

ANGLO Safeguarding Manual

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Child Protection

ANGLO aims to exercise the highest levels of responsibility in protecting children and young people from harm and does not tolerate, and is committed to preventing, child abuse in any form.

Everyone who encounters children through ANGLO has a role to play in safeguarding: including employees, contractors and all stakeholders.

ANGLO's safeguarding team is responsible for Child Protection. They are available 24 hours a day during course time via the ANGLO emergency contact phone. They also provide training to all members of staff.

During the summer, there is a DSP at each centre and together with the Programme Manager they are responsible for liaising with the HO safeguarding team for any concerns regarding child protection.

Understanding types of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways of grooming a child in preparation for abuse (including via the Internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Additionally, there are some specific safeguarding and child protection issues that we encourage staff and group leaders to seek information and advice on from the DSL:

1. Child sexual exploitation
2. Child criminal exploitation
3. Fabricated or induced illness
4. Faith abuse
5. Female genital mutilation
6. Gender-based violence
7. Radicalisation
8. Teenage relationship abuse
9. Trafficking and modern slavery
10. County lines

How to recognise when a child may be suffering from a type of abuse

Although our students are only in our care for a short time, all staff, host families and group leaders should develop an attitude of “it could happen here”. There are some typical symptoms of abuse but remember that signs of abuse can be different depending on age and not every symptom may be visible. A child may also tell you about abuse, so you must always listen.

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse is occurring or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following signs:

Sexual abuse

- Acting in an inappropriate way with objects or peers
- Nightmares, sleeping problems
- Becoming withdrawn or clingy
- Personality changes and becoming insecure
- Unaccountable fear or anxiety of particular people or places
- Changes in eating habits
- Physical signs such as unexplained soreness around genitals, STDs
- Secretive behaviour

Emotional abuse

- Delayed physical or emotional development
- Displays of extreme passivity or aggression
- Sudden speech disorders
- Overreaction to mistakes or continual self-depreciation
- Neurotic behaviour (rocking, hair-twisting, self-mutilation)

Physical abuse

- Unexplained bruises or burns
- Symmetrical bruises or injuries suggesting someone has grabbed/used pressure on a child
- Wearing clothes to cover bruising or marks even in warm weather
- Refusal to undress/change clothing for sports or join swimming sessions

Neglect

- Often hungry and asking for or stealing food
- Badly dressed in clothes that need washing
- Poor appearance and personal hygiene
- Unwashed hair
- Lacking in medical or dental care
- Often tired
- Might abuse alcohol or other drugs

What to do if you suspect abuse

You may become aware of possible abuse in various ways. You may see it happening, you may suspect it happening because of signs such as those listed above, these are what we call concerns, or it may be reported to you by someone else or directly by the young person affected, what we call an allegation. In the case of the latter, it is particularly important to respond appropriately.

Use a Body Map

If you notice any indicators of abuse on a child, use a body map to record these and share this with your DSP as soon as possible.

The difference between a concern and an allegation

A **concern** is when we have noticed behaviour or signs that cause us to be worried or concerned about a child's well-being. This might arise from something we see, something we hear or something we notice for a second time, which alerts suspicion.

If we have a concern about a child, we need to tell a senior manager or the DSP immediately.

They will ask you to complete a form to record the concern and give guidance on what will happen next.

An **allegation** is reporting suspected abuse towards a child. Allegations should be made to a senior manager and/or DSP. **A child can also make an allegation**, and an allegation may suggest abuse by another child. Please see the guidelines on the next page for taking a disclosure from a child. If abuse by another child is being suggested, the DSP needs to be informed as quickly as possible, so they can talk to the child and inform the LCSB (Local Safeguarding Children Board), so they can advise further.

If an adult suspects child abuse, they must speak to a senior manager or the DSP immediately. It is very important to keep any information reported confidential, so please do not discuss any allegations with colleagues or other adults. The DSP will ask you to complete a form with details of the allegation. See ANGLO Safeguarding Concern/Disclosure/Allegation Form (available on [ANGLO Staff Hub](https://staff.anglo.uk.com) at <https://staff.anglo.uk.com>).

Once you have reported an allegation, the DSP will liaise with the DSL to take the matter forward with the LSCP (Local Safeguarding Children Partnership) and/or police.

Referrals to social care should generally be made with the consent, or the knowledge of, the parents/child. However where there is an immediate risk of harm, or where the parents are implicated, a referral may be made without the knowledge or consent of the parents or child.

ANGLO follows NSPCC guidelines for record keeping and how long records are kept for: <https://learning.nspcc.org.uk/media/1442/child-protection-records-retention-and-storage-guidelines.pdf>.

There are distinctions between child protection records and records of allegations against adults who work with children.

Class registers, for example, may fall under the category of records as they may be useful if historical allegations are raised.

ANGLO will endeavour to balance out safeguarding and data protection. However, the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Historical situations should be reviewed by the DSL and DSPs to establish lessons learned.

Receiving A Concern Or Allegation From A Child

If a child makes an allegation to you, please follow the guidelines and procedure below:

Do	Don't
<p>Stay calm and be available. (The student has put their trust in you.)</p> <p>Find out the general subject area. Ask <i>'What is it about?'</i></p> <p>If subject matter does require privacy and you are in a public place, suggest to the student to go somewhere quieter, e.g. a quiet corner of a large space, or probably better, a classroom that has large windows. If you need to use a regular room without large windows, ensure the door is left open and you are sitting within view.</p> <p>Quickly tell another staff member where you are and that you are having a private meeting with a student.</p> <p>Try to sit at right angles to the student rather than directly opposite or next to them. Be open and ready to listen. Ask <i>'What do you want to tell me?'</i></p> <p>Be open, calm, patient and listen. Your role is to hear what they have to say <i>only</i> and try to remember their exact words.</p> <p>If appropriate, you can say; <i>'Is there anything else you want to tell me?'</i></p> <p>If the student hasn't already told you, you can only ask <i>'When did this happen?'</i></p> <p>When the student has told all they want to, reassure them and say, <i>'You've done the right thing telling me.'</i></p> <p>Find somebody responsible (usually another staff member) to sit with them whilst you respond.</p> <p>Tell the DSP what has happened.</p> <p>Immediately afterwards, write a report of the meeting using the student's exact words, giving only facts and record time, date, place etc. (There should be a ready-made form for you to use). If the student's language level was low, state that in your report.</p> <p>Ensure the report is filed in the proper (secure) place.</p> <p>Once you have handed the matter over to the Designated Person (or other senior staff) and completed and filed your report, and you know the student is being looked after, (it may be appropriate to go and see the student again to make sure they are OK), make sure you look after yourself.</p>	<p>Refuse to listen; e.g. tell them you're too busy or to see them later. Or over-react.</p> <p>Assume it's something related to abuse.</p> <p>Start asking more questions. Show worry or concern with your facial expressions.</p> <p>Be in a room on your own with a student with the door closed.</p> <p>Draw too much attention to the situation.</p> <p>Promise confidentiality if they ask you to keep a secret. Explain <i>'If it's necessary, I will tell somebody else (who can help more than I can.)'</i></p> <p>Put words in their mouth or make any comments on what they tell you.</p> <p>Write while they are talking to you.</p> <p>Ask any direct or leading questions or start probing. (That could jeopardise any subsequent police investigation, if that becomes necessary.)</p> <p>Leave the student alone after they've disclosed. Make it clear to staff member sitting with student not to ask any questions; just be a reassuring presence</p> <p>Tell any colleagues what the student has said (apart from one of those listed as needing to be told).</p> <p>Write any opinions or draw any conclusions about anything. Don't write any comments about the accused.</p> <p>Try and 'improve' the student's English if it wasn't grammatically accurate or vocabulary was wrong. (That is a job for any police or social services people to do.)</p> <p>Talk to any colleagues about what has happened.</p>

Implement Safeguarding

ANGLO is committed to providing a safe environment for its students and staff, which means not only being aware of this Safeguarding Policy, but also implementing it.

In addition to this Safeguarding Policy, each campus has its own specific safeguarding policy along with several other important policies and procedures which should be read and implemented when considering the whole area of Safeguarding.

i All associated policies can be found at the end of the Safeguarding Policy and are posted in every staff room at each of our summer centres.

A. Risk Assessments

The DSL draws up a risk assessment for each campus being used for a summer course and this is checked, amended where necessary and signed off by the Programme Manager shortly after arrival at the centre. Campus risk assessments are reviewed and updated each time HO staff visit a campus outside of season and before each summer season begins.

Risk assessments are also set for all activities and excursions, and the Centre Management team ensures that the correct risk assessment is given to relevant staff leading an activity or session. Staff are required to read the relevant risk assessment whilst planning for an activity and to note anything they know about the group or anything last minute that is happening in the activity space that could present a risk. They will then sign and date the risk assessment, make a copy for themselves if necessary and leave the original in the course office.

At the start of each session, activity staff will take an attendance register and pass on information from the risk assessment to the students, making sure that everyone has understood. Staff will be initiated on how to use signs and gestures to help convey points in the risk assessments. Check lists will be made with condensed versions of the risk assessments, so staff can communicate risks more easily and effectively to students and keep a list of potential hazards and key points with them during the session.

After each activity, staff will make a note of any updates necessary on the original risk assessment.

Please see the risk assessments for your centre on your centre Google Drive.

An **EMERGENCY REACTION PLAN** is given to every member of staff conducting an activity both onsite and offsite.

B. Accident and Incident reporting

All staff and group leaders are reminded during inductions of the importance of recording accidents, incidents and 'near misses' and the correct procedure for doing so. All accidents and incidents are to be recorded using the following link:

[ANGLO Ltd Accident / Incident Report Form](#)

C. Supervision Ratios and Curfews

Staff/adult to student ratios will be age appropriate and activity appropriate and will never lower than 1:20 for students aged 9 -17. Group leaders will never be made responsible for students who are not in their own group. Each activity will state the appropriate ratio on the relevant risk assessment.

During free time, activity leaders and/or group leaders are always on duty in accordance with the ANGLO staff: student ratio.

Group leaders and parents are informed in advance that no student under 18 can be unaccompanied at any time whilst on excursions or off-campus.

Curfew times are set out in the student handbook and group leader guidelines. All students must be in their hall of residence by 22:30 and in their own rooms by 23:00. Most campuses have strict rules about noise levels after 22:30 which all ANGLO staff, group leaders and students are reminded of and asked to respect.

D. Night-time supervision

Supervision of students at night-time is important. Student evening activities finish between 22:00 and 22:30. After this, students must return directly to their hall of residence. Group leaders check that all students in their individual groups are present in their rooms before they go to bed. ANGLO and campus security make regular campus patrols up until midnight and thereafter campus security monitor all areas of campus on CCTV and by scheduled patrols.

Students are given the room number of their group leader in case they need assistance during the night and ANGLO staff rooms are marked as such.

E. Missing students

Teaching staff do a register within the first 10 minutes of each learning session to ensure all students are present, after 20 minutes a member of staff not teaching will check with each teacher. Expectations regarding attendance are covered in the student induction. Group signup sheets for activities are available the night before this acts as a register for each activity these will be completed and photographed. A photo will then be sent to the activity manager or office leader who will then check for missing students. Missing students are reported to the Programme Manager who then follows this up with the help of the group leader. There is a separate procedure outlined in the Activity Manuals and Group Leader Guidelines for managing missing students during an excursion or whilst off-campus.

F. Discipline and boundaries

Disciplinary procedures and possible consequences of poor behaviour are outlined in student and staff handbooks respectively. These are also explained during student and staff and group leader inductions.

The staff disciplinary code is outlined in the ANGLO Employee Handbook.

G. Road safety

All students, irrespective of age, are given appropriate training during inductions around road safety, crossing roads safely, using pedestrian crossings and so on.

H. Airport transfers

All drivers used by taxi companies and coach companies have DBS clearance. For all students under 18 travelling independently, we recommend either to the agent or to the parent that they have assisted check in and travel as an unaccompanied minor. The taxi company we use provides this service if requested to do so.

I. Activities and excursions

Activities and excursions will be age appropriate. In sporting activities students of roughly similar ages will be put together.

There are clear procedures for excursions set out in the Activity Manuals, Group Leader Guidelines and Student Handbook. Excursions are also covered in detail during all inductions.

J. Signs

There will be signs prominently displayed in all centres showing who to go to for a welfare or safeguarding issue.

K. Systems and controls

There will be effective systems in place to ensure that facilities, processes and activities take account of students' health and welfare requirements and there will be regular controls to monitor these.

L. Welfare and safety awareness and training for students

We hold specific inductions for young learners. This induction covers:

- Laws relating to smoking/alcohol/drugs
- What to do if they have a problem/who to call/how to call emergency services
- What to do if they are arrested
- Curfew times
- How to deal with aggressive behaviour on the street
- Importance of queueing /saying please / thank you/ speaking quietly if on buses etc.
- Importance of speaking to us if they have a problem
- Names and photos of the trained first aiders at their centre
- Strict curfew times for students under the age of 18
- Taking personal details from every student so that we have contact details for a responsible person back home whom we may contact in the event of an emergency
- Giving all our staff child protection training
- Giving students a 24-hour emergency phone number. This number is printed on the student cards.

M. Group Leaders and their role

Group leaders accompany students on their journey from their home country and stay on campus with their students for the duration of the programme. They accompany students on trips off campus and are requested to help with supervision and operation of all elements of the programme. The level of involvement of group leaders can vary, but ANGLO makes sure they are all aware of their safeguarding responsibilities and how to manage child protection issues.

N. Accommodation and Cleaning

ANGLO provides either standard or ensuite accommodation on campus for all students. Standard accommodation does not include private washing or WC facilities, but the ratio of bathroom/bedroom facilities in standard accommodation never exceeds 1: 4. Communal washing facilities are cleaned daily; ensuite facilities are cleaned at least weekly.

Adult staff are assigned rooms in a way that maintains minimum adult: student supervision ratios.

Rooms are cleaned, and bed linen changed at least once a week. Arrangements for the emptying of waste-bins in student rooms vary, but this is always done when rooms are cleaned and usually done at least twice a week. Waste bins in communal areas are emptied daily.

Lists of who is sleeping in each room are held both by the Programme Manager and by at least one adult in each block. There is a named adult responsible for checking that all residents in each block are accounted for in case of emergency.

O. Quality assurance and feedback

In the opening 'welcome' meeting, the Programme Manager will make it clear to students that he or she is always available should they have any problems or concerns about any aspect of the course.

Usually within three days of arrival on campus, students are asked to complete a brief questionnaire which gives the Programme Manager an idea of how satisfied the students are with their programme. Students are asked to comment on three main areas: accommodation and food, tuition, and activities and excursions.

At the end of their course, the students are asked to complete a full questionnaire about more specific aspects of the programme.

Feedback is analysed by Programme Managers and ANGLO head office staff with appropriate action taken to rectify any valid complaint as soon as possible. All questionnaires are returned to ANGLO Head Office for more detailed analysis at the end of the summer.

ANGLO staff and occasionally agent's representatives, visit campuses several times over the summer and these visits provide a further opportunity to assess levels of satisfaction of both students and staff.

P. Doctors and Dentists

A list of local surgeries, dentists and the nearest A&E department is posted in the course office. If students need to visit a doctor or dentist, they will usually be accompanied by their own group leader and/or an ANGLO member of staff. Either or both will be able to ensure that there is a satisfactory level of communication between the student and medical staff.

Q. Emergency numbers for next of kin

As far as is possible, Programme Managers will hold an emergency contact number for each student. This will be a parent, guardian or next of kin. As a backup ANGLO has emergency numbers for all agents and, in principle, these agents should have access to parents' contact details 24 hours a day.

All agents are given the emergency and daytime contact number of the centre and of ANGLO head office staff.

R. Duty to Report

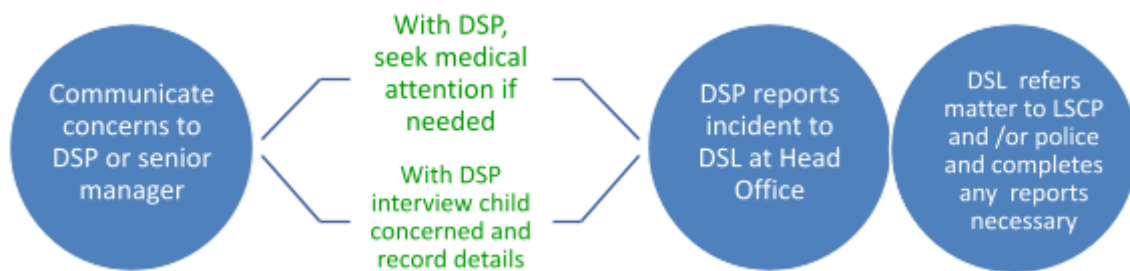
It is not the responsibility of anyone working for ANGLO, in a paid or unpaid capacity, to decide whether child abuse has taken place. However, there is a duty to act on any concerns by reporting these to a senior manager, the DSP or DSL. ANGLO ensures All staff, host families and group leaders that it will fully support and protect anyone, who, in good faith, reports his or her concern that an adult is or may be abusing a child.

We expect all staff, host families and group leaders to promote good practice by being an excellent role model, contribute to discussions about safeguarding and to positively involve people in developing safe practices.

ANGLO has always had an ethos of safeguarding, and we are continually investing in practices and procedures which foster a caring environment where team members work together for the safety and betterment of our programmes and the welfare of all children, students and adults involved in them.

S. Process of reporting

The ANGLO DSL will ensure that feedback from the Local Authority is received and their response recorded.



Recording allegations and confidentiality

Every effort should be made to ensure that confidentiality is maintained for all concerned. Information will be handled and disseminated on a need to know basis only. This includes the following people:

- The Directors
- The parents of the person who is alleged to have been abused
- The person making the allegation
- Social services/police
- The alleged abuser (and parents if the alleged abuser is a child)

All information, including the original reporting forms that were completed (Concern and Disclosure/Allegation Form) will be stored in a secure place with access limited to designated people, in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

The Directors will make an immediate decision about whether any individual accused of abuse should be suspended, pending further police and social services inquiries. Irrespective of the findings of the social services or police inquiries, ANGLO will assess all individual cases to decide whether a member of staff can be reinstated and how this can be sensitively handled.

This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, ANGLO will reach a decision based upon the available information which could suggest that, on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

T. Training and awareness raising

The DSL receives regular training to keep up to date with new regulations and safeguarding requirements. The ANGLO DSL last attended a training session on **14th May 2023**, and this Safeguarding Policy was updated as one of the outcomes.

The DSL is responsible for training the DSP at each summer centre and for delivering Basic Awareness Safeguarding to all members of staff and group leaders. All staff, host families and group leaders sign a declaration that they have received and understood this training and comprehend the importance of the issues explained.

Awareness of safeguarding is part of every summer programme and training is ongoing at all our centres. There is a centre-specific safeguarding booklet for each of our locations, with up-to-date information on the team, the DSP, the facilities and the programme.

Methods of training

- All members of staff, new and returning, and all group leaders will be required to complete an on-line Basic Awareness training. A copy of the certificate will be kept in the Single Central Record.
- All members of staff in the UK will receive additional face to face training during induction prior to commencing employment.
- Group leaders based overseas will receive additional training during a virtual induction before travelling to the UK with their students.
- Safeguarding is a standing item on all meeting agendas, thereby raising awareness and keeping staff informed.
- There is a condensed, simplified version of this Safeguarding Policy helping to ensure that everyone can understand and remember what to do and act accordingly should there be cause for concern.

Aims of training

- Equip staff to analyse their own practice against established good practice, and to ensure their practice is not likely to result in allegations being made.
- Inform staff of their responsibilities and demonstrate how to report any concerns of suspected poor practice or possible abuse.
- Inform staff how to respond to concerns expressed by a child or young person.
- Teach staff to work safely and effectively with children.

Safer Recruitment

ANGLO recognises that anyone may have the potential to abuse children in some way and that all reasonable steps must be taken to ensure unsuitable people are prevented from working with children through ANGLO. We, therefore, now follow a strict policy of safer recruitment that includes statutory pre-appointment checks for regulated activity.

Electronic Contact With Students

Staff must exercise the same discretion and maintain the same professional distance in any electronic contact with children (anyone under 18) as they would in normal day-to-day life. Electronic contact includes telephone communications (including texting) and on-line environments. Broadly speaking, staff should never engage in any electronic communication with any students under the age of 18.

A. Good practice:

- Never initiate electronic contact with a child unless for clear pedagogical purposes that have been authorised by the Programme Manager.
- If a child contacts you electronically, keep your tone friendly, professional and neutral. Do not encourage further contact.
- Avoid situations that involve the exchange of personal information, personal photos, virtual gifts or the use of any application that suggests or encourages the sharing of personal feelings.
- If a child seeks to develop an inappropriate personal relationship with you electronically, do nothing to encourage this. Inform the Programme Manager and send a copy of any relevant communications. Do not engage in electronic communication with a student.
- If a child confides sensitive information to you electronically, such as details of abuse, react as described in this policy document, 'If a child discloses abuse'. Record the details and send a copy of all relevant communications to the Programme Manager.
- Do not initiate or accept 'friendship' requests from children, however innocent these requests may seem, as this provides access to photos and other intimate details of each other's personal lives.
- Do not establish or seek to establish social contact with under 18s during or after the course.
- Do not give personal email addresses or personal phone numbers to students under 18.
- Do not communicate via email, text, phone or social networking sites, blogs, web pages or instant messaging services with under 18s.
- Do not post photos or videos of students under 18 on any social networking sites.
- Do not distribute (by any means) images or information about students of any age.
- Always avoid becoming personally involved in a student's personal affairs.
- Always be aware that personal web profiles can be viewed by anyone and therefore you should be especially cautious about public web profiles and privacy settings.
- Always seek advice from a line manager if an under 18 seeks to establish social contact with you.

B. Use of photographic/filming equipment

There is evidence that some people have used sporting events and summer camps as an opportunity to take inappropriate photographs or film footage of young and disabled people in vulnerable positions. All members of staff should be vigilant, report any concerns to the Programme Manager or Teaching Manager and record the incident. There is no intention to prevent teachers/staff using video equipment or photography legitimately. However,

- Group leaders and students must give their written consent to any photography.
- Any photography/filming must take place in an open, public area and never in isolation.
- The reasons why any photography/filming is taking place must be fully explained to those concerned.
- The results of any photography/filming must be carefully stored, controlled and used only for the purpose for which they were intended.

C. Reacting to Concerns

Signs that may cause concern

The following signs may suggest concerns and should be raised with the Prevent Lead immediately:

- Talking about exposure to extremist materials or views outside the centre
- Changing attitude e.g. Intolerance of differences/having a closed mind

- Changing behaviour e.g. Becoming isolated
- Falling standard of work, missing classes or activities, disengagement
- Asking questions about topics connected to extremism
- Offering opinions that appear to have come from extremist ideologies
- Attempting to impose one's own views/beliefs on others
- Using extremist vocabulary to exclude others or incite violence
- Accessing extremist material online or via social network sites
- Performing new religious practices
- Possessing drawings or posters showing extremist ideology/views/symbols
- Voicing concerns about anyone

Any concerns relating to a person under the age of 18 are Safeguarding issues and should be dealt with per the ANGLO Safeguarding Policy and Procedures.

D. How and when to raise concerns

It is of paramount importance that any concern or incident, however small, be reported immediately. Any report will be dealt with sensitively and carefully, with confidentiality assured for the person reporting a concern.

If you have a concern, please contact the Prevent Lead:

Contact details are:

Email: anita.manley@anglo.uk.com

Emergency no.: 07552 999619

Racial Incident Policy

We aim to ensure that when a person reports a racist incident, or racial harassment, the reporting and recording of this follows the Home Office code of practice.

The definition of a racist incident should be:

“any incident which is perceived to be racist by the victim or any other person”

Guidelines on the use of this definition

- The term “racist incident” must be understood to include criminal and non-criminal events. Both must be reported and investigated.
- Centres should be committed to recording both criminal and non-criminal events.
- Racist incidents should be recorded not only to provide statistics at local and national levels, but also to provide the victim with support so that preventative measures can be put in place.
- Recording racist incidents should include all incidents with a racist element including low-level harassment.

If you have been a victim of a racial incident or racial harassment you can talk to:

- Any ANGLO School member of staff.
- The local Police.
- Citizens Advice Bureau.

People should be able to report racist incidents 24 hours a day.

All agencies dealing with victims and witnesses of racist incidents should do so with sensitivity and understanding.

Abusive Behaviour Policy

The aim of this policy is to ensure that students participating in ANGLO programmes can enjoy a supportive, caring and safe environment without fear of being abused. Abuse can come in many forms but the most common with 10-17-year-old students is bullying.

Bullying is defined as deliberately hurtful behaviour, repeated over a period, where it is difficult for those being bullied to defend themselves. Repeated behaviour that causes another student 'distress' can be categorised as bullying. The three main types of bullying are:

- **physical** (hitting, kicking, theft)
- **verbal** (name calling, racist remarks)
- **indirect** (spreading rumours, excluding someone from social groups)

This list is not exhaustive and there may be other types of behaviour which can constitute 'bullying.' A bully may encourage other students to deliberately target a certain student and this incitement to engage in poor behaviour should be viewed very seriously.

Students who are being bullied may show changes in behaviour, such as becoming shy, nervous or emotional, may feign illness, spend increasing time alone or seek the company of teachers or other adults. There may be evidence of changes in the student's friendship groups, concentration levels in lessons or willingness to participate in scheduled activities. Students must be encouraged to report all bullying, whether they are directly involved or otherwise.

Staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Implementation

The following steps shall be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or has witnessed bullying taking place.
- A clear account of the incident will be recorded and given to the Programme Manager.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

We can support students who have been bullied by:

- Offering an immediate opportunity to discuss this with the member of staff of their choice.
- Notifying their group leader of reported incidents.
- Giving students the opportunity to discuss the incident with their parents.
- Reassuring the student and offering continuous support.
- Restoring self-esteem and confidence.
- Making staff alert to the situation to prevent future incidents.
- Supporting the student to re-establish themselves and to build friendships with others.

Students who have bullied will be helped by:

- Discussing what happened and why.
- Establishing wrongdoing and the need to change.
- Informing parents or guardians to help change the attitude of the student.
- Recognizing and understanding the effect their behaviour has had on their victim.

The following disciplinary steps can be taken (depending on severity and level of understanding of student):

- Official warnings to cease offending: - verbal for minor cases, written for more serious cases.

- Contact the group leader and agency sending the student.
- Contact the parent or guardian of the offending student.
- Exclusion from certain activities on the social program.
- Permanent exclusion from the language programme and repatriation.

Student Absence Policy

Students who are enrolled on an ANGLO summer language course must attend all parts of the scheduled programme. This includes lessons, activities, excursions, meals and other aspects of the general centre timetable.

If a student is absent from any part of their programme for any reason, the reason for their absence and their whereabouts must be known to their Group Leader and Programme Manager always.

Students who are absent from any part of the programme due to illness must be supervised by their group leader. In the case of students travelling independently, they must be supervised by a member of staff.

Lessons

At the beginning of each lesson, a register is taken by the class teacher. The Teaching Manager or a member of the activity staff will check that all students have arrived in the classroom shortly after the start of sessions.

If a student is missing, the Activity Leader or Teaching Manager will notify both the Programme Manager and their Group Leader who will locate the missing student.

Students are required to arrive on time for the start of lessons, sessions, excursions and meals. Students who are late will have their behaviour referred to their Group Leader. The Group Leader will then assume responsibility for the student's movements. Where a student is unaccompanied, a named member of staff will assume this responsibility.

Activities

A variety of recreational activities are on offer to students at times when they are not in class. These include sports, film nights, quiz nights, discos, full-day and half-day excursions.

At the start of each activity or sports session, the activity staff take a register for everyone in their group.

The Activity Manager or Programme Manager are then given a copy.

Students not participating in activities must be supervised by their Group Leader. When this is not possible, a member of staff will be nominated.

Excursions

The Programme Manager divides everyone, students, staff and group leaders, into groups for all off-campus excursions and assigns a member of staff to be responsible for each group. This person has a list of everyone in their group and is responsible for taking a register and checking everyone is present before coaches depart and before leaving attractions or moving between locations. Students are not allowed to be alone at any time. Presence on excursions is compulsory; if a student is unwell and not able to travel, a member of staff is nominated to look after the student.