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INTRODUCTION

1. Terminology

Throughout this policy, the Designated Safeguarding Leaders (DSL) for all issues pertaining to child protection for **Discovery Summer Ltd** are:

Designated Safeguarding Lead (DSL)	Mary Shipley	020 7937 1199 (24 hours) 07753 612342 (24 hours)
Deputy DSL	Leo Child	020 7937 1199 (24 hours) 07837 890 777 (24 hours)

The DSL and deputy DSL are jointly responsible for dealing with day-to-day safeguarding concerns, safer recruitment, staff training and ensuring adequate safeguarding training is in place.

Other senior management staff who are trained to Specialist Level (Level 3) are: **Jeremy Johnson and Jane Merrick (Founder/Managing Director)**

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. **'Children'** includes all students and English Student Hosts under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all adults (staff, group leaders and service providers e.g. external sports coaches) should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single person can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child Protection refers to the reactive processes undertaken to ensure that children are protected from suffering or direct, harmful behaviour which results in significant harm.

Staff refers to all those employed by Discovery Summer, full time or part time. Outside providers, who provide additional services for Discovery Summer, are expected to comply with Discovery Summer policy and are asked to sign that they agree to do so.

Child/Student refers to all young people who are not yet 18 years old. This includes English Student Hosts, as well as the international students.

The main guidelines regarding the safeguarding of children are outlined in The Children's Act (1989), Every Child Matters (2004), Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (2024).

An abridged version of this policy is available to all on our website. The relevant parts of the policy are included in the staff handbook and highlighted in the induction of staff, students and Group Leaders. Visitors receive basic information when signing in.

2. Policy Statement

The Policy should be read in conjunction with the policies, procedures and practices listed below.

- Staff Handbooks (including Health & Safety Policy, Mental Health and Well-Being Policy, Behaviour Policy)
- Safeguarding Agreements for Hirers (from each host centre)
- Risk Assessments for each Discovery Summer centre/residence
- Risk Assessments for each off-site excursion/study trip/free in time Winchester visit
- Other risk assessments

These policies/statements will be reviewed annually in October, and more often if necessary, by the DSL, Deputy DSL and Managing Director of Discovery Summer, taking into account any feedback from staff and course participants unless an incident or new legislation suggests the need for an interim review.

All policies and procedures following this statement are designed to promote students' safety and welfare. Staff need to follow them at all times.

Context

Discovery Summer runs a variety of face-to-face and online programmes for juniors and adults which are designed to maximise opportunities for students to increase their confidence in understanding and using English:

- Junior residential programmes for students aged 8-17 years (all students are accommodated at boarding schools in England and looked after by Discovery Summer staff)

- Non-residential full day and half day courses in London for juniors (aged 5-17) and adults (18+)
- Online 1:1 or 2:1 classes for juniors (8-17) and adults (18+)

Discovery Summer emphatically upholds the belief that students should feel secure, valued and listened to at all times.

As Discovery Summer runs courses at various different sites, a Risk Assessment of each campus is carried out to identify and mitigate the safeguarding risks regarding each location and age group.

Policy

Discovery Summer is committed to safeguarding children from direct and indirect harm and is responsible for safeguarding children in its care whether they be on a face-to-face or online course. The welfare of the child is paramount and all adults (staff members, associated adults, group leaders, visitors, outside providers) have a legal duty of care to safeguard children as carefully as a responsible UK parent would. All children, without exception, have the right to protection from abuse, regardless of age, culture, gender, language, racial origin, disability, sexual identity or beliefs.

3. Roles and Responsibilities

All staff have a safeguarding responsibility - this is outlined in their job description.

At every centre, there are **at least two Designated Safeguarding Person(s) (DSP)**, **one of whom is normally the Course Director**, who have advanced safeguarding training (Level 2). The DSPs have a specific job description which outlines their safeguarding responsibilities. The role of the DSP is explained to staff, students and group leaders as appropriate via induction, posters, meetings etc. **Mary Shipley is the Designated Safeguarding Leader (DSL)** for Discovery Summer, supported by the deputy DSL, Leo Child; both are available 24 hours a day. The Managing Director, Jane Merrick is also involved in any major decision related to safeguarding.

The safeguarding of online students is managed directly by the DSL and Deputy DSL. For the purposes of this policy the Deputy DSL is also the Course Director (CD) for all online courses.

4. Safeguarding guidelines for online students

The following is published on the online learning terms and conditions page of the Discovery Summer website. <https://www.discoverysummer.co.uk/termsandconditionsonline/>

In order to safeguard the student, we recommend that the door to the room is kept open or a parent is present in the room but does not participate in the lesson.

Zoom lessons with students under 18 years will be recorded for safeguarding and quality control purposes. Classes for students aged 18 or over will not be recorded unless previously agreed between student and teacher.

The Discovery Summer Designated Safeguarding Lead and/or Academic Manager will occasionally view recorded classes to ensure the class is being conducted according to our safeguarding guidelines.

Students aged under 18 should never share their personal contact details with Discovery Summer staff, nor should they attempt to contact them via social media, online games etc.

Any safeguarding concerns should be reported to our **Designated Safeguarding Lead, Mary Shipley** mary@discoverysummer.com

5. Whistle-blowing

If staff have any concerns about malpractice, especially inappropriate staff behaviour with children within Discovery Summer they are legally required to raise it immediately with a DSP at their centre. If they do not feel this is appropriate or they feel that their concerns are ignored they should raise them immediately with the DSL (Mary Shipley) Deputy DSL (Leo Child) or Managing Director (Jane Merrick). Staff can also contact the local authority safeguarding team for their area (see Appendix 1) and the **NSPCC Whistleblowing Helpline if necessary 0800 028 0285**.

Under the terms of our British Council Accreditation, if a student, parent or staff member wishes to make an official complaint they should contact English UK: complaints@englishuk.com

Staff who report concerns will not be penalised and their report will remain confidential.

6. 24-hour emergency contact number for face-to-face students

The 24-hour emergency contact number is 020 7937 1199 (this is forwarded to a staff member's mobile during out-of-office hours).

Students (and parents) are provided with the 24-hour emergency contact number in the Joining Instructions, the travel consent letter, the flight confirmation letter and the airport arrival guide.

Students are provided with the Course Director's mobile (on the back of their ID cards and on the student NEXUS site) so that he/she can provide help quickly.

Before any off-site visits, students are reminded to call the emergency contact numbers printed on their ID card if necessary.

7. Photo/Video policy

Staff taking photos of students

Staff are not permitted to use their personal devices (e.g. phones, ipads, cameras) to take photos of students unless given specific permission to do so by the Designated Safeguarding Lead.

Discovery Summer devices must be used when taking photos/videos of students for use in end-of-week presentations, centre blogs and for publicity purposes.

Any photos of students are for use by Discovery Summer only and are not to be shared via personal email, WhatsApp, social media, websites etc.

Group Leaders are permitted to take photos/videos of their students only. If they wish to use images (for their own publicity purposes) of their students mixed with others, they can download photos published on Discovery Summer social media or provided by in the "Agent Photo Packs".

Students should be respectful and ask for consent before taking photos/videos of other students and/or sharing them.

Use of photos for marketing purposes

1. Photos/videos of students cannot be used for publicity purposes unless their parents have **opted-in**
2. If parents do not opt in, the student will have a “no photo” graphic on their ID card and will be listed on the portal under “Publicity opt-outs” (Admin/Photos).
3. If any “no photo” students ask to appear in photos/videos, the Course Director should contact Jeremy Johnson at Head Office jeremy@discoverysummer.com . He will then contact their parents and report back to the Course Director.
4. **Before taking any photos/videos please ensure that any “no photo” students/staff are out of shot** (this rule does not apply for large group photos e.g. more than 50 people as faces can be blurred out if necessary).
5. Students/staff may request that particular photos/videos are e.g. not published on the blog, or used in an end of week presentation and these requests must be respected.
6. Care should be taken when taking photos/videos to ensure that students are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute. Staff should ensure all images are appropriate so that they cannot be misconstrued.
7. Students should not be identifiable from blog posts. i.e. Write “Here’s a photo of our prize winners this week” NOT “Here’s a photo of our prize winners: Javier Rodriguez, Vladimir Erimov”.

REPORTING PROCEDURES + TYPES OF ABUSE

A1. Procedure for reporting a safeguarding concern/incident

All staff have a responsibility to ensure that students are well and happy and that any concerns and incidents are reported to a Designated Safeguarding Person (DSP) (normally the Course Director) so that they can respond accordingly.

Different reporting procedures should be followed depending on whether the concern is **Minor, Major or is a Child Protection issue involving actual or suspected abuse.**

What is a minor concern?

A minor concern includes, but is not limited to, the following:

- Minor medical problem e.g. headache, cold
- Feeling sad or homesickness
- Low-level disruptive behaviour
- First use of offensive language/gestures (e.g. racist, homophobic, sexually explicit or misogynistic) N.B Repeated offences are classed as a Major Concern
- Student is 10 mins late for an activity

Minor Concerns - reporting procedure - *Face-to-Face courses*

1. Staff should report minor incidents/concerns by entering information onto the relevant student's comment section of the Discovery Summer portal. (What happened? When? Whether others were involved?)
2. **Remember you can also note positive incidents.** e.g. 'Well-behaved in class today. Worked really hard and helped a new student'
3. The comments will be checked regularly (at least daily) by the Course Director.
4. The Course Director will then take appropriate action (e.g. asking staff member for more detail, speaking to the student direct, informing parents/representatives, keeping an eye on the student to see if there are other concerns or the issue escalates)

If a member of staff feels that the incident/concern requires immediate action or is unsure of how to respond, they must speak to the CD immediately. The CD will decide what to write on the portal and/or liaise with the DSL to decide if a Major Concerns Reporting Form needs to be completed.

Minor concerns - *online courses*

1. Staff should report minor incidents/concerns by entering information onto the relevant student's comment section of the Discovery Summer portal. (What happened? When? Whether others were involved?) AND contacting the Deputy DSL to alert her.
2. The Deputy DSL will decide on appropriate action e.g. asking the staff member for more detail, informing parents, discussing it further with the DSL.

What is a major concern?

A major concern includes, but is not limited to, the following:

- Child Protection concern – report of abuse or suspected abuse
- Mental health issue e.g. eating disorder, self-harm, mention of suicide
- Illness/accident requiring hospital visit
- Missing student – student missing for more than 30 mins/student leaves campus
- Repeated use of offensive language/gestures (e.g. racist, homophobic or misogynistic)
- Any serious behaviour issue (see Behaviour Policy)
- Suspicion of radicalisation
- Bullying
- Student expulsion

Major Concerns - Reporting Procedure

1. If there is a **Child Protection concern** relating to reported or suspected abuse - **see page 19 for reporting procedure.**
2. The staff member in conjunction with the CD (or other DSP at the centre if the CD is not available) completes a **Major Concerns Reporting Form** which can be found on the Discovery Summer Cloud
3. ***The CD saves the form in the (confidential) Safeguarding folder on the Gdrive***
4. ***The CD notifies the DSL immediately so that she can read and act on the report***
5. The CD should write “see Major Concerns Reporting Form” on the comments section of the student’s profile on the portal. Do not include other details unless directed to by the DSL.
6. Once the DSL has read the Major Concerns Reporting Form, she will contact the CD to discuss the concern and decide on the next steps (e.g. asking staff member for more detail, speaking to the student direct, informing parents, keeping an eye on the student to see if there are other concerns or the issue escalates)

A.2. RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)

When is a RIDDOR accident report needed?

- Serious injury of a **staff member** e.g. head injury, broken limb, serious burns
- Serious injury of a **student** if it is related to an accident e.g. electrocuted by faulty equipment.
- You **DO NOT** need to report a student injury related to taking part in normal “school” activities e.g. a sports injury.

RIDDOR procedure:

1. The staff member concerned in conjunction with the CD completes a **RIDDOR Accident Report Form** which can be found on the Discovery Summer Cloud.
2. The CD saves the form to the RIDDOR folder on the Google Drive and informs the DSL immediately.

3. The CD writes “see RIDDOR Accident Report Form” on the student/staff comments section of the portal.
4. The DSL will read the report and contact the CD to discuss the accident and the next steps.
5. If necessary, the DSL will submit a RIDDOR report via their website.

A3. Vulnerable Students

When is a Vulnerable Student Risk Assessment needed?

Certain students may need more support with academic study, welfare and/or to protect them from abuse and/or bullying. These include but are not limited to students who:

- Have a disability or medical condition
- Have a special educational need
- Have a mental health problem
- Have trouble making friends
- Have recently experienced problems at home i.e. bereavement, divorce
- Have a very low level of English and/or are the only students speaking a certain language
- Have any other kind of factor which makes them stand out from the group due to i.e. race, religion, nationality

Procedure:

1. If Discovery Summer receives information about a vulnerable student at the time of booking, the DSL will contact the parent to discuss the issue and complete a Vulnerable Student Risk Assessment. This will be saved to the Vulnerable Student Folder in the Gdrive which is accessible by the Course Director and Administrator at the centre only. If appropriate the information will also be added to the student’s profile on the student databases.
2. Depending on the nature of the issue, the Course Director may keep the information confidential or may share it with other staff on a need-to-know basis to ensure that the student’s needs are met. A student with a disability and/or serious medical condition may be travelling with a Group Leader who has been briefed by the parents regarding the student’s needs.
3. If the CD believes there is a serious issue which the parents have not informed us about, he/she should speak to the DSL who will decide the best way to proceed i.e. liaise with the parents/representative to gather more information. The CD and DSL will then complete a **Vulnerable Student Risk Assessment**.
4. The CD in conjunction with the rest of the senior team should decide on the relevant support which can be provided to any vulnerable students. I.e. providing them with a suitable English Student Host as their buddy; planning lessons, activities and excursions to suit the student’s needs

A.4. Child Protection Policy

All Discovery Summer staff, as well as all other adults (e.g. Group Leaders, outside providers) play a crucial role in protecting students on our courses, and in not making themselves unnecessarily vulnerable to suspicion of any form of abuse.

Discovery Summer staff and other adults must understand that they are in a position of trust. Under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over who is in a position of trust to engage in any form of sexual activity / have a sexual relationship with an under 18, even if the relationship is consensual.

Sexual activity in this context is not exclusively physical contact including penetrative or non-penetrative acts. It may also involve other activities such as causing an under 18 to watch or engage in sexual activity through the sending of explicit images or messages.

Staff need to be aware that, if convicted of such an offence, a person is likely to serve a custodial sentence and have their name added to the sex offender's register, which would bar them from working with under 18s again.

Staff are made aware during training that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach at all times.

Defining Child Abuse

The term "child abuse" is used to describe ways in which children and young people are harmed – usually by adults – with damage to their physical or mental health.

There are four broad categories of abuse:

- **Physical abuse:** through hitting, shaking, squeezing, administering inappropriate drugs etc or allowing activities that are disproportionate with the child's physical development.
- **Sexual abuse:** through inappropriate touching or contact with a child and through any form of bodily contact that has a sexual content.
- **Emotional abuse:** through persistent lack of love and affection, constant shouting, taunting and bullying or adult demands for unrealistic expectations to be met.
- **Neglect:** through failure to meet a child's basic needs, e.g. food, warm clothing, safety.

Recognition of Abuse

Abuse can be difficult to predict, and to recognise when it has taken place or is currently happening. There are a number of generalised indicators:

- Unexplained or suspicious injuries, particularly on parts of the body not prone to injuries
- An injury for which the explanation seems inconsistent
- The child describes what appears to be an abusive act involving him or her

- Another person expresses concern about the welfare of another child
- Unexplained changes in behaviour over time; e.g. becoming withdrawn, temper tantrums, showing disproportionate, unexpected aggression or swinging rapidly between withdrawn and aggressive states
- Unexplainable and/or persistent absence from education
- Inappropriate sexual awareness
- Engages in sexually explicit behaviour in games and activities
- Distrust of adults, particularly those with whom a close relationship could be expected
- Difficulty in making friends/failure to socialise with other children
- Displaying variations in eating patterns, overeating, loss of appetite
- Becoming increasingly dirty or unkempt
- Mental health problems

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with students which facilitate communication.

Impact of Abuse

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact which can affect a children's mental health, behaviour and education.

A.5. Specific Types of Abuse

Child on child

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online or face to face (both physically and verbally) and is never acceptable.

All staff must have an attitude of **'it could happen here'**.

- We recognise that even if there are no reports of child-on-child abuse it doesn't mean it isn't happening, it may just be that it isn't being reported.
- Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will be particularly distressing if the perpetrator is present in the same school.
- Any report of sexual violence or sexual harassment should be taken seriously but staff should be aware it is more likely that girls will be the victims and boys the perpetrators. Children with disabilities are also three times more likely to be abused than their peers (KCSE 2024. para 456).
- It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report (e.g. a friend may make a report or a staff member may overhear a conversation that suggests a child has been harmed or a child's behaviour may indicate something is wrong).

Child on child abuse is likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based or discriminatory bullying)
- Abuse in intimate personal relationships between children (see **Child Sexual Exploitation** below)
- 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 assault)
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone 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 nudes and semi-nudes images and or videos - this includes deep-fake imagery. This practise is also known as sexting or youth produced sexual imagery. For further information see below and <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>
- Up-skirting, 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).

What to do if you become aware of an incident of sexting/sharing nudes or semi-nudes

- Report it to the Designated Safeguarding Lead (DSL) immediately
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if the child has shown it to you before you could ask them not to), report this to the DSL.

- Do not delete the imagery or ask the child to delete it.
- Do not ask the child/children involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the child/children it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any child involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Action following a report of sexual violence or harassment

- A report of sexual violence or harassment must be treated and reported in the same way as for any other safeguarding concern. See **Reporting a Major Concern**
- A decision may be made (by the DSL in conjunction with other senior staff) to manage the case internally if, for example, it is a one-off incident and the children concerned are not in need of early help. In such instances it may be treated as a behaviour issue or by providing welfare support
- Whatever the response, there must be a **zero tolerance** approach to sexual violence and sexual harassment. It cannot be passed off as 'banter', 'having a laugh', 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for our students
- If the perpetrator(s) is a Discovery Summer student and currently present at the centre, whilst Discovery Summer liaise with children's social care and the police, the alleged perpetrator(s) should be removed from any classes/activities etc that they share with the victim and the careful consideration should be given to how to keep the perpetrator(s) and victim(s) apart. These actions are in the best interests of all children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s).
- If a report is made to children's social care, they will advise on how to proceed and how to advise the perpetrator of the allegations.
- As always when concerned about the welfare of a child, all staff should act in the best interests of the child. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).
- It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.
- Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously.
- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- It is important to explain that the law is in place to protect children rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether harmful sexual behaviour (HSB) has been displayed
- the ages and developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, or staff
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Staff need to be aware of CSE and CCE although we recognise they are unlikely to occur in the context of an international summer school as the students are only with us for a short time and are supervised by Discovery Summer or (on non-residential courses) by their parents at all times.

- CSE and CCE are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
- CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficked) for the purpose of exploitation and/or through violence or the threat of violence
- The abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (i.e. increased status) of the perpetrator or facilitator
- The abuse may be a one-off or a series of incidents and range from opportunistic to complex organised abuse
- Abuse can happen online as well as in person.

Child Criminal Exploitation (CCE) including County Lines

- CCE includes recruitment of children and young people to deal and traffic drugs or money often between urban and rural areas (**county lines**), working in cannabis factories, shoplifting or pick-pocketing, having their bank account used to facilitate drug dealing.

- Children are increasingly being targeted and recruited online using social media.
- Children can become trapped in this kind of exploitation as they build up drug debts and are threatened with violence towards themselves or their family if they try to leave the gang/county line. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status, access to economic or other resources.
- Children may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.
- As children (particularly older children) involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

- CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration or nonpenetrative acts. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
- CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

So-called 'Honour' Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- Infringements may include a girl having a boyfriend; rejecting a forced marriage; interfaith relationships; inappropriate dress or make-up, kissing in a public place etc. This is not an exhaustive list.
- Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.
- Whatever the motivation, these are abuse according to UK law.
- In a summer school context, signs might be decline in engagement/behaviour/performance, depression, family member keeping a close eye on student.

Female Genital Mutilation (FGM)

- Non-medical, partial or total removal of external female genital organs, typically done to young girls from African countries.
- Illegal if done in the UK, or if a UK resident is taken overseas to have it done.
- Staff should speak to the DSL if they have any concerns about female genital mutilation (FGM) but there is a specific **legal duty for teachers**. If a teacher, in the course of their work in the profession, discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students.
- Visit the government website for more information:
<https://www.gov.uk/government/collections/female-genital-mutilation>

Serious Violent Crime

Staff need to be aware of the signs that students may be involved in serious violent crime i.e. unacceptable or persistent absences from education, absence from school, friendships with older individuals or groups, decline in academic performance, signs of self-harm, signs of assault, unexplained injuries, unexplained gifts or new possessions.

Duties under Prevent: Radicalisation and Extremism

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

Radicalisation means someone is being encouraged to develop extreme views or beliefs in support of terrorist groups and activities.

There are different types of terrorism with the most common types of terrorism in the UK being extreme right-wing terrorism and Islamist terrorism.

Whilst this is not a high-risk area for Discovery Summer, staff need to be aware that **'it could happen here'**.

Any concerns relating to radicalisation or extremism should be reported to the DSL in the same way as any other safeguarding concern using the Major Concerns Form. The DSL will report them to the Local Authority Safeguarding Board and local police Prevent officers if appropriate.

Indicators of radicalisation or extremism:

Outward appearance

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online
- Accessing extremist online content
- Joining or trying to join an extremist organisation

Signs of vulnerability

There are no known definitive indicators that a person is vulnerable to radicalisation but the following is a list of signs that may increase the risk:

- Being in possession of extremist literature
- Religious conversion
- Extremist influence

The following measures are in place to minimise the risk of radicalisation:

- We acknowledge that radical and extremist opinions may be expressed by staff, students and/or other adults, e.g. group leaders, host centre staff
- Staff and students are made aware of DS values and core British Values (democracy, rule of law, mutual respect, individual liberty, tolerance of those of different faiths or beliefs) and the importance of living harmoniously in an international community in which all members should show tolerance and respect of other nationalities and religions. Staff are trained to challenge any statements made that are counter to core British values and how to do that
- Staff training includes awareness of what is meant by radicalisation and extremism and how to report any concerns to the DSP
- Students are told to raise any concerns they have about radicalisation and extremism with staff
- Student rules state that accessing inappropriate or illegal sites is prohibited whilst on a DS course.

Children who are lesbian, gay, bisexual or gender questioning

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published by the UK government.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, the Department for Education (DfE) states that schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. (Refer to DfE Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed).

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

A.6 Reporting a Child Protection Issue

In the event of abuse being reported, staff must reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

RECEIVE, RESPOND, REASSURE, RECORD, REPORT

What to do if child abuse is suspected			
Step 1	If physical or behavioural indications are noticed.	If a child informs a staff member that the child is being abused in some way.	If it is suspected that an adult is a threat to a child in some way or a third party informs a responsible adult about suspicions they may have.
Step 2	Contact the Designated Safeguarding Person (DSP) and tell them of your suspicion.	React calmly. Listen to and reassure the child. Record the information immediately, making note of exactly what the child has told you using their words (not your interpretation). Do not promise confidentiality to the student or ask any direct questions. Tell the child that others will only be informed if there is a need.	Maintain surveillance of the adult and contact the Designated Safeguarding Person (DSP) to discuss your suspicions.
Step 3	Confidentiality must be maintained in all cases. Do not discuss with anybody except the DSP. Use the Major Concerns Reporting Form (from the Discovery Summer Cloud) to record what was witnessed/disclosed, what aroused suspicions and any action taken. Dates and times must be included.		
Step 4	The DSP must contact the DSL by phone immediately to discuss the situation.		
Step 5	The DSL and Managing Director will discuss the next appropriate steps which may include contacting the LSCP (Local Safeguarding Children Partnership) for advice.		

Step 6	Child Protection information will be stored and handled in line with General Data Protection Regulation 2018 principles: Information is to be accurate, kept no longer than necessary and secure at all times.
Step 7	Discovery Summer, in conjunction with the external authorities if they have been consulted, decide on how/whether to involve the parents/guardians.
Step 8	The DSL will record the decision made and the next steps. NB. If a DSP is suspected of inappropriate behaviour, DSL is to be contacted. If the DSL is suspected of inappropriate behaviour, the deputy DSL is to be contacted or any DSP. The contact details for the LSCP (Local Safeguarding Children Partnership) are displayed on staff and student noticeboards (both physical and online) so that staff and students can contact them directly if they feel it is necessary. Staff may also contact the NSPCC (National Society for the Prevention of Cruelty to Children) Whistle-blowing helpline if they believe their concerns have been ignored. 0800 028 0285
Step 9	The DSL in conjunction with the DSP will monitor the situation and seek further assistance if necessary or until no further action is needed.
Step 10	Any incidents will be reviewed to see if changes to policies, procedures or staff training need to be made immediately or before the next summer season.

Allegations made against a student

In most situations, the conduct of students is covered by the DS **'Rules for students' and Behaviour Policy**. See also **'Child on child abuse' page 9**. Certain behaviours may fall into the area of safeguarding; for example: pre-planned violence, threats and intimidation or blackmail, indecent touching or sexual assault, forcing others to watch pornography or to take part in sexting.

If a safeguarding allegation is made against a student, similar procedures will be followed as outlined in **'Reporting a Child Protection Issue'**.

The main concern will be the safety of the abused. At the same time, Discovery Summer will appoint a staff member (DSP/member of the designated safeguarding team) to support the under 18-year-old abuser through any contact with local authorities or the Police should that become necessary.

Allegations made against a staff member

It is important to define an **allegation of abuse** as opposed to a **minor infringement of the staff code of conduct** or a **low-level concern related to safeguarding**.

Minor infringement of the staff code of conduct

If there is a **minor infringement of the staff code of conduct** this should be dealt with as outlined in section B.5.

Low-level concern relating to safeguarding

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of an allegation of abuse (as defined below). 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 a staff member (including host centre staff or contractors) 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 allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (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
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door

It is vital that we have a culture of openness, trust and transparency to protect students and staff.

Staff are encouraged and should feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns must be recorded in writing by the DSPr and stored in the Confidential section of the Google drive. The DSP must contact the DSL immediately so that the course of action can be discussed. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

The record will be kept on file in accordance with our Data Protection policy.

It is important that written records are kept so that any patterns of behaviour regarding the staff member can be identified and addressed as necessary. It will also help us identify any wider issues that may be present across the organisation which can be dealt with through e.g. improved training, policy changes.

Please note: Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be referred to in a reference.

Allegation of abuse (see also D.4 Ensuring continued suitability after a staff member has started employment)

An **allegation of abuse** is when a staff member has:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If an allegation is made against a staff member this must be dealt with swiftly and confidentially. The person raising the concern should report it to the DSP immediately. The DSP will report it to the DSL who will liaise with the Host Centre's DSL (as per the host centre's Safeguarding Agreement for Hirers) and Local Authority Designated Officer (LADO) and take their advice before investigating further. At each stage a written record must be made using the **Major Concerns Reporting Form (see page 6)**.

If a staff member is dismissed because he/she is considered unsuitable to work with children, the DSL will report to the Barring Service within one month of leaving. A referral to the Teaching Regulation Agency (TRA) may also be necessary.

A clear and comprehensive summary of any allegations made against a member of staff, and all details leading to and including a resolution, will be kept on the confidential personnel file and will be retained until the member of staff reaches retirement age, or for a period of 10 years after the allegation has been made. Discovery Summer will provide information regarding an allegation for the purposes of future references and DBS disclosures.

STAFF CODE OF CONDUCT

The following provide guidelines and expectations for staff, associated adults (e.g. group leaders, outside providers) and students in order to ensure that responsible and respectful relationships are fostered at all times. It has been drawn up with the intention of setting boundaries and establishing professional relationships with students.

B.1 Maintaining a professional relationship with students:

- ***Be friendly to students, but remember you are not their friend.*** Maintain professional boundaries i.e. do not talk or joke or play games with them as you would with your peers
- Be an excellent role model for students; be punctual, polite, use appropriate language and respect others
- Be kind and positive towards students. Talk to students, listen to them and praise them when appropriate
- Be somebody that students can trust
- Do not meet up with students off campus during or after the course. Do not offer or request personal contact details or link up with students online (details on the following page)
- Put their interests before your own and their safety before your convenience
- Maintain a calm manner with students at all times. Only raise your voice in emergencies - there are other ways of exerting control over students
- Protect students and yourself: never be on your own with a student in a room with the door closed. If you need to attend to a student in their room, ensure another staff member is with you at all times. Respect students' privacy – knock and ask permission before entering a student's bedroom
- Understand and exemplify the core British Values (as defined by the UK government) of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (see "Staff responsibilities under Prevent" below)
- Do not engage in any behaviour during or after your term of employment which could harm the reputation of Discovery Summer
- Staff must understand that they are in a position of trust. ***Under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over who is in a position of trust to engage in any form of sexual activity / have a sexual relationship with an under 18, even if the relationship is consensual.*** If convicted of such an offence, a person is likely to serve a custodial sentence and have their name added to the sex offender's register, which would bar them from working with under 18s again.

Communication with students (including social media and other digital technology)

- Staff should not make friends with/connect with students via e.g. social networking sites, messaging apps, gaming sites, phone, email.
- Staff must not engage in any activity online which could be viewed as grooming or sexually explicit with children or adults who might be vulnerable or at risk.
- Staff must not engage in any online activity which could be viewed as bullying or allow online child on child abuse to go unreported.
- Some staff (often Runners) may already be friends with students or English Student Hosts - in that case they must be reminded that they now have a more professional relationship and can no longer connect online or by phone with any existing Discovery Summer students or English Student Hosts. They should also cease to follow or 'friend' any current Discovery Summer students who they have been in contact with on social media. The only exception to this rule is where the staff member and student/student host are members of the same family.
- Staff should ensure their social media profile photos are appropriate and that their profiles are private to minimise the risk of inappropriate content being visible online.
- Staff should not give out personal phone numbers or email addresses to students. Where possible, Discovery Summer will provide company mobile phones for staff to use on excursions, on airport duty etc.
- If students make contact with staff after the course, staff must ignore the contact and inform the DSL.

Favouritism and Infatuation

- Staff should treat all students fairly to avoid perceptions of favouritism or unfair criticism e.g. when selecting teams, awarding prizes, excluding a student from an activity.
- **GIFTS POLICY** To avoid allegations of favouritism, only **gifts** with a value of under approximately £20 should be accepted by staff. More expensive gifts from students should be reported to the Managing Director, Jane Merrick, who will decide if they can be kept by the staff member. Staff may not give personal gifts to students but may offer prizes in line with our rewards policy.
- Occasionally, a student may develop an infatuation with a staff member. Staff should deal with this situation sensitively in order to make sure their own behaviour is not misinterpreted and the student and staff member are not unduly embarrassed by the situation. Any staff member who suspects that a student is infatuated/has a crush on them or another member of staff must report this to the Course Director. The Course Director must report this to the DSL and together they will decide on the best course of action e.g. ensure that the student has minimal contact with the staff member by moving them to a new class/group, making sure all students are aware of the correct way to behave with staff.
- Younger students may also be 'clingy' and want to spend a lot of time with a particular staff member. Staff should deal with this sensitively and encourage the student to make new friends with others of their own age.

Staff Dress Code

Staff should ensure their appearance and clothing promote a professional image and are expected to dress as appropriate to their role/duties:

- Look presentable at all times: brushed hair, clean clothes, clean shaven/trimmed facial hair for men
- Keep the wearing of rings, earrings and other jewellery (including body piercings) to a minimum (to be removed when advised or prohibited by health and safety regulations)
- Dress with an awareness and sensitivity to cultural practices at all times: no revealing clothes or clothes which might distract or cause embarrassment (i.e. no short shorts, ripped clothing, vest tops, transparent or excessively tight clothing). In accommodation, cover up e.g. when going to the toilet at night
- Teachers should wear smart clothes in class (e.g. no casual jeans, T-shirts, shorts, vest tops)
- Staff may be asked to cover tattoos if they are deemed inappropriate
- Staff leading and monitoring activities/excursions should be dressed appropriately e.g. wear trainers not flip flops/sliders.

B.2 Maintaining a professional relationship with staff:

- Maintain positive, professional relationships with other staff members
- Remember that we have a zero tolerance policy towards sexual harassment. See Sexual Harassment policy for full details
- Be aware that intimate relations between adults on campus are not acceptable under any circumstances
- If a line manager is in a relationship with one of their staff this must be declared to the Discovery Summer Manager so that a change of line manager can be arranged if appropriate.

Please also see: **Allegations made against a staff member. P20**

B.3 Smoking, alcohol and substance abuse

- Consuming alcohol and substance abuse are not permitted at any time on campus or during working hours.
- When returning from time off, day or night, all staff must be fit to interact with students. Discovery Summer takes this to mean that staff should be under the legal drink-driving limit in England.
- All staff are expected to attend work without being under the influence of alcohol or recreational drugs and without their performance being adversely impacted by them
- Discovery Summer centres have strict no-smoking policies within all school buildings/on campus. Staff are not allowed to smoke in front of students at any time even when off-site.
- Failure to abide by these guidelines is treated as a serious disciplinary matter and could lead to immediate dismissal.

- All applicants sign a statement at the end of their application form to confirm they understand this policy. Staff are later reminded of this at interview, in the staff handbook, during induction and at staff meetings.
- Please note that Discovery Summer reserves the right to test staff if alcohol or substance abuse is suspected. We also reserve the right to search staff rooms and possessions should we suspect theft or the presence of any prohibited items/substances.
- For security purposes residential staff must be in their accommodation between the hours of midnight and 06:00 (other than exceptional circumstances or when on duty).

B. 4 Physical contact with students and ‘Reasonable Force’

- It is now accepted that a ‘no contact’ policy can leave staff unable to fully support and protect their students. UK government policy encourages schools to adopt sensible policies, which allow and support their staff to make appropriate physical contact.
- Never touch a child in a way which may be considered indecent i.e. never touch a child below the shoulder level unless there is a justifiable reason. Do not take part in ‘horseplay’ such as tickling or other games involving physical contact.
- On occasions it is entirely appropriate for staff to have physical contact with students. e.g. to comfort a distressed student, to keep a young child safe by holding hands on an excursion, to demonstrate a sporting or music technique, to prevent a child from injuring themselves or walking in a road.
- If staff make physical contact with students, this should be in response to their needs at the time, be of limited duration, be appropriate and take place in an open environment (never secretive or to provide gratification to the staff member).
- Do not perform tasks of a personal nature that students are capable of doing for themselves e.g. applying sun cream. If it is necessary, make sure it is done in a public place with other adults present. First aid e.g. give plaster to child to put on themselves, ask their permission before you touch them i.e. Can I put this plaster on your leg?
- The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom, restraining a child to prevent violence or injury.
- Physical punishment is prohibited in all schools in the UK.

Reasonable force - Guidance for staff

In extreme cases, where physical restraint is necessary to protect the lives of staff or students:

1. Remain calm and try to use your voice to halt the incident
2. If possible, call for additional help

3. Remove other students from the area if possible
4. Use only necessary and careful restraint to halt the danger. Do not use violent actions which may harm the student.

B.5 Policy for dealing with unacceptable staff conduct

- Everyone who joins a Discovery Summer course should experience a positive and harmonious environment where they are treated with respect. If staff experience or see any examples of unacceptable behaviour by other staff they must challenge it if appropriate and report it immediately to a member of senior staff at the centre.
- Please read **Allegations made against a staff member p20** to understand the difference between a minor infringement of the staff code of conduct, a low-level safeguarding concern and an allegation of abuse. Please read **Staff Appraisals in the Senior Staff Handbook** for details of how to deal with **unsatisfactory performance**.
- In the case of a **minor infringement of the staff code of conduct** (i.e. wearing inappropriate clothing, being rude to another member of staff) their line manager will:
 - Explain what the unacceptable behaviour is
 - Provide appropriate guidance/training to ensure it doesn't happen again
 - Ask the staff member (if appropriate) to apologise to the person(s) affected.

The Course Director must make a written record of the issue and how it has been addressed in the daily log.

- More serious disciplinary issues will be dealt with by the Course Director in conjunction with the Managing Director. **See Disciplinary Procedure in the staff handbook**. These procedures do not form part of staff contracts of employment and Discovery Summer reserves the right not to use the disciplinary procedure.

B.6 Staff Code of Conduct (online courses)

- All classes will be held using the Discovery Summer Zoom accounts (not staff personal accounts)
- Dress smartly and remember cultural sensitivity. We recommend wearing a smart shirt or dress that covers your shoulders, is not low cut, transparent or very tightly fitting
- Look presentable: brushed hair, clean shaven/trimmed facial hair for men, no visible body piercings, cover any tattoos
- Have a suitable neutral/professional looking background e.g. plain wall, bookshelves as opposed to kitchen cabinets, unmade beds, unsuitable pictures on the wall
- Ensure people (and animals!) in your household know that the session is on and stay out of the room
- Use suitable language
- Anyone using inappropriate language should be muted and may be prevented from joining future classes
- Use shared homework folders to share work, upload marked work and leave 'messages' with instructions for self-study

- Do **not** share your personal contact details with participants. Students are also told not to share their personal contact details with staff. See above for **Communication with students (including social media and other digital technology)**

INFORMATION FOR STUDENTS AND VISITORS

C.1 Rules for Students (face-to-face courses)

The following rules for students form part of our terms and conditions which are in our brochure and on our website.

The rules also form part of the Joining Instructions which are sent to each student at time of booking, they are displayed on student notice-boards, are printed in the student folder and are explained to students on arrival in a manner to suit their age and level of English.

DO

- Speak English
- Listen to staff and follow their instructions
- Be on time (always)
- Be kind and friendly to others
- Attend and join in all the lessons and activities
- Look after your belongings and the school
- Keep the school tidy
- Follow the school guidelines relating to the use of phones, cameras, games consoles. These must not be used during classes, meals or activities
- Have your Discovery ID card with you at all times
- **Residential courses:** Keep your room tidy and make your own bed
- **Residential courses:** Stay in your bedroom after bedtime and remain quiet
- **Residential courses:** Give all your money, medication and valuables to the course office to look after

DON'T

- Leave the school unless with a member of staff/parent/guardian
- Buy or consume alcohol, take drugs or smoke (cigarettes or e-cigarettes)
- Bring unnecessary valuables
- Bring or buy knives, weapons or toy guns
- Swear, fight or bully, use inappropriate language or gestures
- Drop litter, or chew gum
- Access or share illegal/inappropriate online material
- Damage school property (please note any damage, accidental or deliberate must be paid for)
- Steal or shoplift
- Use fire escapes unless for emergency exit
- **Residential courses:** Swim without a lifeguard being present
- **Residential courses:** Go into boys' accommodation if you are a girl or go into girls' accommodation if you are a boy without agreement of the Course Director.

Good behaviour is encouraged and rewarded. If rules are broken you will be given a warning and we will discuss how you should improve your behaviour. We may contact your parents and you may miss an activity or excursion.

VERY IMPORTANT

The safety and well-being of our students is our primary concern. Students who break British Law, do not obey the course rules, who repeatedly misbehave, do not follow the instructions of the course staff or otherwise disrupt or adversely affect the smooth running of the course will be asked to leave **immediately** at their own expense and without refund of fees.

Searching a student's room

Under our Terms and Conditions, we state that we reserve the right to search a student's room and belongings in the event of suspected theft or any other reasonable circumstances.

Body searching

Never body search a student or staff member. Only the Police have authority to do this.

C.2 Information for visitors and adult students

All visitors (and adult students at Collingham) must sign in at the course office/reception desk on arrival and complete a Safeguarding for visitors form:.

As we are looking after under-18s we have a duty to safeguard them. This means ensuring their safety and well-being.

*All adults on-site have a **Duty of Care** towards young people, so please follow our rules for visitors and adult students:*

1. *Sign in and out with our staff*
2. *Wear your **Discovery Summer student/visitor lanyard** when on-site and return it when you leave*
3. *Only use the **designated toilets for adults***
4. *Be polite and respectful to all and don't use bad language*
5. ***Don't mix with any under-18-year-old students** (apart from your own family members)*
6. *If you have children on our courses, you may take photos of them but **must NOT share them on social media** if they contain images of other students or staff. This is because some students and staff do not want their image shared on social media.*
7. *If you see any students who seem to be unhappy or you have any concerns about our students and their safety, tell Discovery Summer staff immediately*
8. *Further information about safeguarding can be found on our student noticeboard and on our safeguarding policy. <https://www.discoverysummer.co.uk/safeguarding-policy/>*

C.3. Educating students about safeguarding

Students on face-to-face courses are made aware of the term “safeguarding” and what it means for them – in an age-appropriate manner. E.g. In the Student Joining Instructions, in the student induction, in the student folder and via student physical and online notice-boards. They are made aware of how to keep themselves safe e.g. from on-line bullying, from strangers on excursions – as part of the curriculum or as part of pre-excursion briefings. They are encouraged to safeguard each other and be responsible and helpful towards peers.

Students are made aware that they must report any safeguarding and welfare concerns relating to themselves or another student (including e.g. bullying, self-harm, eating disorders and inappropriate staff behaviour) to a member of staff. It is made clear that they will be listened to and taken seriously.

Students on online courses are given guidelines on staying safe online as appropriate for their age.

C.4 Online safety policy

Discovery Summer recognises that it has a duty of care to ensure that all students and staff are able to use the internet and related communications technologies appropriately and safely.

Students and staff are made aware of online safety issues, what constitutes inappropriate and/or unacceptable use and the related sanctions.

We recognise that the best way to prevent, or at least minimise, inappropriate or unacceptable use is through online safety education.

Online-safety issues include but are not limited to:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images including deep-fakes (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. Further details at Anti-Phishing Working Group: <https://apwg.org/>

Monitoring student use of the internet/communication technologies:

- Access to host centre IT facilities is supervised and monitored by staff members.

- Strong firewalls (put in place by the host centre) prevent staff and students accessing inappropriate websites. However, a firewall may not be able to screen every language and all staff members must be extremely vigilant when supervising IT sessions.
- At centres where students are very young (i.e. Benenden Young Learners) students' phones/i-Pads etc. are stored safely by Discovery Summer and only given to students at specified times each day.
- At all other centres students are not allowed to use their phones during lessons and activities and are discouraged from using them for excessive amounts of time during breaks, in accommodation etc. (Guidelines vary centre by centre and are explained in the Joining Instructions and again on arrival). This approach is designed to encourage students to communicate with those around them and to prevent home-sickness.
- **Examples of unacceptable use of the internet/communication technologies by students and staff:**
 - Viewing/sharing/sending offensive, sexually explicit or harassing material or any material which promotes radicalisation or extremism
 - Publishing defamatory and/or knowingly false material about Discovery Summer or any of its course participants
 - Engaging in any kind of illegal online activity including infringing copyright, or gambling

Staff responsibilities:

1. Follow the staff code of conduct regarding social media and the sharing of email/phone numbers (**see page 23-24**).
2. Keep up to date with online safety matters and the current Discovery Summer policies.
3. Embed online safety education into classes, activities and student meetings as appropriate for students' age and level of English.
4. In lessons/activities where internet use is pre-planned students are guided to sites checked as suitable for their use.
5. Movies/clips shown to students during class or social activities must be appropriate for their age e.g. no 15-rated films for under-15-year-olds. Internet videos e.g. YouTube clips used in a class or activity must be checked all the way through in advance to ensure the content is suitable. Staff should also be aware that their previous search history, which may be inappropriate, may show up when they are sharing their screen.
6. Ensure any songs used in class/activities are the 'radio edits' which do not contain inappropriate language.
7. Monitor students' use of host centre IT facilities and never leave students unsupervised in IT sessions.
8. Be alert to and aware of student behaviour when students are accessing personal IT devices (phones, tablets etc) and monitor if necessary. Student behaviour can indicate inappropriate use of IT and/or online bullying (see below).
9. Any inappropriate or unacceptable use of IT facilities (belonging to the host centre, Discovery Summer or students) should be reported immediately (see below for details).

Student responsibilities (these are outlined in the student rules and/or should be explained by class teachers in an age-appropriate manner):

- Follow the Discovery Summer rules regarding the use of the internet and communication technologies
- Understand the need to report abuse, misuse or access to inappropriate materials and know how to do so
- Understand the rules relating to the taking and sharing of photos/videos (see Use of Photos/Videos) and online bullying
- Understand the importance of online safety

Responding to incidents of misuse:

If a student or staff member is discovered accessing inappropriate or illegal material, staff are requested to:

1. Ensure the student/staff member stops viewing it immediately
2. If the material is **inappropriate** take the following steps:
 - a. Report the incident to the Course Director who will decide whether it is appropriate to involve the DSL
 - b. The CD will speak to the student/staff member and ensure he/she understands why the material is inappropriate and that it should not be accessed again
 - c. Report to the host centre IT manager if necessary i.e. the firewall is not strong enough.
 - d. If the material is suspected of being illegal the DSL will take appropriate action which may include contacting the police, starting disciplinary procedures
 - e. Disciplinary action may be taken against the staff member if appropriate

C.5 Anti-Bullying Policy

Please also see: **Child on child abuse**

Every member of our staff and student population should be aware that everyone is different and other people's views, wishes and habits should be respected.

Definition of Bullying

Bullying is:

- Deliberately hurtful behaviour
- Repeated over a period of time at a targeted individual/group
- Arising from and taking advantage of an imbalance of power

Bullying may be indirectly contributed to by others who do not inform staff that help is needed.

Bullying can arise from a lack of respect for others and can occur in a variety of ways.

- Physical - e.g. hitting, pushing or any act that invades personal space

- Verbal – e.g. name calling, teasing, taunting, playing cruel jokes on people. Racist or sexual harassment
- Social – e.g. ignoring people, embarrassing people in public, not including people (in real life or online). Discriminating on grounds of religion, culture, race, gender, disability or sexuality
- Online – e.g. posting hurtful or threatening messages on social media or messaging apps

How might we know that bullying is taking place?

- Crying repeatedly
- Not wanting to attend a certain class or activity
- Isolation in free time/in the dining room
- Diminished levels of confidence
- Withdrawn and quiet, displays of excessive anxiety
- Belongings go missing or are damaged
- Unexplained cuts or bruises
- Frequently complaining of stomach pains, headaches etc.
- Choosing the company of adults/clinging to adults
- Difficulty in sleeping/nightmares
- Eating too much/too little
- Talking of suicide or running away
- A student telling an adult about bullying directly or via a parent, another student, an English Student Host or via a survey or portal comment

These are indicators only and may occur for some individuals without bullying being present or being the cause. However, any of these would need to be considered and investigated so that the student can be supported.

How do we try to prevent bullying from taking place?

- Explain the basic Discovery Summer rules to students
- Agree class rules/class contract and display it in the classroom
- Ensure students are adequately supervised at all times
- Ensure students feel comfortable approaching staff if they have a problem. Have an open-door policy
- Reduce the amount of time students can spend on their phones
- Report any concerns to senior members of staff who will act on them as necessary and keep written records on the portal
- Read student feedback (SurveyMonkey, portal comments etc) and act on it as necessary

Response to Bullying

The response to bullying must principally ensure that both sides are aware that bullying is occurring, that it is viewed as a serious issue, and that if it continues the bully may be asked to leave the course.

The following steps are to be taken when cases of bullying arise. **N.B at all stages, a written record should be kept on the portal (or on a Major Concerns Reporting Form if the incident is not classed as a minor concern)**

1. If you become aware of bullying, listen carefully to the student(s), question but do not ask leading questions, speak to the Course Director.
2. The Course Director will decide if this is a minor incident and will deal with it accordingly (see Behaviour Policy).
3. If the Course Director decides that this is a case of bullying the incident(s) will be further investigated and classed as a Major Concern and reported to the DSL (see **page 6 and 7** for details on reporting). The Course Director will speak to the bully and the bullied separately. The CD may speak to other staff and/or students who may be aware of other instances of bullying/significant issues. The victim will be offered immediate support and staff will explain what will happen next.
4. Following the Course Director's investigation, a 'no blame' approach may be offered to both parties. The Course Director will talk to the victim and bully and try to find a mutually agreeable solution. During or following this, agents/parents are to be contacted and the outcome of the discussion is to be made clear. Information will be confidential although other members of staff may be informed where appropriate.
5. If the Course Director decides that a 'no blame' approach is not appropriate or the bullying continues after the 'no blame' approach a more severe approach will be taken. The Course Director will liaise with the DSL and the Managing Director (if this has not already occurred) who is likely to recommend the suspension of the perpetrator(s) if it continues.
6. If the bullying continues after these steps, the Course Director in conjunction with the Managing Director may require the perpetrator(s) to leave the school. All expenses will be borne by the perpetrator's family. The final decision is to be taken by the Managing Director.

STAFF RECRUITMENT

Multiple steps are taken to ensure that we deter and prevent people who are unsuitable for work with children from applying for or being offered a role at Discovery Summer.

Safeguarding and child protection measures are enforced throughout the recruitment processes, during the training of staff and through the information provided before an adult starts working with minors at a Discovery Summer centre.

D.1. Recruitment Policy

Discovery Summer provides equal opportunities and is committed to the principle of equality regardless of age, marital status, being pregnant or on parental leave, race (including colour, nationality, ethnic or national origin) religion or belief, sex, sexual orientation, gender-reassignment. We apply employment policies and procedures which are fair, equitable and consistent with the skills and abilities of our employees, the needs of the business and the safeguarding of our students.

We aim to re-employ staff who have proven their worth and to promote those with potential to senior positions.

D.2 Safer Recruitment

Recruitment materials outline the organisation's safer recruitment policies with reference to the **Accreditation UK Inspection Criteria point S4**.

The following steps are taken to ensure that at all times the recruitment process is robust:

- At least 2 people are involved with the short-listing process
- Safer recruitment training is provided for at least 1 member of staff involved with interviewing each candidate
- Interviews are carried out via Zoom or in person
- Interviews may be recorded
- Interview templates are used to ensure that all applicants follow the same process and are questioned about their knowledge of and attitude towards safeguarding
- All candidates must complete the Discovery Summer application form which includes uploading a CV. A CV on its own will not be accepted
- At interview all gaps in CVs and any other potential concerns are discussed
- At least two recent, relevant references are taken up either in writing or by telephone. The reference includes a question regarding the candidate's suitability to work with under 18s. Any concerns are addressed before appointment
- Where appropriate, references are verified with a follow up call
- Appropriate criminal checks are carried out
- The Safeguarding and Child Protection Policies form part of the staff handbook which is sent to staff prior to the start of their contract
- Before appointment all staff complete a declaration regarding their suitability to work with under 18s

Verifying identity and suitability for a role

Discovery Summer will:

- verify a candidate's identity by checking photo ID (passport, driving licence) and birth certificate (where available). Further identification checking guidelines can be found on the [GOV.UK](https://www.gov.uk) website
- verify the candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK. If there is uncertainty check [GOV.UK](https://www.gov.uk) website
- verify professional qualifications, as appropriate

Criminal Check Procedures

Staff are also subject to a criminal check before they are allowed to work with children or spend the night in a student residence at a course centre.

The procedure for all staff (including those teaching adults at Collingham, and those working at Head Office) is as follows:

- All staff must have an **Enhanced DBS check including the Children's Barred lists** (referred to by Civil & Corporate as the ISA Children's List). The checks are paid for by Discovery Summer and done via www.civilandcorporate.co.uk
- When Discovery Summer carries out a DBS check we will automatically enrol staff for the DBS Update Service and pay the annual fee. If staff do not come back the following summer we will cancel the annual payment to the Update Service
- We will check the **DBS Update Service** annually to ensure there have been no changes since the last certificate was issued. – If a staff member is not signed up to the update service a if this is not possible a new Enhanced DBS will be required
- All staff are asked to complete a Self-Disclosure form (as relevant to their role) when a provisional offer is made.

Procedure for deciding whether a staff member needs a criminal check (see Appendix 3 - internal use only)

Staff beginning work without their DBS having arrived:

If a staff member's DBS does not come through before their start date but **we have received notification that they are not on the Barred List**, Discovery Summer (in conjunction with the host centres) carries out a 'Risk Assessment for staff with no DBS'.

This ensures any possible risk to students is minimised and that the person is taken out of 'regulated activity'. On residential courses, they are not accommodated in an area with direct access to students.

D.3 Statement on Recruiting Offenders

If the result of the DBS check is “Disclosure not clear” the DSL will ask the applicant to show us a copy of the original DBS check as this will show details of offences.

The fact that an applicant’s disclosure is not clear will not automatically make him or her unsuitable for work with children. Each case is assessed individually with regards to the following factors:

1. The seriousness and relevance of the offence – in general, serious convictions for sexual, violent or drug offences will be strong contra-indicators for work with children. A driving offence would be relevant for staff involved with transport of children
2. How long ago the offence occurred - the age of the applicant at the time of the conviction – offences which took place many years ago may have less relevance than recent offences. However, convictions for serious violent or sexual offences are more likely to be a cause for concern. The potential for rehabilitation must be weighed up against the need to protect children.
3. Whether it was a one-off or a history of incidents – a series of offences is more likely to cause concern than an isolated minor incident
4. The circumstances around the incident
5. Has the individual accepted responsibility for their actions.

The disclosure should be discussed with the applicant. Based upon the findings of this discussion a judgement will be made by the DSL in consultation with the Managing Director and the DSL at the host centre. A signed and dated record of the decision will be kept on the applicant’s file.

D.4 Ensuring continued suitability after a staff member has started employment

If any of the following occur, Discovery Summer will review a staff member's suitability for employment and notify the host centre's DSL

- Staff member becomes barred from working with children or adults
- Staff member is subject to a referral to the DBS or any regulatory body
- Staff member is released under investigation, arrested, charged, cautioned or convicted of any criminal offence
- Staff member or any member of their household becomes subject of a formal child protection investigation
- We become aware of any circumstances relating to a staff member that may reasonably be considered to pose a safeguarding risk to children or adults
- There is a change of circumstances relating to a staff member's right to work in the UK

D.5 Staff Safeguarding Training

Discovery Summer takes the following measures to ensure that staff members receive appropriate training and guidance in safeguarding and child protection issues and that the policies and procedures are implemented:

- Training is viewed as an ongoing process. Training materials are reviewed at least annually but may be amended more often due to change in legislation and/or in response to events
- The date and level of Safeguarding training is noted on each staff member's profile on the Head Office staff database
- The Designated Safeguarding Leader (DSL), Mary Shipley and Deputy DSL Leo Child both have Specialist Safeguarding Training (Level 3) which is renewed every 2 years
- All staff on face-to-face courses are asked to do an Online Safeguarding Course which certifies them as Basic Awareness Trained (level 1) before their employment begins. This is not mandatory but is recommended
- The DSL and deputy DSL are responsible for creating training materials and delivering Basic Awareness Training (Level 1) to all staff (including Airport Reps) as part of induction. Any staff member starting their contract later will be given individual Basic Awareness Training (Level 1) training by their DSP). A Senior Staff Training Weekend is held every spring where any Safeguarding updates are shared and issues discussed. Any senior staff who are unable to attend are updated before their contract begins
- All staff are asked to read the safeguarding policy (which forms part of the staff handbook) before induction
- At every centre there are at least two Advanced Trained (level 2) DSPs. This is normally the Course Director and another senior member of staff. Training is updated every 2 years
- Additional training may be given in short 'bite-sized' sessions during regular staff meetings to remind staff of the policies and practices, to give them an opportunity to discuss hypothetical case studies, and to ask questions
- The basic safeguarding guidelines are explained to Group Leaders on arrival by the DSP in a manner which they can understand (using a PowerPoint template created by the DSL). Group Leaders may also be asked to complete the Accreditation UK online Safeguarding Level 1 course if their level of English is high enough
- All visitors to Discovery Summer centres are provided with basic safeguarding guidelines to read and sign on arrival.

SUPERVISION OF UNDER 18s

E.1. Transport during the course

Staff cars should only be used to transport children in exceptional circumstances (e.g. a hospital visit). If students are transported, they must wear seatbelts and sit in the back seat.

Staff must not use their car for business purposes unless this has been agreed with the DSL and the staff member has shown evidence of a valid driving licence, MOT certificate and business insurance.

E.2. Airport transfers

Discovery Summer ensures that all taxi companies used for airport transfers follow our strict protocol relating to vehicle safety, driver background checks and the driver code of conduct which is updated annually and supplied to each company. All taxi companies must confirm that their drivers have a clear Enhanced DBS check which is less than 3 years old.

Discovery Summer ensures all students are met at the airport by a member of Discovery Summer staff or a pre-arranged taxi. On departure they are checked in and accompanied until they are seen through to departures. The person meeting/checking in the student at the airport is given detailed instructions on when/where to meet the student, where to take the student and the code of conduct. There is 24-hour support from staff at Head Office in the event of any problems with airport arrivals and departures.

Students on residential courses are not allowed to travel unaccompanied from the airport to the course centre (i.e. on public transport). Parents may choose to bring them to the course centre themselves and collect them on departure.

If a departing flight is cancelled/turns back, Discovery Summer reps at the airport will contact the Travel Coordinator at head office to decide the best course of action. If the student is not able to travel that day, they will be taken back to their course centre until a return flight can be arranged. If their course centre has closed, they will be taken to another Discovery Summer residential centre. If all centres have closed, they could be accommodated by Mary Shipley or Jane Merrick at their homes if appropriate.

E.3. Student and Staff Accommodation

All residential students are accommodated in residences on campus. They are looked after by Discovery Summer staff 24 hours a day 7 days a week.

For Safeguarding reasons male and female students are normally accommodated in separate residences. If this is not possible, they are accommodated in separate areas of the same residence with strict rules to ensure that students do not enter areas for the opposite sex.

Staff are normally accommodated in a house with students of the same sex e.g. male staff with male students. For safeguarding and privacy reasons staff and students have separate bathrooms. If this is not possible we allocate separate times for staff to use the bathrooms.

We recognise that due to the gender imbalance of our staff teams female staff may be accommodated in the boys' house. If so, they will be accommodated in a separate area where possible and allocated a separate bathroom for female staff only.

If a student or staff member is transitioning, has transitioned or is non-binary we will discuss their needs with them and allocate them to a separate, gender-neutral area of the residence if one is available.

If this is not possible, we will accommodate them with others of their legal sex i.e. **a non-binary biological male in the boys' house, a non-binary biological female in the girls' house, a trans-female will be in the girls' house, a trans-male will be in the boys' house.**

All under-18 students on **non-residential courses** are accommodated with their parents/family members who are responsible for dropping off/collecting students and looking after them at all other times. We offer a list of accommodation ideas for families visiting London – these are not official recommendations as they have not been inspected by Discovery Summer.

We **do not recommend that non-residential under-18s stay with a host family** unless the student is with a parent/guardian.

E.4. Supervision Policy

Location	Age of students	Staff: Student Supervision ratio English Student Hosts are classed as 'students' and <u>included</u> in ratios for all out of class activities.
On site classroom teaching	All	1:12 international students* – Collingham, Benenden, Shrewsbury, Winchester English Plus 1:16 international students* Winchester Pre-University, Winchester GYL *In formal teaching sessions English Student Hosts are <u>excluded</u> from the published max class size. E.g. a class at Benenden can have 12 international students + an English Student Host
On site during scheduled activities	13 and over	1:15 (1:20 in exceptional circumstances)
	12 and under	1:15
On site overnight in residences <i>Group Leaders can be classed as staff but must never be left in sole</i>	13 and over	1:20
	12 and under	1:15

<i>charge of students who are not in their group.</i>		
On site at other times (e.g. break times, mealtimes)	All	As appropriate to the space being used and proximity of other staff. Each centre has site specific rules as to what students may or may not do and where they may or may not go
Off site during scheduled activities (e.g. excursions) <i>Group Leaders can be classed as staff but must never be left in sole charge of students who are not in their group.</i>	13 and over	1:15 (1:20 in exceptional circumstances)
	12 and under	2:20 (2:30 in exceptional circumstances) Staff should work in pairs or keep groups close together in case e.g. a staff member has to take a student to the toilet.

Supervision on excursions/off-site

12s and under - and immature/insecure/irresponsible students of any age - are never unsupervised on an excursion.

13s and over - may spend time unsupervised in groups of 3-5 provided that:

- parental permission has been granted (see below)
- staff are confident they can understand instructions and are mature and responsible enough to manage on their own in a relatively safe area with clear boundaries e.g. shopping centre
- they have clear instructions on how to contact staff, where and when to meet, what to do if they get lost
- Staff must have students' mobile numbers (students who don't have a mobile must be paired with one who does or remain with staff) and be located at strategic places (e.g. shopping centre exit, outside a cafe)
- Students must report back after **max. 60 minutes** (time limit will depend on their age, behaviour, the location, any other relevant factors).
- In **theme parks** students aged 13 and over may go off in small groups for **max 3 hours** as so much time is spent queuing for rides and the park has a clear boundary with manned exit points

Winchester (free time in the city centre)

Pre-University (15-17 year olds)

Responsible students may go out in small groups on 2-3 afternoons per week to visit the shops, cafes and sights in Winchester city centre. Students sign out/in at the course office.

A risk assessment is carried out to ensure suitable measures are in place as appropriate for the age group and location.

Global Young Leaders / English Plus (13-16 year olds)

Responsible students may go out in small groups on 1 afternoon per week to visit the shops, cafes and sights in Winchester city centre.

Staff members will be present at certain locations around the city centre to supervise as necessary.

A risk assessment is carried out to ensure suitable measures are in place as appropriate for the age group and location.

Parental consent for Students and English Student Hosts

Parents are asked the following question when making a booking for a residential course and again on the Medical/Consent Form:

I confirm that my child (aged 13 or over) may go shopping in small groups on excursions without the supervision of course staff (all 12s and under are always closely supervised).

If a parent does not consent to their child aged 13 or over being unsupervised on excursion this is flagged up to the Social Director and Course Director so that the student can be supervised appropriately.

Appendix 1:

Contact details for local authority safeguarding teams and LADOs:

Benenden

Kent Safeguarding Children Multi-Agency Partnership (general enquiries (office hours))

Telephone: 03000 42 11 26

kscmp@kent.gov.uk

Room 2.71, Sessions House, Maidstone, ME14 1XQ Kent

Safeguarding Children Multi-Agency Partnership (emergency contact details) 03000 41 91 91

Designated Officers of the Local Authority 03301 651440, 07540 677200

Area Safeguarding Adviser (Education) Integrated Children's Services Front door: 03000 411111

Out of Hours Number: 03000 419 191

LADO Team 03000 410888

kentpupilsado@kent.gov.uk

Online courses and Collingham

020 7361 3013 (Switchboard - 24 hours – ask to be put through to Social Services Department)

Different teams will respond depending on where the child is staying in the Kensington borough.

<https://www.rbkc.gov.uk/lscp/information-professionals-and-volunteers/useful-safeguarding-contacts-professionals>

Elaine Campbell Bi-Borough Safeguarding Lead for Schools and Education

- Tel: 020 7361 3000 / Mobile: 07712 236 508
- Email: elaine.campbell@rbkc.gov.uk

Kensington and Chelsea

Please contact duty LADO for consultations and referrals

- Telephone: 020 7361 2120
- Email: KCLADO.Enquiries@rbkc.gov.uk

Shrewsbury

Shropshire Safeguarding Children Board: speak to First Point of Contact (FPOC) 0345 678 9021.

For out of hours contact the Emergency Social Work Team on 0345 678 9040 selecting option 1

<http://www.shropshire.gov.uk/the-send-local-offer/social-care/childrens-social-care/safeguarding>

LADO

Phone: 03456 789021

Winchester

Hampshire County Council Children's Services:

0300 555 1384

Monday to Thursday 8.30am to 5pm

Friday 8.30am to 4.30pm

24 hours - 0300 555 1373

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts>

LADO

Phone: 01962 876364

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/allegations>

Appendix 2:

Contact details for host centre DSLs

Benenden School

DSL mobile: 07780 923413

Designated Safeguarding Lead, Anne Wakefield, Deputy Head Boarding and Pastoral Care 01580 236973

Deputy Designated Safeguarding Lead, Steve Miller, First Deputy 01580 236718

Deputy Designated Safeguarding Lead, Lucy Lynch, Assistant Head Boarding 01580 236828

Deputy Designated Safeguarding Lead, Kate Dobson, Housemistress 01580 236682

Collingham

Designated Safeguarding Lead (DSL) and Prevent Officer for the College

James Alder, Principal, is the Designated Safeguarding Lead (DSL) for the whole college
Contact details: telephone: 020 7244 7414; 07393 584162 (Twenty Four Hours) Email:
james.alder@collingham.co.uk

Deputy Designated Safeguarding Lead (DDSL) and Deputy Prevent Officer for the College

Kerim Aytac, Director of Studies, is a Deputy Designated Safeguarding Lead (DDSL) for the whole college. Contact details: telephone: 020 7244 7414; Email: kerim.aytac@collingham.co.uk

Shrewsbury School

Shrewsbury School Trading Company (SSTC) Deputy Designated Safeguard Lead, Edward Moore

Tel 01743 280 628

Sports Facilities Management Team Tel 01743 280 625

sstcsafeguarding@shrewsbury.org.uk

Winchester College

safeguarding@wincoll.ac.uk

DSL Office: 01962 621179

Duty Mobile: 07436 588321