safety for all students.

Privacy: Efforts will be made to ensure that all students have access to facilities that respect their privacy.

16.7 Residential Accommodations

Room Assignments: Accommodation Requests: Students and their families may request alternative accommodations that they feel are safer or more comfortable. Such requests will be handled on a case-by-case basis.

16.8 Addressing Bullying and Harassment

Zero Tolerance: Broadstairs English Centre has a zero-tolerance policy towards bullying and harassment. Any incidents of bullying or harassment based on gender identity will be addressed promptly and appropriately.

Reporting Mechanisms: Students and staff are encouraged to report any instances of bullying or harassment. The school will provide clear procedures for reporting and addressing such incidents.

16.9 Staff Training

Awareness and Sensitivity: All staff will receive training on transgender issues, including the importance of using correct names and pronouns, understanding the challenges faced by transgender students, and creating an inclusive environment.

Ongoing Education: Regular training and updates will be provided to ensure staff are informed about best practices and legal requirements related to supporting transgender students.

17 Arrangements for Students with Special Educational Needs

17.1 Introduction

At Broadstairs English Centre, we are dedicated to supporting students with Special Educational Needs (SEN) and ensuring they receive an inclusive and enriching educational experience. This section outlines our commitment and procedures for accommodating and supporting students with SEN.

17.2 Understanding Special Educational Needs

Special Educational Needs can encompass a wide range of physical, emotional, and cognitive conditions that may affect a student's ability to learn and participate fully in educational activities. These can include, but are not limited to, learning disabilities, sensory impairments, speech and language difficulties, autism spectrum disorders, and emotional or behavioural difficulties. Our approach to catering for these needs involves personalized support plans, tailored teaching strategies, and the use of specialized resources to ensure that each student can achieve their full potential.

17.3 Documentation – the BEC SEND Student Profile

Upon enrolment, parents/carers are required to complete a detailed *Parental Consent Form*, which includes a section on Special Educational Needs. This form gathers information on any learning difficulties, disabilities, or other special requirements.

Students with SENDs and their parents or carers are invited to complete an *SEND Student Profile*. This form allows the student to explain the difficulties they might have in class and how their teachers can help them.

Where necessary, additional documentation from medical professionals or previous educational institutions may be requested to better understand and meet the student's needs.

17.4 Communication and Coordination

Effective communication and coordination are essential to support students with Special Educational Needs. All staff, including teachers, support staff, and homestay hosts, are informed of the specific needs for each student via the *Additional Needs Report* and, when relevant or appropriate, the SEND Student Profile.

These documents are shared with members of staff who need to see them and all staff should be aware of the need for privacy.

17.5 Academic and Emotional Support

Students with SEN receive both academic and emotional support tailored to their individual needs. This includes:

Academic Support: BEC will liaise with Group Leaders and agents to discuss any reasonable and achievable requests made for academic support on the student's behalf.

Quiet Room: BEC understands that some students with SENs can become overwhelmed in certain situations. If there is space available, the school can provide a room for these students to use when they need to.

Emotional Support: The Welfare Officer is available to offer emotional support to students with Special Educational Needs. Please see section 13 Support for Students above.

17.6 Monitoring and Review

The effectiveness of our SEN arrangements is continuously monitored through regular reviews of Individualized Support Plans, feedback from students, parents/carers, and staff, and performance evaluations. Adjustments are made as necessary to ensure that the support provided remains effective and responsive to the student's needs.

18 Arrangements for Students with Impaired Mobility

18.1 Introduction

At Broadstairs English Centre, we are committed to providing an inclusive and accessible environment for all students, including those with impaired mobility. This section outlines our procedures for supporting and accommodating students to ensure their safety, comfort, and full participation in all school activities.

18.2 Identification and Documentation

During the enrollment process, parents/carers must complete a Health Information Form, detailing any mobility issues and providing relevant medical information. This information helps us understand the specific needs of each student and plan appropriate accommodations. Additional documentation from medical professionals may be requested to support the development of a comprehensive support plan.

18.3 Accessibility and Learning Environment

We ensure that our facilities are accessible to students with mobility issues. This includes providing ramps, elevators, and accessible restrooms. Classrooms are arranged to ensure easy movement and access to learning resources. Specialized equipment, such as adjustable desks and chairs, is available as needed.

18.4 Individualized Support Plans

An Individualized Support Plan (ISP) is developed for each student with mobility issues. The ISP outlines specific accommodations and support services required to meet the student's needs. This plan is created in collaboration with parents/carers, teachers, and relevant support staff and is regularly reviewed and updated.

18.5 Academic and Emotional Support

Students with mobility issues receive tailored academic support to ensure they can participate fully in all educational activities. This includes providing additional tutoring, adaptive learning materials, and the use of assistive technology. Emotional support is also available through access to counseling services and peer support programs to help students manage any social or emotional challenges.

18.6 Arrangements for Activities and Trips

We are committed to ensuring that students with mobility issues can participate in all school activities and trips. This includes:

Pre-Activity Planning: Assessing the accessibility of venues and activities in advance and making necessary adjustments or arrangements.

Adapted Activities: Providing alternative or adapted activities where necessary to ensure full participation.

Supervision and Support: Assigning additional staff or support personnel to assist students during activities and trips.

18.7 Travel to and from Homestay Hosts

To ensure safe and comfortable travel for students with mobility issues:

Accessible Transportation: Providing accessible vehicles equipped with ramps or lifts for students who require them.

Safe Pick-Up and Drop-Off: Arranging for safe and accessible pick-up and drop-off points at both the school and homestay locations. Drivers must ensure that students are safely inside their homestay or designated drop-off point before leaving.

18.8 Communication and Coordination

Effective communication and coordination are essential to support students with mobility issues. All staff, including teachers, support staff, and homestay hosts, are informed of the specific needs for each student via the *Additional Needs Report*.

Monitoring and Review

The arrangements for students with mobility issues are continuously monitored to ensure their effectiveness. This includes regular reviews of Individualized Support Plans, feedback from students, parents/carers, and staff, and performance evaluations. Adjustments are made as necessary to improve the support provided.

By adhering to these guidelines, Broadstairs English Centre ensures that students with mobility issues receive the support and accommodations they need to thrive in a safe, inclusive, and accessible environment.

19 Arrangements for Students with Food Allergies

19.1 Introduction

Broadstairs English Centre is committed to providing a safe and inclusive environment for all students, including those with food allergies. This section outlines our procedures for identifying, managing, and supporting students with food allergies to ensure their safety and well-being.

19.2 Identification and Documentation

During the enrolment process, parents/carers must complete a Parental Consent Form, which (among other information) requires details of any known allergies and relevant medical information. This information is also contained in the enrolment form completed by the agent. The two documents are cross-checked during the weekly *Arrivals and Departures meeting*. If necessary, the bookings and hosting departments chase extra information on the severity of any allergies and establish if the student concerned carries an EpiPen.

19.3 Triple Check of Allergy information

19.3.1 Homestay Triple Check

During host inspection the Hosting Department asks new hosts what allergies they would feel comfortable hosting and notes these on the host profile and supports hosts seeking advice on catering for specific diets and allergies. Information on specific students is checked three times:

1. Allergies are shown on the host's *allocation letter* that is sent out every Tuesday.
2. The Hosting Department checks for new information (or the results of appeals for additional information – see 6.2) and passes this on to hosts on Friday afternoon.
3. When students arrive in their homestay accommodation (and before any food is served), hosts check that the allergy information they have is correct.

19.3.2 Residence and Packed Lunches Triple Check

Kitchen Staff are trained in food allergies, including how to recognize and respond to allergic reactions. Information on specific students is checked three times:

1. A *group catering list* is prepared and passed to the Catering Manager on the Wednesday preceding the group's arrival (see picture, above). This list contains information on allergies and intolerances,
2. The Hosting Department checks for new information (or the results of appeals for additional information – see 6.2) and passes this on to the Catering Manager on Friday afternoon.
3. When students arrive in the residence (and before any food is served), the Catering Manager checks that the allergy information they have is correct.

19.4 Additional Measures

In some cases, the school may decide to remove certain items (for example, those containing nuts) from the tuck shop.

19.5 Meal Planning and Preparation

In School: The school's catering team works to ensure that safe meals are provided.

This includes identifying and avoiding allergens in meal preparation. Allergen free food is clearly labelled.

In Homestay: Hosts are reminded of their responsibilities regarding meal preparation for students with food allergies. They are provided with guidance and support to ensure that meals are safe and allergen-free.

19.6 Medication

Students with severe food allergies must carry their prescribed emergency medications (such as EpiPens) at all times.