



Eurospeak is committed to providing a secure and friendly environment where all members of the community, whatever their background or character, are protected from harm and respected by others.

All staff and any other adults involved with Eurospeak accept and recognise their responsibilities:

- *to safeguard the welfare of children who join the School and any of its programmes;*
- *to continually develop awareness of any issues which might harm these children;*
- *not to make staff or any other adults involved with the School unnecessarily vulnerable to suspicion of any form of abuse.*

We will endeavour to safeguard children as follows:

- *by adopting child protection guidelines and accepted procedures*
- *by providing children with expected codes of behaviour and ensuring they understand what those are, especially bullying*
- *by sharing information about child protection and good practice*
- *by sharing information about any concerns*

A child in the context of this policy refers to anyone under the age of 18 who has joined or is visiting Eurospeak.

This policy applies to all children regardless of gender, ethnicity, nationality, disability, sexual orientation or religion.

This policy has been formulated in accordance with the provisions of the Children Act 1989, the Human Rights Act 1998, and the United Nations Convention on the Rights of the Child (ratified by the United Kingdom Government in 1991). This policy is in addition to all relevant local authority safeguarding regulations and must be read in addition to *Berkshire LSCB Child Protection Procedures* available at <http://berks.proceduresonline.com/chapters/contents.html>.

Statement of Principles

1. All children have rights. No-one can take away a child's right to be safe.
2. All children have the right to say 'No' if any person tries to do something to them which they feel is wrong.
3. All children have the right to get help against bullies by enlisting the support of friends or by telling an adult.
4. All children must feel they can tell an adult of any incident that frightens or confuses them or makes them unhappy.
5. All children must know that if they go to an adult for help, they will be believed and supported.
6. All children have the right to be treated with respect and to be safeguarded from harm.



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STAFF GUIDELINES

Appointed Person for Safeguarding Children

Gaurav Vahi, the School Director at Eurospeak, is the Appointed Person for Safeguarding Children. He can be reached in school hours on 01189 589599. In emergencies, he can be contacted on 07931805819

How staff should react to safeguarding issues

1) BULLYING

Definition

Bullying, defined as wilful and repeated behaviour which has the purpose of making another person unhappy, is not tolerated in any form at Eurospeak.

Identifying bullying

Bullying can take many different forms; it may be physical, emotional, name-calling, showing a lack of respect for another's property, excluding somebody from a social group; there are many possibilities. One person 'having a joke' is another person suffering bullying. Sometimes it is obvious, sometimes it is done subtly and in such a way that children will be worried about telling staff what is happening. For this reason it is vital that staff is vigilant in noticing changes in behaviour of children, particularly if they become withdrawn.

How to react if you suspect bullying

1. Investigate all reports, however seemingly trivial.
2. Ensure that all reports of suspected bullying are logged and that the follow-up is also logged, fully recorded and signed by the senior staff member involved.
3. Once it has been established that bullying has taken/is taking place, explain to the person acting unkindly that their actions have been precisely that and tell them the effect it has had on another / others.
4. Ask them to consider an appropriate way of putting things right and, if necessary support them in making an apology.
5. Ensure that any apology / reconciliation is done with staff present so that it can be accurately recorded.
6. Should the incident be more serious, conduct no-blame meetings with both parties (bully and bullied). The aim is to clarify the situation through discussion and allow both sides to work out a solution that is satisfactory to them both. This will be recorded by the supervising teacher. (N.B. Under-18s should not be asked to sign any documents.) Send details to the Director who will inform agents / parents of both parties what has happened and how it has been resolved.
7. If, after this meeting, the bullying continues, then it must be seen as deliberate and require a more serious response. The Director will take immediate action to protect the bullied person and begin procedures to restrict the activities of the bully. The Director must be informed and decisions will

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be made which could involve the bully being removed from the site, perhaps to another one. The Director will keep agents / parents of both parties fully informed.

8. Any further incidents of bullying by the same person would result in them having to leave the School and/or programme and return home as quickly as possible.

2) CHILD ABUSE

Definition

Child Abuse is most often used to describe ways in which children are harmed – usually by adults – with damage to their physical or mental health. There are four broad categories of abuse as follows:

- *physical: through hitting, shaking, squeezing etc.;*
- *sexual: through inappropriate touching or contact with a child;*
- *emotional: through persistent lack of attention, unrealistic adult demands;*
- *neglect: failing to provide basic needs of food, proper clothing, safe supervision.*

Identifying child abuse

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

- *unexplained injuries;*
- *a child describing an abusive act that has happened to them;*
- *another child telling you of their concern about a friend / fellow student;*
- *sexually explicit behaviour in games / activities;*
- *serious distrust of adults;*
- *difficulty in making friends / socialising with other children.*

The last two might appear naturally as the School and its summer programmes are new and strange environments for visiting children. However, in extreme forms, these might be indicators of a deeper problem.

How to react if you suspect child abuse

1. If you notice any physical or behavioural signs – contact the Academic Manager (or School Director).
2. If you suspect an adult is a threat to a child in some way – contact the Academic Manager (or School Director) and continue to monitor the situation.
3. If a child tells you they are being abused – react calmly, reassure the child and if you ask any questions, do so for clarification, not to find out more details; then contact the Director. Do not promise to keep a secret any disclosure the child has or wants to make.

In any of the above situations, immediately log and record what has happened, what you have seen, suspected or been told. Get your report signed by the senior staff member involved.

The Director will take appropriate action which may involve external agencies and contacting agents / parents.



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Use of external buildings

The policy of Eurospeak is to hold classes for under 18's on the main school premises. In the unusual event of a person under 18 attending a class in external buildings, the teacher, other staff member or the group leader must meet the children at the school premises and escort them to the external building and into the classroom, and again during breaks and at the end of the lesson.

The Greyfriars building has its own, separate Safeguarding Policy.

The Greyfriars staff has given Eurospeak the following advice regarding safeguarding under 18s who may be in Eurospeak classes there:

1. With regards to the safeguarding of the youth who use Rooms 3 & 4, there are some practical things we can do to ensure their safety.
2. One is to lock the classroom door from the inside (still have exit access) when the instructor is not present. This will prohibit anyone from entering. A member of staff would need to unlock it.
3. The other is in regard to the toilets. There is a disabled toilet which is locked at all times. As it is only one cubical, a key could be given for the use of the students, so as to ensure that there would be no contact with the public in the public toilets. It's not ideal if everyone wants to go at once, but it would mean there is more control over the access.
4. The main corridor can also be locked, to prohibit access to the toilets and classrooms. This is only locked after 3pm, when the coffee shop closes, as the customers need to have access. But it is a possibility if there is a problem or concern on a temporary basis.