

Kaplan International Languages

Safeguarding Policy + Covid-19 Appendix

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| Title: | Safeguarding Policy + Covid-19 Appendix |
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A. POLICY STATEMENT

Kaplan International Languages is an English Language School with 10 schools across the UK and Ireland in the following locations; Bath, Bournemouth, Cambridge, Dublin, Edinburgh, Liverpool, London, Manchester, Oxford and Torquay. All schools accept students from the age of 16 years old. The Bath and Torquay schools also offer courses for Young Learners, aged 12 and over, both as individuals (summertime) or as closed groups (year-round). All schools also have accreditation to take closed groups of students aged under 16 years old, this is rare and requires specific ad-hoc risk assessment.

Kaplan International Languages offers homestay and residential accommodation. Residential accommodation is available to all students over the age of 18 with the exception of Bournemouth which is also available to students aged 16 or 17. Homestay is available to everyone but under 18s must stay either in homestay or, provided they have their parents' consent, private accommodation.

This policy applies to all students of Kaplan International Languages who are under the age of 18 years, however many elements are applicable to all students regardless of age where relevant.

Kaplan International Languages recognises its responsibility to safeguard and promote the welfare of children. The safeguarding legislation is set out in the Children Acts 1989 and 2004.

There is also very useful guidance given by the following which have informed the contents of this policy:

- The Government entitled "[Keeping Children Safe in Education](#)"
- The British Council entitled "[Safeguarding Under 18s](#)".

Kaplan International Languages recognise our responsibility to safeguard and promote the welfare of Under 18s, within the UK legal framework and criteria of our educational oversight and accrediting bodies. We endeavour to ensure that we provide a safe, positive and pleasant study and home environment for all our students. In ensuring this, it is essential that parents and students provide us with details of any known medical conditions they may have. All Kaplan International Languages teams work hard to give all our students the most positive study experience they can have, but we show an additional duty of care towards our students who are legally minors. Whilst we cannot, and do not, aim to take the place of these students' parents, we monitor them more closely than other students and require all parents of Under 18s to sign a Consent Form. Parents need to be aware that students studying at Kaplan International Languages will be in an adult environment and enrolled in an adult context.

Kaplan International Languages understands that the safety of Under 18 students is paramount to Kaplan International Languages and we have put in place specific measures to ensure that students are in a safe environment.

This policy applies to **all** students under 18 years regardless as to their race, gender, religion, nationality, ethnicity etc. Although this is an policy for under 18s many elements are applicable to all students regardless of age where relevant.

This guidance is for the use of **all** staff, contractors, volunteers and visitors who come into contact with under 18s all of whom have a responsibility to safeguard them. Under 18s also have a responsibility to look after each other and raise concerns with adults if necessary.

The school has a responsibility to ensure that:

- Students are listened to, valued and respected;
- Staff are aware of the need to be alert to the signs of abuse and know what to do with their concerns;
- All paid and unpaid staff are subject to rigorous recruitment procedures;
- All paid and unpaid staff are given appropriate support and training.

It is the responsibility of **all Adults** to tell the Kaplan International Languages **Safeguarding Lead** and the **Local Safeguarding Lead** at the School if there is a concern that a student might be at risk or is actually suffering abuse.

The Kaplan International Languages Designated **Safeguarding Lead (DSL)** is Sue Edwards and she can be contacted via email sue.edwards@kaplan.com

The names of the **Local Safeguarding Lead** can be found on posters throughout the Schools and within the induction materials. They are also contained within the school specific Appendix to this Policy.

All Local Safeguarding Leads (LSL) must undergo specific safeguarding training and be aware of all statutory guidance including that mentioned above entitled "[Keeping Children Safe in Education](#)" and "[Safeguarding Under 18s](#)". It is the responsibility of the LSL to make themselves available for consultation by staff, volunteers, visitors and students.

It is the responsibility of all Adults to act immediately upon all child protection concerns relating to students.

This policy should be read alongside the following policies and guidance which are relevant to Kaplan International Languages's responsibility to safeguard and promote the welfare of students under the age of 18:-

- Prevent Policy
- Kaplan International Languages Safeguarding Policy – Covid 19 appendix
- Crisis Support Policy
- Terror Attack Guidance
- Supervision Policy
- Social Media Policy
- Kaplan International Languages CCTV Policy
- U18s Living in Private Accommodation
- Staff Handbook
- Teacher Handbook
- Policy for Employees without current DBS
- Recruitment Process
- Reference Check Procedures
- Accommodation Manager Standards
- Homestay Recruitment Guide
- Homestay Handbook
- U18 Rules and Conditions for Hosts

- U18 Contract
- U16 and U18 Consent Form
- Tour Leader Rules and Responsibilities
- Excursion Guidelines
- Anti-Bullying Policy for Students
- Complaints Procedure
- E-Safety Policy
- Health and Safety Policy
- Red Alert Policy
- Yellow Alert Policy

Terminology

This policy refers to the following roles which are detailed below –

Director of Studies – Responsible for the academic side of a student’s course including allocating teachers and students to classes, testing students, hiring and training teachers and advising students.

Student Services Manager – Responsible for the administrative side of a student’s stay including checking visas and passports, collecting emergency contact details and taking payments. Also provides advice on the student’s life in their new country including police registration, opening a bank account and buying mobile phone credit. Typically responsible for collecting student feedback at the start and end of their course.

Accommodation (& Welfare) Manager – Responsible for the provision of Kaplan accommodation in homestay or residence as well as organising airport transfers for before and after the student’s course. Is also typically the LSL (see below) and point of contact for all welfare issues (please see Appendix for more information).

Social Programme Manager – Responsible for the student’s leisure programme during their time with Kaplan. Organises trips and activities inside and outside of the school. Also sells tickets for local sporting or cultural events. Creates risk assessments for all trips provided by the school.

Academic Support Manager – Permanent teaching staff who also assume responsibility for various out of classroom roles including social programme.

Principal – Responsible for the overall management of the school, health and safety and compliance. Line manager of the above 5 roles.

Director of Operations - Person responsible for strategic direction of the UK and Ireland region and for the running of all Kaplan International Languages schools in the UK and Ireland.

Designated Safeguarding Lead (DSL)- The person responsible for safeguarding students aged under 18 years old throughout Kaplan International Languages in the UK and Ireland (also see -LSL).

Local Safeguarding Lead (LSL) - The person responsible for safeguarding students aged under 18 years old in each individual school.

Prevent lead - The person in school responsible for minimising the risk of radicalisation to Kaplan International Languages students.

The following terms are also frequently used –

Child protection - Protecting those under 18 from direct harmful behaviour.

DBS - A UK criminal record check. All checks done by Kaplan International Languages are 'enhanced' checks meaning the report includes any information held by the police considered relevant to working with under 18s as well as the standard criminal record check. For the purposes of this policy this term will also include Garda Vetting (Ireland) and Disclosure Scotland as DBS equivalents.

Duty of care - An obligation to ensure the safety and wellbeing of others.

Level 1 safeguarding training - A foundation certificate in safeguarding children.

Local Safeguarding Children Board - Mechanism through which relevant organisations work together to safeguard and promote the welfare of children.

Minor - A person under the age of 18.

Prevent (duty) - Part of the UK Government's counter terrorism initiative.

Safeguarding - Umbrella term meaning 'look after'.

U18 - A person under the age of 18.

More information can be found on the separate **Safeguarding Policy Glossary** if required.

This policy will be reviewed every 12 months and will be signed off by the Director of Operations and Assistant Director of Compliance.

This policy will be made available to the parents and hosts of the students to whom we offer a service. The full version is available publicly on Kaplan International Languages website:-

<https://www.kaplaninternational.com/faq-categories/under-18s> alongside a shorter statement on Under 18s under the FAQ's section of the website. A hard copy of the policy is also available at each school.

B. CODE OF CONDUCT

All staff, contract workers and volunteers are responsible for students while on the school premises. Outside of the school premises they are also responsible if they have been designated to supervise an organised school activity or if the Under 18 is travelling to and from the centre on a Kaplan International Languages organised transfer service.

This Code of Conduct is to enable trust to be built between Under 18s and adults and to assist in the creation of a safe school culture where both adults and Under 18s are protected from any behaviour or actions that could be misconstrued.

Adults are expected to act as excellent role models to our students in all aspects of their working duties, for example by being dressed appropriately when on school premises or carrying out school duties, by using appropriate language and challenging any inappropriate language used by a young person, student or adult working with young people, and by respecting a young person's right to privacy.

The following constitutes Kaplan International Languages **Code of Conduct for Safeguarding**:-

General

- No member of staff should be left alone with an U18/young person where they cannot be observed by others;
- Physical contact between adults and under 18's is usually not acceptable except in extenuating circumstances;
- It is an offence under the Sexual Offences Act 2003 for any person in a Position of Trust to engage in sexual activity of any sort with students under the age of 18 even though the legal age of consent is 16;
- Under no circumstances should visitors be allowed access to the premises unaccompanied when students who are under 18 are present;
- Where possible there should always be at least two adult members of staff present with a group of students under the ages of 16 (see **Kaplan International Languages Supervision Policy**);
- Staff should be alert to strangers frequently waiting outside school premises with no apparent purpose;
- Students receive an U18 contract at induction and have regular U18 meetings;
- There should be regular welfare slots at team meetings for updates;
- No member of staff should make contact with a student under the age of 18 on social media either before, after or during the student's course of study (please see the **Social Media Policy** for further details);
- Socialising with students outside of school at activities or events which are not arranged by Kaplan is permitted provided all of the students in the group are over 18. For groups containing students under the age of 18, authorisation must be sought in advance from the principal. Socialising with individuals under the age of 18 is not permitted without prior authorisation.

Attendance Monitoring & Reporting

- U18s are identifiable on registers and a list of U18 students is sent to all school departments each week.
- Online Registers are completed ten minutes into each class.
- An Attendance Monitor checks registers and will locate any missing U18 students.
- Agents and parents are informed if an U18 student's attendance drops below 80% or causes concern.

Outings Trips & Transfers

- All vehicles hired for outings must be insured, roadworthy and fitted with seatbelts.
- All drivers should travel with at least one escort. Drivers and escorts should have up to date DBS checks and should have been subject to appropriate recruitment procedures. All drivers and escorts should agree to abide by these guidelines.
- Roll call will be taken at the start of a journey and again before commencing the return journey; if traveling in more than one vehicle, students will be encouraged to travel in the same vehicle there and back.
- Staff accompanying trips will carry the contact numbers for the school (including the emergency phone) and emergency services in the event of an alert being necessary.
- If a student under the age of 18 goes missing while on a trip, staff should instigate an immediate search. If the student cannot be found supervising staff should consider notifying the appropriate security staff and/or the police.
- If, having notified security staff and the police, the student cannot be found, the parents/carers of the student will be notified immediately.
- The care of the remaining students is paramount. It is imperative that they return to the school as quickly as possible, while a senior staff member remains at the visit site to co-ordinate contact between security staff and the student's parents/carers.

Alcohol and drugs

Kaplan International Languages is committed to ensuring that the use of alcohol and drugs does not have an adverse effect on the working and social conditions of students, staff and visitors. Kaplan International Languages recognises that alcohol and drugs may play a part in the lives of some people and this section is designed to inform students and staff of Kaplan's policy in relation to these issues.

Drugs and alcohol are not permitted on school premises under any circumstances (other than alcohol bought by staff or the school and stored or consumed in the school during staff social events outside of school opening hours). Staff or students found carrying either, drugs or alcohol whilst at school will be subject to disciplinary action.

The following are not permitted and could lead to expulsion and/or the involvement of the police –

- Possessing illegal drugs
- Selling or supplying illegal drugs
- Drinking alcohol if under the age of 18
- Supplying an under 18 with alcohol

If a student under the age of 18 is found to be involved with any of the above the parents of the student should be informed and a warning or expulsion letter issued.

Support is available to anyone requiring advice on or suffering from any of the issues mentioned above from the LSL or school Principal.

Much of the more specific aspects of the Code of Conduct are contained in the guidance and policies listed above including the Staff, Teacher and Homestay Handbooks.

Whistleblowing

Whistleblowing is an important aspect of a safeguarded institution whereby staff and volunteers are encouraged to share concerns about a colleague's behaviour in confidence, with the School or Safeguarding Officer, line manager or senior manager or Head Office HR as appropriate.

Working with vulnerable groups including minors and young people places staff and volunteers in positions of power. In order to retain the trust of vulnerable people, it is essential that all reasonable steps are taken to ensure this power is exercised responsibly.

There may be situations whereby staff or volunteers have concerns about the conduct of a colleague towards a participant. All members of Kaplan International Languages have the right and the responsibility to raise concerns, without prejudice to their own position, about the behaviour of staff, managers, volunteers, students or others, which may be harmful to those in their care and will receive appropriate support when doing so.

Whistleblowing should be part of transparent work practices and is not intended to set up mistrust or suspicion among staff and volunteers. Refer to Kaplan's **Whistleblowing Policy** for further details.

Checklist for Whistleblowing: -

What to do if you wish to raise a concern:

| PLEASE DO: | PLEASE DO NOT |
|--|---|
| Raise the matter as soon as possible if you feel your concerns are warranted | Do nothing. The School would prefer you to raise your concerns so that we can carry out a full and fair investigation |
| Report your concerns or suspicions to whoever has the appropriate authority to deal with them | Be afraid of raising your concerns. The School has safeguards in place to protect staff that raise a concern |
| Be assured that the School will take seriously concerns raised based on honest and reasonable suspicions | Try to investigate the matter yourself. This may complicate any later enquiries, particularly if a criminal investigation becomes necessary |
| Familiarise yourself with the whistle blowing procedure | Approach or accuse any individuals directly |
| Consider writing down the key points and details as to why you are concerned | Tell your suspicions or concerns to anyone other than those with the proper authority |

What to do if receive a concern:

| PLEASE DO: | PLEASE DO NOT |
|--|---|
| Be fully responsive to staff concerns and seek appropriate guidance | Ignore the concerns raised |
| Respect principles of confidentiality when dealing with staff | Approach or accuse any individuals directly |
| Take detailed notes of the information; including all details in relation to the matter of concern | Tell your suspicions or concerns to anyone other than those with the proper authority |
| Evaluate the allegation objectively | Try and investigate the matter yourself |
| Report this to Director of Operations who will in turn inform the Head Office SMT, HR and legal team | Do nothing- staff should feel able to communicate their concerns freely and in confidence |
| Deal with the matter promptly and as a matter of priority | Delay the speed of response |

Low Level Concerns

A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a “nagging doubt” – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct. The term ‘low level’ does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm.

Any low level concerns should be:

- Raised with the line manager/LSL/DSL (as appropriate)
- Addressed as soon as possible in order to support individuals to correct inappropriate behaviour at an early stage
- Dealt with sensitively and proportionately
- Used to update and improve the safeguarding policy

Examples of low level concerns include:

- Being over friendly with children
- Having favourites
- Taking photos 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
- Using inappropriate sexualised, intimidating or offensive language

C. CHILD PROTECTION

i Recognising signs of abuse

It can often be difficult to recognise signs of the abuse which young people and students under 18 years may experience in their lives. Our duty of care at Kaplan International Languages includes looking out for and flagging any possible signs or indicators of abuse. The signs listed in this policy are only indicators and it should be borne in mind that they can have reasonable explanations. Students may behave strangely or seem unhappy for many reasons, as they move through the stages of their lives or their families experience changes. As well as exhibiting signs, students under the age of 18 and young people may tell you of abuse that is happening or has happened in their lives. Always listen to the young person and follow the guidelines and procedures below, and those set out in the safeguarding training you have received.

If you are worried about a student, it is important that you speak to your LSL or Principal and keep a written record together of any behavioural signs or physical symptoms you have noticed.

Signs of Physical Abuse

- Bruising (including finger mark bruising);
- Bites, burn and scald marks; small round burns that could be caused by a cigarette;
- Fractures;
- Large numbers of scars of different sizes or ages;

Signs of Emotional Abuse

- Excessively clingy or attention-seeking behaviour;
- Very low self-esteem or excessive self-criticism;
- Excessively withdrawn behaviour or fearfulness;
- Aggression or other challenging behaviour manifestations;
- Despondency;
- Lack of appropriate boundaries with strangers; too eager to please;
- Eating disorders and other disorders such as OCD or excessive anxiety;

Neglect

- Inadequate supervision, being left alone for long periods of time;
- Lack of stimulation, social contact or education;
- Inadequate nutrition, leading to ill-health;
- Constant hunger; stealing or gorging food;
- Failure to seek or to follow medical advice such that a student's life or development is endangered;
- Inappropriate clothing for the conditions;
- Misuse of alcohol or drugs;

Signs of Sexual Abuse

- A student under the age of 18 who is inappropriately sexually provocative or seductive with adults or other students or displays inappropriate sexualised behaviour more generally;
- Repeated sleep disturbances through nightmares and/or bed wetting;
- Allegations or disclosure;
- Genital soreness, injuries or discomfort;
- Sexually transmitted diseases;
- Urinary infections;

Young people may additionally exhibit:

- Depression;
- Drug and/or alcohol abuse;
- Eating disorders; obsessive behaviours;
- Self- mutilation; suicide attempts;
- School/peer/relationship problems;

Note that challenging behaviours in classes, on social activities, on school premises and or noted by homestay providers should be seen as possible symptoms of a wider issue for a student under the age of 18 years and every effort should be made to support the minor as a disciplinary approach may not be appropriate in all instances for challenging or disruptive behaviour. Kaplan International Languages Team members should do their utmost to provide a holistic approach when responding to challenging behaviours. At Kaplan International Languages we aim to support our teams working with young people in providing a young person or child-centred approach.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law in the UK. Kaplan International Languages does not condone practices that are illegal or harmful to students under the age of 18 years. Examples of particular practices are:

- **Forced Marriages** - No faith supports the idea of forcing someone to marry without their consent. This should not be confused with arranged marriages between consenting adults.
- **Under-age Marriages** - In England, a young person cannot legally marry or have a sexual relationship until they are 16 years old or more
- **Female Circumcision** - This is also known as FGM or Female Genital Mutilation. This is against the law yet we know that for some in our communities it is considered a religious act and a cultural requirement. It is also illegal for someone to arrange for a student under the age of 18 years to go abroad with the intention of having her circumcised or subjected to FGM.
- **Ritualistic Abuse** - Some faiths believe that spirits and demons can possess people (including those under the age of 18 years). What should never be condoned is the use of any physical violence to get rid of the possessing spirit. This is physical and emotional abuse and people can be prosecuted even if it was their intention to help the young person.

Radicalisation

Radicalisation is a process where a person, often from a vulnerable background begins to adopt extreme political, religious, or social views and through these engage in extremist activity. Their views will often be formed through misguidance, misunderstanding, jealousy, anger, a 'sense of injustice', resentment or fear.

The following are some signs that could mean somebody could be at risk of radicalisation or is going through a radicalisation process:

Physical changes:

- Sudden or gradual change in physical appearance
- Suddenly or unexpectedly wearing religious attire
- Getting tattoos displaying various messages
- Unexpectedly shaving their head (skinhead)
- Possessing unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person)

Social changes:

- Cuts ties with their friends, family or community
- Starts to become socially withdrawn
- Becoming dependent on social media and the internet
- Begins to associate with others who hold radical views
- Bullies or demonises other people freely
- Begins to attend rallies and demonstrations for extremist causes
- Associates with known radicals
- Visits extremist websites, networks and blogs

Emotional Changes

- Begins to complain, often with anger, about governmental policies, especially foreign policy
- Advocates violence or criminal behaviour
- Begins to believe in conspiracies
- Exhibits erratic behaviour such as paranoia and delusion
- Speaks about seeking revenge
- Starts to exhibit extreme religious intolerance
- Demonstrates sympathy to radical groups
- Displays hatred or intolerance of other people or communities because they are different

Whilst Kaplan International Languages is not subject to the duty under Counter-Terrorism and Security Act 2015 known as the Prevent duty we feel that the requirements of the duty are useful guidelines and we have used these to create our own **Prevent Policy**. This **Prevent Policy** can be found on KI Connect and is integral to this safeguarding policy and should be applied as an extension to the School's current and established policies and procedures.

However, if staff do become aware of, or see signs of conflict, aggressive or extreme behaviour or opinions held by a student or group of students then the member of staff should inform the School Prevent Lead.

Kaplan International Languages takes safeguarding very seriously, therefore in line with the Prevent duty we have put the following measures in place;

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify students under the age of 18 who may be at risk of radicalisation
- We will build student's resilience to radicalisation by promoting fundamental British values and assist their personal, social and emotional development and understanding of the world
- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way
- We will be aware of the online risk of radicalisation through the use of social media and the internet
- As with managing other safeguarding risks, our staff will be alert to changes in student's behaviour which could indicate that they may be in need of help or protection
- We will not carry out unnecessary intrusion into a student's life but we will take action when we observe behaviour of concern
- We will work in partnership with our Designated Prevent coordinators for guidance and support

Peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but is not limited to, bullying (including cyberbullying), sexual violence and sexual harassment; physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type of violence and rituals. Sexual violence and sexual harassment can occur between students of any age and sex. However, staff should be aware that some groups are at greater risks than others. Girls, students with SEND and LGBTQ+ students are more likely to be victims of these types of abuse. Sexual violence includes acts such as sexual assault, assault by penetration, and rape. A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act. Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline.

Sexual harassment can take a wide variety of forms:

- Sexual comments e.g. making lewd comments or sexualised remarks about a person's clothes or appearance, using sexualised names etc.
- Physical behaviour e.g. deliberately brushing against someone, interfering with clothing, displaying pictures, drawings or photos of a sexual nature; and
- Online harassment e.g. non-consensual sharing of images and videos, unwanted sexualised comments and messages.

Kaplan International Languages has an important role in developing students' understanding of what constitutes peer-on-peer abuse and instilling behavioural norms that minimise the risk of it taking place. With this in mind, staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "just having a laugh" or "boys being boys"
- Robustly challenging behaviours, such as grabbing bottoms, breasts, genitalia, flicking bras, lifting up skirts and

up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification, or to cause humiliation or distress. Up skirting is now a criminal offence.

Other strategies in place to prevent the occurrence of peer-on-peer abuse include:

- Providing developmentally appropriate lessons which develop students' understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any students to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe for those students identified as being potentially vulnerable

Allegations against students of peer-on-peer abuse will be reported in accordance with the procedures set out in this policy if the relevant threshold criteria have been met (i.e. where there is reasonable cause to suspect a student is suffering or is likely to suffer significant harm).

A student against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the school's policies on behaviour and discipline will apply. The school will seek the advice of the local Children's Social Care team on the investigation of any allegation and will take all appropriate action on the safety and welfare of all students concerned including that of the student accused of abuse.

If it proves necessary that any students need to be interviewed by the police with regard to allegations of abuse, the school will ensure that, depending on the advice of Children's Social Care, the parents/guardians are informed as soon as possible and that an appropriate adult supports the student during the interview. In the case of students whose parents are abroad, the student's education guardian will be asked to support the student and to accommodate him or her if it is necessary to suspend him or her during the investigation.

Where peer-on-peer abuse occurs both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. The LSL as part of these procedures will produce a welfare risk assessment which will consider the needs of all those involved (victim, perpetrator and other students at the school) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment appropriate weight will be given to:

- the wishes of the victim
- the nature of the alleged incident
- the ages of those involved
- whether the incident was an isolated one or part of a pattern any power imbalance between the victim and perpetrator
- any ongoing risks to the victim and other students
- any relevant contextual factors

Children's Social Services will independently risk assess the situation and any report produced by them will be used to inform and update the school's own risk assessment which, in any event, will be reviewed on a regular basis.

i How to handle a disclosure by a student under the age of 18

In the event that a student makes an allegation or disclosure of abuse against an adult or another student or young person, it is important that you:

- Listen to them;
- Let them know that you take what they are saying seriously;
- Do not attempt to question or interview them yourself;
- Let them know that you will need to tell someone else in order to help them.
- Do not promise to keep what they tell you secret but stress anyone you inform will not tell others unless absolutely necessary and the aim will be to support and help the young person
- Inform your LSL & DSL as soon as possible;
- Make a written record of the incident or events.

Sometimes you may just feel concerned about a student but do not know whether to share your concerns or not. In this situation you should always raise your concerns with your Safeguarding Officer, who will help you to decide what to do.

The school principal, Director of Operations and the Legal team would keep records of any allegations made and investigations undertaken. These records would be kept centrally on KI Connect accessible only by the Director of Operations, Director of Compliance and Legal Team. The school principal and LSL would also keep records accessible only to themselves. If files need to be transferred they should only be sent via a secure email attachment and between the above teams. Further to the above the Welfare, Prevent, Accident and Complaints log are all held at school level in secure files accessible only by the department managers. There is a Red and Yellow Alert Policy in place which can be found on KI Connect.

ii Allegations made against staff, volunteers or another student

Organisations that work or come into contact with students and young people need to be aware of the possibility that allegations of abuse will be made against members of their staff or another student. Allegations will usually be that some kind of abuse has taken place. They can be made by students and they can be made by other concerned adults.

Allegations can be made for a variety of reasons. Some of the most common are:

- Abuse has actually taken place;
- Something happens to a student that reminds them of an event that happened in the past and the student is unable to recognize that the situation and the people are different;
- Students can misinterpret your language or your actions because they are reminded of something else;
- Some students know how powerful an allegation can be. If they are angry with you about something they can make an allegation as a way of hitting out;
- An allegation can be a way of seeking attention.

All allegations should be brought to the notice of the **Local Safeguarding Lead** immediately.

In cases where the allegation is made against this person, the complainant should approach either the school principal or Safeguarding Officer for Kaplan International Languages. They will then inform the Director of Compliance and the Legal Team and ensure that the following steps are followed:

1. Make sure that the student in question is safe and away from the alleged abuser;
2. Contact the principal or Safeguarding Officer for Kaplan International Languages;
3. Irrespective of any investigation by the police, follow the appropriate disciplinary procedure. Common practice is for the alleged abuser to be suspended from work until the outcome of any investigation is clear;
4. Consider whether the person has access to students anywhere else and whether those organisations or groups need to be informed;
5. Act upon the decisions made in any strategy meeting;
6. Investigate all incidents internally after any external investigation has finished, reviewing organisational practice and putting in place any additional measures to prevent a similar thing happening again;
7. Seek advice, if appropriate, from outside agencies such as the Local Safeguarding Children's Board (Contact details can be found in the School specific Appendix to this policy).

In cases where the allegation is made against another student, the above steps should still be followed. Point 3 would be approached on a case by case basis, for example, the accused student may be allowed to stay in school but be removed from their class if they are in the same class as the student making the allegation. A decision needs to be made with regards to accommodation, if the accused is over 18 we would consider asking the student to leave Kaplan accommodation. If the accused is under 18 we would allow them to stay but may need to move them to ensure they are separated from the student making the allegation. In cases where the accused is under 18, the parents should also be informed as soon as possible.

iv Making referrals

Responsibility for referral decisions rests with DSL, LSL and the Director of Compliance & Accreditation. The decision-making process will be in line with local referral thresholds published by the school's local Safeguarding Children Partnership Board. The referral procedures to be followed are determined by the nature of the disclosure being made.

The key determinant as to which procedure is to be followed is whether the child is:

- in need
- at risk of suffering harm.

In circumstances where a student has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the DSL and or LSL will, when the concern is identified, immediately liaise with the children's social services department where the child lives.

The school in collaboration with the DSL will coordinate with the local inter-agencies involved as part of the Common Assessment Framework and the team around the child approach. If there is room for doubt as to whether a referral should be made, the DSL and or LSL will consult with children's social care on a no-names basis without identifying the family. However, as soon as sufficient concern exists that a student may be at risk of harm or in immediate danger, a referral to children's social care and/or the police will be made immediately by the DSL or LSL. The school is not required to obtain parental consent prior to a referral being made to statutory agencies. If

the initial referral is made by telephone, the DSL should confirm the referral in writing within 24 hours. If no response has been received within three working days, the DSL must contact children's social care again.

Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The school will respond to requests for information from the police promptly (see the Prevent Policy). Any member of staff may refer a matter to children's social care directly; this could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

v External agencies

When the school decides to refer a particular complaint of abuse to social services or the police, the parents and student will be informed in writing of their right to make their own complaint or referral to social services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.

D. TRAINING

It is the responsibility of the **Safeguarding Officer** for Kaplan International Languages together with the **LSL** in each school to ensure that all staff have the appropriate level of safeguarding training.

As part of their induction all staff are provided with a copy of this **Safeguarding Policy** and sign a declaration to say that they have read and have access to it. The induction checklist includes an introduction to the LSL and information on where they can be found, how they can be contacted and who deputises for them. All staff are responsible for the safeguarding of under 18s and the requirement to remain vigilant and report concerns to the LSL is covered at induction and reinforced regularly through team meetings. All staff are also required to complete a PREVENT training specific to their job role.

Further to the above, role specific training will be provided to department managers on specific requirements as follows: -

- **Director of Studies/Academic Team** – U18 absence reporting procedure. DBS requirements for teachers teaching U18's. Safer recruitment procedures. Common Scenarios training.
- **Student Services Manager/Accommodation & Welfare Manager** – U18 absence reporting procedure. DBS types for host families. U18 absence reporting procedure. U18s in Private Accommodation. Common Scenarios training.
- **Social Programme Manager/Academic Support Manager/Staff conducting Social Programme Trips or activities** – Supervision policy. Risk assessment creation. Excursion Guidelines. Terror attack guidance. Tour leader rules and responsibilities. First aid training. Social media policy.

Any changes to policy are communicated to all staff via the LSL and the most up to date versions of all policies are kept on KI Connect. Specific information on the people responsible for safeguarding as well as their contact details is provided on the school specific Appendix to this policy together with information on the school's curfew times, first aiders, fire wardens and the PREVENT lead. This Appendix is updated and re-circulated to all relevant parties as and when changes occur.

All staff undergo an on-line Level 1 Safeguarding training aimed at people working in the language industry (available through their K+ Online accounts)(¹). New staff complete this training as part of their induction before starting work.

We encourage further relevant training with EUK and/or the LCSB wherever relevant and available. The DSL for Kaplan International Languages and all LSL are trained to specialist level via a face to face training specific to the language industry delivered by English UK. All the other members of the school management team and all members of the accommodation and welfare team should be trained to specialist level either via a face-to-face English UK training session, the appropriate course at their LSCB (formerly levels 2 or 3) or an online course.

Records, monitoring and an audit of what safeguarding training has been undertaken by which members of staff is held on the Single Central Register which is maintained and reported on by the Compliance Team. All certificates for training completed are held by the relevant school within the employee files.

It is aimed that all staff will have a refresher safeguarding training every 2 years either at, or above, their current level. Reminders for completion of safeguarding training are sent by the Compliance Team.

E. SAFER RECRUITMENT

The application of rigorous procedures for the recruitment of any staff who come into contact with students under the age of 18, both directly and indirectly, can reduce the likelihood of allegations of abuse being made that are founded.

The below should be read together with the following Kaplan International Languages documents and Policies: -

- Recruitment Process
- Reference Check Procedures
- Accommodation Manager Standards
- Homestay Recruitment Guide

As an absolute minimum, the following standards should be followed:

- All prospective workers (paid and unpaid) have an enhanced Disclosure and Barring Service (DBS) disclosure (or equivalent for Sco/Ire) before they start employment. Anyone who refuses to do so should not be employed; (N.B All Group Leaders must sign a declaration prior to arrival in the UK that they have had equivalent police checks in their own country);
- All prospective workers (paid and unpaid) should be interviewed to establish previous experience of working in an environment where there is contact with students and perceptions of acceptable behaviour;
- All prospective workers (paid and unpaid) should be able to explain any gaps in CVs;
- All prospective workers (paid and unpaid) should be asked for details of their previous employment and for the names of two referees;
- Nobody should start work before these two references have been received. These references should be on the standard Kaplan International Languages. Reference template which asks specifically about the candidate's suitability to work with under 18s. Referees should be reminded that references should not misrepresent the candidate or omit to say things that might be relevant to their employment;
- All job adverts should include the fact that all staff are responsible for safeguarding and all of the above points should be communicated to applicants before an interview is arranged.
- All appointments to work with students under the age of 18 should be subject to an agreed probationary period;
- New members of staff should be clear about their responsibilities and wherever possible work to an agreed job description;

These guidelines should be available to everyone and fully discussed as part of an induction process;

A single record of all checks made during recruitment needs to be kept in one place; usually this is one spreadsheet. It should record that the following have been done or are N/A:

- Identity – name, address, DoB, evidence of check made and date
- Start date
- Role in organisation
- Qualifications – required, evidence of check made and date
- Enhanced DBS – evidence of check and date
- Overseas Police check – check required (Y/N), evidence of check and date
- Right to work in UK – evidence of check and date

Regarding those who have not yet had a DBS (or equivalent for Sco/Ire) check completed, it is pending, or have a portable DBS please refer to our **Policy for Employees Without a Current DBS**.

F. HOSTS

“Host” means the main person (or persons) responsible for providing care and catered accommodation to students in a domestic residence. Kaplan selects and assesses the suitability of all hosts themselves in accordance with the criteria set out by the British Council. Kaplan makes clear its expectations from hosts in the Hosting Agreement, which is signed prior to any hosting arrangement commencing.

Hosts play a critical role in the safeguarding of students during their time at Kaplan. Students spend the majority of their time in their accommodation during their stay and Hosts are the eyes and ears of Kaplan during time spent away from school. It is therefore imperative that Hosts are familiar with the Safeguarding Policy and work closely with Kaplan to ensure students are appropriately safeguarded during their time with us.

Specific guidance regarding Hosts is contained in the following policies and guidance:-

- Homestay Recruitment Guide
- Homestay Handbook
- U18 Rules and Conditions for Hosts

All main carers who apply to be Hosts undergo a DBS check and question x66 is checked requiring a police check on all other adults in the house. Portable DBS checks are not accepted for Hosts.

Hosts are required to read the full version of this **Safeguarding Policy** and are encouraged to undertake level 1 safeguarding training (via a link on K+ Online).

All Host homes are visited and Hosts are interviewed to assess their suitability and in order to inform them of their safeguarding responsibilities. Hosts require two references on the Kaplan International Languages pro forma reference form, which includes questions about their suitability to work with minors. They are re-visited every two years if they remain Hosts for a lengthy period of time, or sooner if negative feedback is received.

i. Transfer to and from homestay Hosts for the duration of students’ stay.

It is our aim to ensure younger students (especially U16s) are placed in homestays or residences that are as close to school as possible. Students under 18 years are expected to travel to school unaccompanied, however Hosts are instructed to show students how to get to and from the school - some may provide maps, others may make the trip with the students themselves. Homestay Hosts are also instructed to exchange mobile numbers with students so that they can keep in touch regarding late dinners, activity arrangements and any problems etc. Group Leaders or Activity Leaders accompany all under-16s to the appropriate bus stop or see the students into mini buses/taxis when evening activities have finished, with students required to return to their accommodation with any student(s) with whom they are sharing accommodation. Students under the age of 18 are bound by curfews when staying in homestays (see attached School specific Appendix for applicable curfew times).

ii Missing students procedure for Hosts

If your student has not returned home after an hour beyond an agreed curfew time (please refer to the school specific Appendix), and you are worried about their safety, please follow the procedure below:

1. Try to contact the student directly to find out where they are. If they are too far away to walk or if they do not know the way home it is best to make them wait where they are and pick them up if you can, or send a taxi for them. Make sure the taxi driver knows their name and ask the student to only accept a taxi driver who knows their name. The student will have to pay for this taxi. If the student does not have cash the school will pay and ask the student to reimburse them.
2. If you do not have the student's number or cannot get in touch with them, contact the Accommodation and Welfare Manager as they may have their details, or any friends' details in the records. We may also have been contacted by the student on the emergency phone.
3. If this is unsuccessful hosts should call the School Emergency phone (see school specific Appendix for this number).

iii Under-18s and Homestay Hosts

Homestay Hosts report to the **Accommodation & Welfare Manager/Student Services Manager** concerns with their students, from health issues to attendance. Information is then passed on to the relevant member of staff to be dealt with (i.e. attendance issues are to be dealt with by the **Director of Studies**, welfare issues are to be dealt by the LSL).

If Hosts are ever concerned about a student in any way, they should contact the LSL who will be able to assist.

Students may feel more comfortable in approaching their teachers should they have any concerns about their homestay. Teachers are to use their own discretion and then liaise with other senior members of the staff (the Director of Studies, Accommodation and Welfare Manager, Student Services Manager or Principal), depending on the severity of the concern. Translators may need to be used in those cases when a student's level of English is too low. These may be group leaders, or a member of staff with relevant language skills (Head office can facilitate with finding someone to translate if required). It will be made clear that discretion is required with regard to anything confidential. Notes are to be kept on the student's record. (see CLASS > Course Booking > Notes).

iv Private Fostering

This section only applies to Kaplan International Languages, Torquay.

Private Fostering Definition and Occurrence in Kaplan

As defined in section 1.6 of the Replacement Children Act 1989 Guidance on Private Fostering, "a private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break."

In the case of a Kaplan-arranged private foster carer, this would be in the form of someone previously unknown to

the child's family i.e. a homestay Host who is already working with Kaplan and who is already a foster carer recognised by the Local Authority. The Local Authority themselves do not designate students to families, this process is managed entirely through Kaplan and at Torquay by the LSL at the School. Any homestay Hosts new to the fostering process must have a home visit with the Local Authority prior to the arrangement commencing.

Arrangements for Private Fostering

Prior to the commencement of any such booking, Kaplan will assess the length of time requested and assign a suitable Host. Any students wishing to stay for under 28 days will be assigned a Host Family as per Kaplan's regular placement policy. Any student wishing to stay for 28 days or more will be assigned to a Private Foster Family. In order for a Kaplan homestay Host to enter into a Private Fostering arrangement, a Community Care Worker from the Foster Care Service at Torbay Local Authority must be informed of the arrangement prior to the student arriving. Ideally, the Local Authority would be informed at least 6 weeks before the arrangement is to begin, but the Local Authority realises the nature of Kaplan's business and accepts as much prior notice as Kaplan are able to give. It is imperative that the Local Authority are informed of this arrangement ahead of time, as failure to do so may incur a maximum penalty fine of £5,000 as set out in the Children Act 1989. Kaplan gives the Local Authority both the arrival and departure date of the student at the point of informing them of the arrangement. After the Local Authority has been informed and the students' stay has begun, a representative from the Local Authority will visit the Host and student to ensure that the arrangement is working for both parties. This involves an interview with the student being fostered, as well as each family member, with feedback being passed on to Kaplan. The Accommodation & Welfare Manager/Student Services Manager continues to monitor the arrangement throughout the students stay and up to their departure. Ordinarily, upon departure, Foster Carers are required to inform the Local Authority within 48 hours of their departure and inform them of their new address. As Kaplan gives this information prior to their arrival, this is not required of the Host.

G. IMPLEMENTING SAFEGUARDING

i. Student Missing from Education

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any student missing from School. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the student for being missing.

All staff should be aware that children going missing, particularly repeatedly, is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage. The School has clear procedures in place for following up on unexplained absences and, where necessary, reporting to the local authority students who are missing from school for more than 10 school days (continuous). The procedure includes the requirement to record any incident, the action taken, and the reasons given by the student for being missing.

i. Pre-arrival

Prior to arrival our customer service and sales teams ensure we receive completed minor documents for all under-18 students

ii Group transfers

A coach will be booked for the entire group, when requested, with a Meet & Greet service to welcome students at the airport terminal and to accompany the group to the coach bay, ready for boarding. A member of staff will meet the group at the school or drop-off point on arrival. Here a small briefing will take place and welcome packs will be distributed unless otherwise arranged. The school emergency number is given to Group Leaders together with a comprehensive list of all students' accommodation details. Where possible, Group Leaders' mobile numbers will be taken. Taxis will be booked to take students to each homestay host if necessary - Group Leaders will leave last.

Individual transfers

Most individuals will arrive on their own. The vast majority of them will have booked a transfer through us, as they are travelling on their own. Those who have booked a transfer with us will be collected by a taxi driver at the airport or given alternative instructions, our transfer company will check on flight delays and liaise with the member of staff in charge of the emergency phone. On the return transfer the student will be collected and returned to the airport.

If the student is not booking a transfer with Kaplan then they complete:

- Transfer Waiver – Parent / Guardian Authorisation

All students under the age of 18 years old who book accommodation with Kaplan are placed in homestay accommodation. If the student does not book accommodation with Kaplan then their parents complete:

- The Kaplan International Languages U18s Living in Private Accommodation Form

All U18 students must have parental consent if they choose to live in private accommodation. The accommodation and adult supervision must be suitable to ensure there is satisfactory duty of care that meet UK safeguarding requirements the adults must be:

- Known to the parents/student
- Appointed by the students' parents
- A mature and positive role model
- Ideally able to communicate in English
- Willing and able to communicate with the school and take care of the student if necessary
- Contactable by Kaplan International Languages in case of an emergency
- Contactable by Kaplan International Languages if there are any serious concerns about the student's welfare or health, attendance or punctuality, progress or motivation, or any proposed change to their study plans
- Able to provide assistance to the student if they are ill and need looking after on a daily basis.

New students arrive at the school each Monday. Prior to their arrival the LSL will ensure they have details of all new students who are under 18. On their first day, as part of induction, the LSL will introduce themselves to the students and ensure they understand that they are the main point of contact for any welfare issues for students under the age of 18.

All students take part in the School induction on their first day. On induction day students are given a tour of the school to show them the facilities and a presentation where the role of each key member of staff is explained (so that students will learn that if they have issues with their accommodation they should discuss this with the Accommodation Manager, if they have issues with their class/level they should discuss this with the Director of Studies, etc.). In addition to this information at induction, a clear photo board with staff names and job titles is displayed in reception and posters explaining who can help with each issue are displayed in every classroom. The procedure for evacuating the building in the event of an emergency is also explained as is the procedure for seeking medical advice or attention in the UK. A tour of the city is also given to show students the city's main attractions and to help them familiarise themselves with the transport system, main bus stops, etc. During registration all students are required to provide the following information; valid address in their country, valid phone number in their country, email address, UK mobile phone number, UK address and next of kin contact details in case of emergency.

Based on information gleaned during students' placement test interview, the Director of Studies will liaise with the Student Services Manager with regards to any student under the age of 18 who is not comfortable in their accommodation and will seek to take immediate action.

The Student Services Manager will ensure the student is confident in travelling to and from the School and that they are taking the most appropriate route. Should any teacher or any other member of staff believe a student requires additional support and could be classed as a vulnerable adult they will notify the LSL who will arrange to see the student.

iii Attendance Policy

All students are told at induction that they are expected to attend 100% of their classes. They are advised that by attending all of their lessons they will get maximum benefit from their time at the school and gain optimum improvement in their English Language skills. If for any reason a student misses a class we ask them to inform us by phone, email or letter. School contact details are given to the student on day one.

Should a student under the age of 18 be absent from school the student's teacher will inform the Director of Studies. The Director of Studies will flag this up with Student Services and the student will be contacted directly to find out why the student has not attended school and ascertain whether they require any assistance. If contact cannot be made with the student the Student Services will inform Head Office, who will contact the agent to contact the parents, if the student has not maintained contact with the parents the police would be contacted and the parents of the student would be kept updated.

iv E-Safety

The widespread use of digital communications technologies, presents young people with a lot of opportunities for learning, participation, creativity and self-expression. At the same time, it poses a range of safeguarding concerns, which can be grouped as follows:

- Content- Student exposure to illegal, inappropriate or harmful online content including spam, pornography, substance abuse, violence, cyber-bullying, extremism and hate sites, and lifestyle sites that promote eating disorders, self-harm or suicide;
- Contact- Students participate in Exploitative digital communication including viruses and malware, personal data or identity theft, cyber-stalking, online grooming, anonymous online chat sites and cyber-bullying;
- Conduct- Concerns for students health and well-being, such as gaming, gambling or social network addiction; online disclosure of personal information and ignorance of privacy settings; online reputation and 'sexting' (sending and receiving personally intimate digital images); and illegal conduct, including hacking, plagiarism, and copyright infringement of digital media, such as music and film.

E-safety is a shared responsibility; all staff, students, residence staff and host families are encouraged to work together to develop strategies to promote a safe environment. As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build students' understanding of the risks that they may encounter, so that they have the confidence and skills to face and deal with these risks.

All students are required to sign the IT rules on their first day as part of their registration. Staff are required to sign the **IT Acceptable Use Policy** prior to starting work (Further details can be found in the **E-Safety Policy**).

v Risk Assessments

All schools are required to have risk assessments for fire and health and safety which help ensure that school premises are safe for all students including those under the age of 18. Any trip or activity which is to take place outside of school premises either led by the social programme manager, activity leader or teacher must have a specific risk assessment for that trip or activity which follows the Kaplan International Languages risk assessment pro forma. These are held by the School Principal and include potential hazards, details of who may be harmed, a

risk rating and a revision date for the assessment. A risk assessment should be signed by the person leading the activity and then stored in the school. Before taking students to a place which hasn't been visited before a new risk assessment must be created either by, or with the assistance of, the Social Programme Manager. All new Social Programme Managers are given training on risk assessment creation as part of their induction and are encouraged to collate external risk assessments from premises which are visited regularly.

H. Confidentiality and information sharing

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will cooperate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children (2018), the Prevent Duty Guidance for England and Wales (2015) and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015). Where allegations have been made against staff, the school and DSL will consult with the Local Authority Designated Officer and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom.

Any child protection incidents at the School will be followed by a review of the safeguarding procedures in the college and a report to the SMT and KI Languages SMT. Where an incident involves a member of staff, the Local Authority Designated Officer will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. The DSL will monitor the operation of this policy and the School's internal safeguarding procedures and present an annual report to the SMT and KI Pathways SLT. Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.

CHECKLIST OF FREQUENTLY OCCURRING WELFARE ISSUES

| Signs to look out for | Possible issue | Teachers input | Action to be taken |
|--|---|--|---|
| Student making negative remarks about their homestay | Student feeling unhappy in homestay due to loneliness, homesickness or inappropriate matching of homestay provider | Teacher to refer student to relevant managers | Student Services Manager to <u>speak to the student concerned</u> assess severity of the case, offer assistance in communication with homestay host and/or find alternative homestay host for student. NB where an under 18 year old expresses discomfort in a homestay provider and wishes to move the student should be moved asap |
| Students looking depressed and not participating in class | Student feeling a little lonely and homesick or a possible indicator of a wider problem | Teacher to speak to student and refer to relevant managers | SSM/DoS to speak to the student and may suggest excursions, in-school activities or/and introduce student to other fellow students of same age and nationality. SSM to check on homestay provider. Continued monitoring put in place |
| Student attendance suddenly drops | Student may be depressed, very homesick, or staying out late too often and possibly engaging in inappropriate activities for their age group | Teacher to pass on concerns to their own manager and LSL | LSL to <u>speak to the student</u> to check on their general welfare and try and engage with the student to ascertain what the issues are. They should follow up and investigate via homestay host and student for homesickness and depression (see above examples). In addition the attendance officer or teacher should explain clearly to student that poor attendance has severe consequences That they could be outside the terms of their visa and could ultimately be sent home. |
| Student attendance suddenly drops or student is consistently late | Student may be depressed, not engaging with the teacher, lesson content or classmates /feeling excluded from class groupings | Teacher to pass on concerns to DoS | DoS to investigate if the make up of the class age and gender is suitable for the student and assess whether content is age appropriate and engaging for the age group. Teacher support such as observations can be given or classes may need to be timetabled differently. |
| Student presenting challenging behaviours in class, social activities or homestay (e.g. confrontational, sexually explicit, argumentative or attention seeking) | It is possible the student may have experienced a type of abuse in their lives in their home country or be experiencing an issue here at the UK . They may also have background worries not related to abuse such as a family divorce or breakdown. | Teacher to refer to DoS | Student to be carefully monitored both off and on school premises including their accommodation provider. The person with the best relationship with the student (usually their teacher or the LSL) to <u>speak to the student</u> to check on general well -being and possible reasons for the behaviour. Follow up and monitor |

Appendix A: Child protection during the COVID-19 measures

Context

The way schools are currently operating in response to coronavirus (COVID-19) is somewhat different to business as usual as students may be required to quarantine or self-isolate during their stay. Should this happen students will typically join classes with the online school.

Kaplan International Languages prepared to be in a position where it can continue to deliver lessons and other aspects of school life within a remote environment. Information regarding the delivery of the curriculum within the remote environment can be found in the school's teaching and learning policies, E-safety, E-Safeguarding Risk Assessment, Acceptable Use of ICT and Code of Conduct.

This appendix to our safeguarding policy sets out details of our safeguarding arrangements for:

- Version control and dissemination
- Safeguarding priority
- Current college position
- Safeguarding partners' advice
- Roles and responsibilities
- Vulnerable children
- Increased vulnerability or risk
- Attendance
- Reporting concerns about students and staff
- Safeguarding training and induction
- Peer on peer abuse
- Online safety
- Supporting students not in college

Safeguarding priority

During these challenging times, the safeguarding of all students at KI LANGUAGES continues to be our priority. The following fundamental safeguarding principles remain the same:

- The best interests of students continue to come first
- If anyone at KI LANGUAGES has a safeguarding concern, they will act immediately
- A DSL and LSL will always be available
- No unsuitable people will be allowed to gain access to students
- Students should continue to be protected when they are online.

Safeguarding partners' advice

Our schools continue to work with their safeguarding partners and will ensure this appendix is consistent with their advice. This will include expectations for supporting students with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need. The current advice is below.

At the present time, the safeguarding partnership arrangements remain the same as those outlined in the main body of this policy but are under review. Any subsequent changes will result in a reissuing of this annex so that the prevailing arrangements are known to all stakeholders.

Roles and responsibilities

The roles and responsibilities for safeguarding for the online school remain in line with our Safeguarding Policy. The DSL and LSL will be available by email, phone and/or online video via MS teams during the school day.

- The Local Safeguarding Lead (LSL) is Adam Cookson
- The Designated Safeguarding Lead (DSL) for KI LANGUAGES is Sue Edwards

Vulnerable children

Vulnerable children include those who have a social worker. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. KI LANGUAGES does not currently have any students who fall into this category.

The SMT and members of the student services team know who our most vulnerable students are. We will continue to work with our students and ensure they are well supported.

Increased vulnerability or risk

All teaching staff have been informed how the online school's pastoral support system is currently operating, and of the part that they play in ensuring that the mental health of the students is given utmost priority. All have been made aware that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of students and their parents. Staff will be aware of this in setting expectations of students' work where they are at home.

Attendance

KI Languages continues to monitor attendance where a student is expected to attend an online lesson but then fails to do so, we will attempt to contact the family or guardians by telephone or by email. If contact cannot be made, the LSL and or a member of the student services support team will be informed, and they will decide on the appropriate next steps. This will involve:

- Ensuring that attempts to all known contacts have been made

- Informing the Host/Residence if the student is still in the UK
- Working with Customer Care who will also contact the agent

Students studying online in UK/Ireland are subject to the attendance policy of the face to face schools.

Reporting concerns about children or staff

The importance of all staff acting immediately on any safeguarding concerns remains. Staff will continue to follow the Safeguarding Policy and advise the LSL and DSL of any concerns they have about any student.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that students may face from staff. As such, it remains extremely important that any allegations of abuse made against staff are dealt with thoroughly and efficiently and in accordance with this policy and the guidance contained within KCSIE 2019. The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Peer on peer abuse

We recognise that students can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those students who do attend the site during these measures. We also recognise that we have a number of our students currently staying at our Kaplan residences and recognise that abuse can occur during this time.

Our staff will remain vigilant to the [signs of peer-on-peer abuse](#) and will follow the process set out in our Safeguarding Policy, which can be accessed via the KI LANGUAGES website and the VLE.

Online safety

It is likely that students will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguard and support students.

Our staff will follow the process for online safety set out in the school's Safeguarding, Cyber-Bullying and E-Safety Policies (E-Safeguarding Risk Assessment).

Staff who interact with students online will continue to look out for signs a student may be at risk. If a staff member is concerned about a student, that staff member will follow the approach set out in this annex and report that concern to the LSL or a member of staff at the school.

Resources and useful publications

Safeguarding:

- <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Vulnerable Children and Young People:

- <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

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Mental Health Guidance for Parents and Carers:

- <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>
- <https://www.nytimes.com/2020/03/21/opinion/scott-kelly-coronavirus-isolation.html>
- <https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagers-anxiety.html>

Supporting student mental health:

- <https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagers-anxiety.html>
- <https://www.nhs.uk/apps-library/filter/?categories=Mental%20health> - a list of apps which can support good mental health
- <https://www.childline.org.uk/>
- <https://kooth.com> (an online counselling and wellbeing platform for young people offering advice and support.)
- www.youngminds.org.uk
- <https://www.mind.org.uk/information-support/> (Mind provides a lot of helpful detailed information on mental health issues and how to deal with them.)
- <https://www.studentsagainstd Depression.org/>

<https://papyrus-uk.org/> (support if you are feeling suicidal.)