

Safeguarding Policy

2019

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SAFEGUARDING POLICY

Angle Education offers English lessons, social activities and residential accommodation (provided by our partner agent) in London and Oxford. Classes take place in various well-known educational establishments such as London Metropolitan University, Hackney Community College, Graveney School and Michaela Community School in London and Ruskin College in Oxford. The majority of our students are 13-17 years old. Therefore, the welfare of our young students is our paramount consideration.

This policy has been formulated in accordance with:

- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, DfE (March 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- Keeping Children Safe in Education, DfE July 2015
- Tri-Borough Local Safeguarding Children Board Procedure
- Disqualification under the childcare act 2006 (DfE March 2015)
- Serious Crime Act, DfE March 2015
- Counter Terrorism and Security Act, DfE February 2015
- Keeping children safe in education, DfE March 2015
<http://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Notes from Safeguarding Level 1, 2 and 3 courses.

Non-statutory guidance:

1. What to do if you're worried a child is being abused
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
2. Safeguarding practitioners' information sharing advice
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Key individual roles and key terms

The Designated Safeguarding Lead (DSL) for child protection is Andrew Cossey.

The Academic Director is the senior designated person who is available 24/7 and he can be contacted on 07957515164 and andrew@angleducation.com (Level 1, 2 and 3 safeguarding and The Prevent Duty training)

The deputy designated lead person is Maggie Carruthers.

Maggie is the Welfare & Child Protection Officer who looks after day to day matters, training, recording systems (Level 1, 2 and 3 safeguarding and The Prevent Duty training). He is available during office hours: Monday-Friday 9-5.30 and by email at maggie@finddigs.co.uk

Child/young person is defined as a person under the age of 18 (The Children Act 1989). All adults refer to everyone who is in direct contact with students under the age of 18 i.e. members of permanent or temporary staff, sub-contractors or group leaders.

Angle Education Welfare Policy

Angle Education is fully committed to safeguarding the welfare of all children and young people. Therefore, a clear policy and associated practices are written as a guidance for all adults working with students under the age of 18. The policy must be read and adhered to by all adults.

We strive to provide a safe and supportive learning environment for every young student staying with us because we believe that all children no matter what their age, gender, nationality, race, religion, etc. have the right to be protected from any kind of abuse and harm.

We have a responsibility to identify any child who may be suffering or is likely to suffer any abuse (including risk of exposure to extremism and radicalisation) and we also acknowledge our duty to act appropriately to any allegations, reports or suspicions of abuse by reporting any concern to the Child Protection Officers (Maggie or Andy) and/or to the LADO.

Child Protection Policy

The purpose of the child protection policy is to:

- Safeguard all under 18s
- ensure the child is safe from harm and prevent him/her from suffering further harm by creating the atmosphere of trust and support
- promote children's health and development
- support staff members and our students in promoting the welfare of our students

All personal data will be processed in accordance with the requirements of the Data Protection Act 1998.

The Difference between Safeguarding and Child Protection

Safeguarding and child protection are commonly thought of to be the same thing.

However, Safeguarding is in fact a much wider concept than child protection.

Safeguarding was brought into practice and guidance with the Children Act 2004.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

Safeguarding covers a range of actions and activities taken by a number of different people and agencies. Safeguarding is usually defined by three types of activity:

- Specific action to identify and protect children at risk of suffering significant harm.
- Activities directly designed to identify and support children who are vulnerable to poor outcomes and life circumstances.
- Ways to improve the general health and wellbeing of all children.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Definition of Abuse

Abuse is any behaviour towards a person that deliberately or unknowingly causes harm, endangers life or violates their rights.

There are four types of abuse:

1. Physical (hitting, shaking, squeezing, kicking, punching, etc.)
2. Sexual (thorough inappropriate physical, sexual contact)
3. Emotional (repeatedly being made to feel unhappy, humiliated, and afraid or devalued by other)
4. Neglect (persistent lack of appropriate care of children, including but not limited to safety, nourishments, education, etc.)

Responsibility

All school staff are in a position of trust, in particular those who teach, support, guide or in any way interact with students. It is incumbent on all staff to be aware of this and to act accordingly at all times.

Every Angle Education staff member is responsible for:

- making school a safe and caring environment (including outside excursions)
- taking measure to prevent possibility of abuse including ensuring students are not exposed to extremism or radicalisation.
- taking practical precautions to avoid any suspicions of abuse being brought against them.

The teacher in the classroom has a primary welfare responsibility and she/he should be alert to any sign of abuse.

Any programme or activity will:

- be planned, organised and delivered with under 18s in mind.
- have a completed health and safety risk assessment (appendix 1).

The school will undertake enhanced DBS checks on all Angle Education staff. A 'satisfactory' check is defined as having no criminal convictions (including cautions, reprimands and final warnings) relevant to the post.

The school will additionally ensure that all adults and exterior suppliers (bus drivers for excursions) who are in regular or significant occasional contact with under 18s will have signed disclaimers to the effect that there is no reason that they should not be in contact with young adults and would not object to a DBS check being carried out.

All members of staff must take and pass a Level 1 Safeguarding and Level 1 Prevent Duty course plus attend an induction where further training, on how we deal with all such issues on a daily basis, will take place.

Welfare Responsibilities

The Child Protection Officer (Maggie Carruthers) has a daily responsibility and the Designated Safeguarding Lead (DSL) (Andrew Cossey) has an overall responsibility for the welfare of the students.

Maggie is responsible for ensuring all adults have training to the appropriate level and are given a copy of the safeguarding policy.

The safeguarding officer is responsible for:

- Ensuring each member of staff understands and has access to child protection and Prevent Duty policies
- Keeping detailed, accurate and secure written records of concerns and referrals
- Attending any relevant or refresher training (at least every 2 years)
- Reviewing the child protection policy annually and ensure the procedures are updated.

- Referring all cases of suspected abuse to the Local Authority Designated Officer_(LADO)

<p>For Tooting (Wandsworth) Tony Bird, Assistant Head of Safeguarding Standards Service. Tel. 020 8871 7440 LADO@wandsworth.gov.uk</p>	<p>For Oxford Barry Armstrong LADO Manager Tel: 01865815956 barry.armstrong@oxfordshire.gov.uk</p>
<p>For Mile End (Tower Hamlets) Fiona Anderson Tel. 020 7364 0677 LADO@towerhamlets.gov.uk</p>	<p>For Edinburgh Social Care Direct Tel: 0131 200 2324 socialcaredirect@edinburgh.gov.uk</p>
<p>For Wembley (Brent) Anjali Raja Tel. 0208 937 3139 brent.lado@brent.gov.uk</p>	<p>For Royal Hospital School Suffolk Safeguarding Children Board Tel: 0300 123 2044 LADOCentral@suffolk.gcsx.gov.uk</p>

Safeguarding training

- Safeguarding level online training: <http://www.safeguardingchildren.co.uk/course-signup.html>
- Safeguarding level 2 online training:
<http://www.virtualcollege.co.uk/products/safeguarding-everyone.aspx>
- Safeguarding level 3 face to face training: LCBS Royal Borough of Kensington and Chelsea
<http://lms.rbkc.gov.uk/login/index.php>
- Prevent Level 1 online training (for practitioners and managers amongst others):
<http://www.preventforfeandtraining.org.uk/>

General Welfare Issues

On arrival students are given student handbooks and are informed that if they have any problem they can talk to their teacher, the Child Protection Officer or the Academic Director. If they wish to talk to someone anonymously then there is also a Childline number provided.

In student handbook there is also information on health and safety, alcohol/drugs, traffic regulations and other useful advice. Information relating to Prevent Duty is also displayed in all classrooms.

Absence Policy

Teachers are responsible to record students' attendance every day (using the register provided) and if a student is absent the teacher should report this immediately to the Academic Director.

Accommodation

Residential accommodation

All our university residential accommodation complies with Unipol and is audited by the National Code.

Homestay Accommodation

All host families are provided by Host International that is inspected by the British Council and has an extremely long record of high standards of welfare in this area. Any under 18s are only placed in families that are DBS checked.

Young Adult Safeguarding Procedures

If a member of staff has concerns about a child (other member of staff) being abused, he or she should talk to The Academic Director (The DSL) (or to Maggie Carruthers (DDSL) if Andrew Cossey is absent) and make a referral. The Academic Director will then decide if it is appropriate to make a formal referral to the LADO.

The staff must remember not to promise confidentiality and always act in the interest of a child.

Any records will be kept in a lockable cabinet in the office which can only be accessed by the DSL and/or DDSL. Access to those files by others is at his discretion and in compliance with the law.

If there is an adult accused of inappropriate behaviour/abuse, the DSL or the DDSL should be informed and then the DSL or the DDSL will make an official referral to the LADO. The accused member of staff will also be removed from duties involving direct contact with the students, and may be suspended from duty as a precautionary measure any pending investigation by the LADO.

Identifying Child Abuse

It can be difficult to identify child abuse as it has various forms. Below are some typical indicators to look for:

- Unexplained injuries
- A child describing an abusive act that has happened to them
- Another child telling you of their concern about a friend/ fellow student
- Sexually explicit behaviour in games/ activities
- Serious distrust of adults
- Difficulty in making friends/ socialising with other children.

Procedure to follow if abuse is suspected

- If you notice any physical or behavioural signs, tell the DSL or the DDSL.
- If you suspect an adult is a threat to a child in some way tell the DSL or the DDSL and continue to monitor the situation (see whistle blowing policy).
- If a child/young person makes any comment that gives cause for concern react calmly and act accordingly as outlined below.

- Make a note of what was said and who was present. Contact the DDSL
- or the DDSL immediately. The DSL or the DDSL will take appropriate action which may involve external agencies and contacting parents/guardians.
How to react:
- Stay calm, accessible and receptive.
- Listen, hear and believe.
- Communicate with the child in a way that is appropriate to their age, understanding and preference – this is very important for children whose first language is not English.
- Be aware of the non-verbal messages you are giving.
- Acknowledge their courage and reassure them that they are right to tell.
- Don't probe for more information. Questioning the participant may affect how the participant's disclosure is received at a later date.
- Don't promise confidentiality to keep the information a secret.
- Don't deal with this yourself, act in accordance with the procedure in this policy.

Allegations of abuse made against students

The same procedures as above (allegations against staff) apply and will be reported by the DSL to the LADO within 24 hours of evidence being collected.

Angle Education will ask for advice from the LADO on how to deal with any allegations and will then take action to ensure the safety and welfare of all involved, including the student(s) accused of abuse. Angle Education will inform parents/guardians that a report will be made to the LADO and do so before submitting the report. Following allegations of abuse it may be necessary for the student(s) to be interviewed by the police. If this is required then, following gaining advice from the LADO, Angle Education will inform the parents/guardians and ensure the student(s) has support during the interview by an appropriate adult.

Reporting and Monitoring Procedures

All members of staff who is engaged in regular activity with U18s have to be alert to any sign of abuse and to report it to the DSL or/and the DDSL.

Every staff member responsible for the care of children up to the age of 18 has inscribed in their job description a responsibility to monitor the welfare or behaviour of our students.

It is the duty of staff to inform but not to investigate because this is the role of LADO or the Police. If there is a safeguarding issue, this must be treated as a priority over all other work.

An oral, and then written report should be provided to the DSL/Academic Director who will keep a confidential record.

The complete record should include:

- when, by whom and to whom the complaint was made

- what supplementary evidence, if any, was offered, from whom, and its nature details of any physical injury noted
- from whom advice was sought, and its nature;
- the decision taken and how, when, by whom and to whom it was conveyed, and the reasons for it
- by whom, to whom and when the referral was made

Relationships with young people aged 16-18

It should be noted that whilst a young person can consent to sexual activity once they reach the age of 16, the Sexual Offences (Amendment) Act 2003 makes it a criminal offence for a person to engage in any kind of sexual activity with a person under 18 where the adult is in a position of trust.

Guidance on handling a disclosure from a child

What should you do if a child comes to you and tells you that they are being abused? It's normal to feel overwhelmed and confused in this situation. Child abuse is a difficult subject that can be hard to accept and even harder to talk about. Children who are abused are often threatened by the perpetrators to keep the abuse a secret. Thus, telling an adult takes a great amount of courage. Children have to grapple with a lot of issues, including the fear that no one will believe them. So, care must be taken to remain calm and to show support to the child throughout the disclosure phase. The following guidelines will help lessen the risk of causing more trauma to the child and/or compromising a criminal investigation during the disclosure phase.

Receive:

- Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down.
- Accept what is being said without judgement.
- Take it seriously.

Reassure:

- Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously.
- Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.
- Tell the child that you will need to tell some people, but only those whose job it is to protect children.
- Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse.

React:

- Listen quietly, carefully and patiently. Do not assume anything – don't speculate or jump to conclusions.
- Do not investigate, interrogate or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation. Let the child explain to you in his or her own words what happened, but don't ask leading questions.
- Do ask open questions like "Is there anything else that you want to tell me?"
- Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose preferred language is not English.
- Do not ask the child to repeat what they have told you to another member of staff.
- Explain what you have to do next and whom you have to talk to.
- Refer directly to the named child protection officer or designated person in your organisation (as set out in the organisation's child protection policy).
- Do not discuss the case with anyone outside the child protection team.

Record:

- Make some very brief notes at the time and write them up in detail as soon as possible.
- Do not destroy your original notes in case they are required by Court.
- Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used; including any swear words or slang.
- Record statements and observable things, not your interpretations or assumptions – keep it factual.

BRITISH COUNCIL. (2015) [Online] Available from:

<http://www.britishcouncil.org/education/accreditation/information-centres/carechildren>.

[Accessed: January 2015].

Female Genital Mutilation

From October 2015, where a teacher discovers (either through disclosure by the victim or visual evidence) that an act of Female Genital Mutilation appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. Failing to report such cases will result in disciplinary sanctions.

Angle Education has rigorous safeguarding procedures and takes its responsibilities of child protection seriously. Female Genital Mutilation (FGM) is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding policy. Angle Education expect all staff to adhere to and follow these policies. Although it is extremely unlikely with our current student profile to encounter this it is still an area that should be looked out for.

Angle Education uses the World Health Organisation definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." (World Health Organisation-1997)
Government documents:

The school has taken information from several documents to write this appendix. These include the Government Home Office guidelines.

The UK Government has written advice and guidance on FGM that states, *"FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."*

"Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

In order to protect our students it is important that key information is known by all of the school community. Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Spend long periods of time away from the class during the day.
- A child who has undergone FGM should be seen as a child protection issue.

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a student may talk about FGM.
- A student may express anxiety about a special ceremony.
- The student may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any member of staff, consideration needs to be given to any Child Protection implications e.g. for younger

siblings, extended family members and a referral made to Social Care or the Police if appropriate.

What can staff do?

- Ask children to tell you about their holiday. Sensitive and informally ask the family about their planned extended holiday ask questions like; Ask who is going on the holiday with the child?
- Ask how long they plan to go for and is there a special celebration planned? Ask where are they going?
- If you suspect that a student is a victim of FGM you may ask the student the following;
- Is your family originally from a country where girls or women are circumcised ?
- Do you think you have gone through this? Has anything been done to you down there or on your bottom?
- Do you want to talk to someone who will understand you better?
- Would you like support in contacting other agencies for support, help or advice?

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Academic Director. All interventions should be accurately recorded. The Academic Director will immediately discuss any concerns with any group leader and/or agencies involved with the student. Child Protection Officer or Academic Director needs to seek advice about making referrals to Social Care and CAIT (Child Abuse Investigation Team) and to follow Government Procedure Guidelines on FGM and CP referrals.

Currently it is felt that the risk of FGM to our students is low and as such it is sufficient for our staff to have awareness of the issue. However, this will be constantly reviewed based on the makeup of our student body. If the risk is seen to grow, then additional training for staff and information for students may need to be introduced.

Useful documents include:

- Multi-Agency Practice Guidelines: Female Genital Mutilation (HM Government, 2011)
- Working together to safeguard children, HM Government (2010), paragraphs 6.14 to 6.19.1
- Safeguarding children and safer recruitment in education, DfE (2006), Annex A, paragraphs 39 to 42.2