BLS ENGLISH
Since 1995

Safeguarding Policy & Procedures

for the protection of children and vulnerable adults

Applies to: All members of staff
All homestay providers
All group leaders
All external suppliers

Context: BLS English offers tuition, accommodation, leisure programmes, and travel solutions to children aged 10 - 17 at certain times of year, and to students who we consider to be vulnerable adults all-year-round.

Last updated: October 2026

To be reviewed: Annually (review date: October 2027)

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Safeguarding Policy: Statement, Principles, and Aims

Statement

BLS English recognises that the welfare of children and vulnerable adults is paramount. All students, whatever their age, culture, disability, gender, language, racial origin, religious beliefs, and/or sexual identity, have the right to protection from abuse.

The school's directors and staff are committed to providing a safe environment for any person visiting the school, staying with an approved homestay provider, participating in an organised activity, travelling with a recommended transport service, or enjoying free time as provided by the school.

Furthermore, we are committed to ensuring that our programmes of study are appropriate to the age of those students enrolled.

We believe that the school should provide a caring, positive, safe, and stimulating environment in which all students should feel comfortable at all times, be protected from potential risk, and be able to achieve their potential.

Principles

This policy is based on the following principles:

- ★ all people should be treated with respect and dignity;
- ★ all children and vulnerable adults have the right to safeguarding from potential abuse;
- ★ all adults have a role in ensuring a safe and comfortable environment at all times;
- ★ all adults have a responsibility to report any concerns about children or vulnerable adults.

Aims

This policy, in conjunction with referenced documents, has the following aims:

- ★ to explain our commitment to the safeguarding of children and vulnerable adults;
- ★ to detail our safer recruitment policy and procedures;
- ★ to inform all adults of their responsibilities when working with children and vulnerable adults;
- ★ to promote good practice by providing guidance and advice to children, vulnerable adults, and staff;
- ★ to provide a clear procedure to be implemented in the event of alleged or suspected abuse;
- ★ to ensure that all children and vulnerable adults are protected from potential abuse.

Safeguarding Policy: Definitions

This policy uses some terms frequently; for the avoidance of doubt, the following definitions apply:

Safeguarding or Child Protection

Safeguarding is a broader term than child protection. It encompasses everything we do to look after our students, providing them with the best possible care and the safest possible circumstances. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

Child / Children

The Children Act 1989 states that the legal definition of a child is “a person under the age of 18”.

Young Adults

The school allows children aged 16 and 17 to integrate more freely with those aged 18 or over, and affords them a degree of freedom and responsibility as is appropriate to their age. In order to clarify this difference, we use the term Young Adult. However, the school recognises that there is legally no difference, and a Young Adult is also a child.

Vulnerable Adult

The school believes that any foreign language student, regardless of age, could be considered vulnerable to abuse as a consequence of their ability to communicate or understand being inhibited by their language level and as a result of living in a foreign country. A vulnerable adult is therefore defined as any foreign language student aged 18 or over.

Adult

An adult is legally defined as any person who is aged 18 or over; for the purposes of this policy, it is assumed that this person has substantial or unsupervised access to children and vulnerable adults.

Abuse

The Department for Education defines abuse as:

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inciting 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 (e.g. via the internet). They may be abused by an adult or adults, or another child or children.”

Although referring to children, for the purposes of this policy, this definition also covers vulnerable adults.

Defining & Recognising Abuse: Physical Abuse

Definition

According to the Department for Education, physical abuse is defined as:

"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."

Although referring to children, for the purposes of this policy, this definition also covers vulnerable adults.

Recognising signs of physical abuse

The indicators described below are frequently found in cases of physical abuse, and may be relevant to our context; their presence is not proof that abuse has occurred, but must be regarded as indicators of the possibility of significant harm, and referred to a Safeguarding Officer as such:

- ★ bruising in unusual places, or symmetrical bruising;
- ★ covering up bruising;
- ★ signs of wincing or pain in normal movement;
- ★ an explanation which is inconsistent with an injury;
- ★ several different explanations provided for an injury;
- ★ an unexplained delay in seeking treatment;
- ★ an adult appearing uninterested or undisturbed by an accident or injury;
- ★ repeated presentation of minor injuries;
- ★ frequent use of different doctors and accident and emergency departments;
- ★ reluctance to give information or mention previous injuries.

Defining & Recognising Abuse: Emotional Abuse

Definition

According to the Department for Education, emotional abuse is defined as:

"The persistent emotional maltreatment of a child such as to cause severe and persistent 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."

It is recognised that some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Although referring to children, for the purposes of this policy, this definition also covers vulnerable adults.

Recognising signs of emotional abuse

The indicators described below are frequently found in cases of emotional abuse, and may be relevant to our context; their presence is not proof that abuse has occurred, but must be regarded as indicators of the possibility of significant harm, and referred to a Safeguarding Officer as such:

- ★ abnormal attachment, including lack of attachment, between a child and parent or carer;
- ★ indiscriminate attachment or failure to attach;
- ★ aggressive behaviour towards others;
- ★ appeasing behaviour towards others;
- ★ scapegoated within the family;
- ★ frozen watchfulness, particularly in younger children;
- ★ low self-esteem and lack of confidence;
- ★ withdrawn or seen as a "loner" – difficulty relating to others;
- ★ self-harming, including eating disorders.

Defining & Recognising Abuse: Sexual Abuse

Definition

According to the Department for Education, sexual abuse is defined as:

"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 in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or 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."

Although referring to children, for the purposes of this policy, this definition also covers vulnerable adults.

Recognising signs of sexual abuse

The behavioural indicators described below are frequently found in cases of sexual abuse, and may be relevant to our context; their presence is not proof that abuse has occurred, but must be regarded as indicators of the possibility of significant harm, and referred to a Safeguarding Officer as such:

- ★ inappropriate sexualised conduct or sexually explicit behaviour, inappropriate to the child's age;
- ★ continual and inappropriate or excessive masturbation;
- ★ self-harm (including eating disorder), self-mutilation, and suicide attempts;
- ★ involvement in sexual exploitation or indiscriminate choice of sexual partners;
- ★ an anxious unwillingness to remove clothes in appropriate circumstances.

Physical symptoms, such as:

- ★ injuries to the genital or anal area;
- ★ bruising to buttocks, abdomen and thighs;
- ★ sexually transmitted disease;
- ★ presence of semen on skin or clothing;
- ★ pain or itching of genital area;
- ★ blood on underclothes;
- ★ pregnancy in a child.

Defining & Recognising Abuse: Neglect

Definition

According to the Department for Education, neglect is defined as:

"The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs."

Although referring to children, for the purposes of this policy, this definition also covers vulnerable adults.

Recognising signs of neglect

The indicators described below are frequently found in cases of neglect, and may be relevant to our context; their presence is not proof that abuse has occurred, but must be regarded as indicators of the possibility of significant harm, and referred to a Safeguarding Officer as such:

- ★ a child appears to lack essential physical needs, such as food, clothing, or medical care;
- ★ a child appears to lack essential emotional needs, such as feeling loved, valued, and safe;
- ★ a child appears to be listless, apathetic and unresponsive, with no apparent medical cause;
- ★ a child displays unexplained weight loss;
- ★ a child is frequently absent from school;
- ★ a child is left with inappropriate carers (e.g. too young, complete strangers);
- ★ a child is left with adults who are intoxicated or violent;
- ★ a child is abandoned or left alone for excessive periods;
- ★ a child has very poor dental health.

Dealing with a disclosure from a child

It can be extremely distressing to receive a disclosure from a child or vulnerable adult. If possible, request the presence of one of the school's Safeguarding Officers. If this is not possible, or the student appears unwilling to talk to anyone else, follow these guidelines and remain professional at all times.

Receive

- ★ Listen to what is being said without displaying shock or disbelief.
- ★ Accept what is being said without judgement.
- ★ Take it seriously.

Reassure

- ★ Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep.
- ★ Don't promise confidentiality – you have a duty to report your concerns.
- ★ Tell the child that you will need to tell some people, but only those whose job it is to protect children.
- ★ Acknowledge how difficult it must have been to talk.
- ★ Never agree to keep secrets – be honest.
- ★ Do reassure the child that he or she is right to tell.

React

- ★ Listen quietly, carefully and patiently.
- ★ Do not investigate, interrogate or decide if the child is telling the truth.
- ★ Don't ask leading questions, e.g. "What did he do next?" (This assumes he did).
- ★ Do ask open questions like "Is there anything else that you want to tell me?"
- ★ Do not criticise the alleged abuser; the child may love him/her and a reconciliation may be possible.
- ★ Do not ask the child to repeat what they have told you to another member of staff.
- ★ Explain what you have to do next and whom you have to talk to.

Record

- ★ Make some very brief notes at the time and write them up in detail as soon as possible.
- ★ Do not destroy your original notes in case they are required by a court of law.
- ★ Record the date, time, place, words used by the child and how the child appeared to you.
- ★ Draw a diagram to indicate the position of any marks.
- ★ Record statements and observable things, not your interpretations or assumptions – keep it factual.
- ★ Do not assume anything – don't speculate or jump to conclusions.

Remember

- ★ If a child discloses abuse to you, take it seriously.
- ★ Seek advice from your supervisor, manager or designated child protection person about the child's disclosure.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. This is a task for the professional protection agencies, following a referral from the designated officer.

Reporting responsibilities

All adults have a statutory responsibility to report all incidents, and concerns of a safeguarding nature, to one of the school's Safeguarding Officers immediately.

A concern can be classified as any incident, allegation, evidence, or suspicion of abuse.

Incidents that must be reported

- ★ if you accidentally hurt a student;
- ★ if a student is involved in an accident;
- ★ if a student seems distressed in any way;
- ★ if a student appears to be sexually aroused in your presence or by your actions;
- ★ if a student misunderstands or misinterprets something you have said or done;
- ★ if a student makes a disclosure of abuse to you.

It is important that all adults feel comfortable to report any incident without fear of reprisal. All reports will be dealt with in confidence, and further action/referral will follow legal guidelines.

BLS Safeguarding Officers

Ben Logan
Designated Safeguarding Lead (DSL)

Robert White
Deputy Designated Safeguarding Person (DSP) with responsibility for School

Lucy Proctor
Deputy Designated Safeguarding Person (DSP) with responsibility for Accommodation

Local Designated Officers
Rennie Everett and Dian Campbell can be contacted via email On LADOCentral@suffolk.gcsx.gov.uk
or using the LADO central telephone number **0300 123 2044** for advice and consultation.

Suffolk Safeguarding Children Board
Emergency line **03456 066 167**
or if unsure about whether a referral is needed, contact 03456 061 499
IF A CHILD IS IN IMMEDIATE DANGER ALWAYS CALL 999

School / Safeguarding Policy

Statement

The school's directors are committed to providing a safe environment for any person studying at the school, regardless of their age. Furthermore, we acknowledge and respect the greater degree of care that must be afforded to children in our care.

Context

The BLS offers classes for children all-year-round, under the following conditions:

- ★ Students aged 10 - 17 are accepted as part of our summer programmes, and taught in international junior classes at Angel Hill or Springfield centres. 16 and 17 year olds could also be studying at the Kings Road adult centre.
- ★ Groups of students aged 10 - 17 are accepted at any time of year, and taught in closed groups at our Angel Hill and Springfield centres;
- ★ Young Adults are accepted at any time of year, but are integrated and taught with adult students at our Kings Road adult centre.

Although rare, we do sometimes receive requests for individual children under the age of 16 to study outside of the summer months. The school policy is to refuse such a request, explain our safeguarding rationale, and encourage the parents to consider a course at a more appropriate time of year.

Parental Consent and Supervision

Whenever a child is accepted on a programme of study, a Parental Consent Form is sent to their parent(s) or legal guardian(s) directly or via an agency. This document clearly explains the level of care that will be provided to their child in this area. Lone travel and unsupervised time is covered in this document along with medical and travel insurance. The BLS Supervision policy is also available on the BLS website and sent to agents and parents as required.

School / Safeguarding Procedures

We endeavour to ensure that children and vulnerable adults are protected from harm whilst visiting our school by considering:

1. Our surroundings

We take all reasonable steps to ensure a safe and comfortable learning environment, by:

- ★ performing regular risk assessments on every room in the building, as well as our immediate vicinity;
- ★ securing all doors during lesson times, and accompanying site visitors at all times;
- ★ maintaining all services and a good standard of cleanliness at all times;
- ★ operating a modern fire detection system and testing evacuation procedures regularly;
- ★ ensuring the presence of a member of staff with First Aid training at all times.

2. Our staff

We take all reasonable steps to ensure our staff are well selected and trained, by:

- ★ following safer recruitment procedures for all roles;
- ★ providing regular and appropriate safeguarding training for all staff;
- ★ In the event of delayed suitability checks, the “Employees in Service without a valid DBS Check” risk assessment form will be completed.
- ★ giving clear guidelines on appropriate behaviour and reporting requirements;
- ★ encouraging an open and trusting environment where concerns can be aired in confidence;
- ★ ensuring that all staff have read and agree to uphold our policies, procedures, and principles.

3. Our students

We take all reasonable steps to ensure our students are informed, instructed, and aware, by:

- ★ giving clear guidelines on acceptable behaviour in advance of arrival;
- ★ providing children with a clear and detailed induction, as well as safety advice, on arrival;
- ★ issuing children with a school student card that includes emergency contact details;
- ★ placing children in a “house” to break the ice and ease their introduction;
- ★ placing children in separate classes, and with different break times, to reduce adult interaction;
- ★ monitoring attendance and investigating a missing child immediately.

4. Our responsibilities

We take all reasonable steps to meet our legal safeguarding responsibilities, by:

- ★ requiring our staff to report any incident, allegation, evidence, or suspicion of abuse;
- ★ referring any such incident to statutory authorities as required by law;
- ★ implementing this policy, and all supporting documents, and reviewing everything regularly.

School / Supporting Documents

To avoid duplication of material, and to maintain version control, this document references our policies and procedures. This page lists all documents relating to safeguarding within the school environment.

Supporting Documents

- ★ Recruitment Policy
- ★ Staff Induction Procedure
- ★ In Service Risk Assessment for delayed suitability checks
- ★ Staff Handbook
- ★ Code of Conduct for all adults
- ★ School Risk Assessments
- ★ Student Handbook
- ★ Code of Conduct for all students
- ★ Parental Consent / insurance confirmation and lone travel / free time authorisation
- ★ Supervision Policy

Accommodation / Safeguarding Policy

Statement

The school's directors are committed to providing a safe environment for any person, regardless of their age, who chooses homestay accommodation organised by the school. Furthermore, we acknowledge and respect the greater degree of care that must be afforded to children in our care.

Context

Whilst adults have the option of finding their own accommodation privately, children must be accommodated appropriately. The school therefore accepts children:

- ★ who are booked on a programme of study that includes Homestay accommodation provided by one of the school's registered Homestay providers;
- ★ who are booked on a programme of study that includes Residential accommodation at our Springfield Centre;
- ★ who are living locally with their family, or family friends.

As most of our host families are not registered as private foster carers, the school normally limits children to a course lasting no longer than 3 weeks. In cases where a request is made for a child to be hosted for 28 days or more, the school is aware of private fostering regulations, and has a close relationship with the local private fostering team.

Contract of Care

Whenever a child is accepted on a programme of study, a Parental Consent Form is sent to their parent(s) or legal guardian(s) directly or via an agency. This document clearly explains the level of care that will be provided to their child in this area. Lone travel and unsupervised time is covered in this document along with medical and travel insurance.

Homestay Accommodation / Safeguarding Procedures

We endeavour to ensure that children and vulnerable adults are protected from harm whilst staying with homestay providers by considering:

1. Our homestay hosts

We take all reasonable steps to ensure our hosts are well selected and well trained, by:

- ★ following safer recruitment procedures for all hosts;
- ★ inspecting all potential hosts in advance and revisiting all active hosts regularly;
- ★ establishing and maintaining an open and positive dialogue with all hosts;
- ★ giving hosts clear guidelines on appropriate behaviour and reporting requirements;
- ★ ensuring that all hosts have read and agree to uphold our policies, procedures, and principles.

2. Our students

We take all reasonable steps to ensure our students are informed, instructed, and aware, by:

- ★ giving students clear guidelines on acceptable behaviour in advance of arrival;
- ★ informing students of their host, and the travel arrangements to/from school, in advance;
- ★ encouraging students and their parents to contact the host in advance;
- ★ insisting on mobile phone numbers for every student in advance of arrival.

3. Our placements

We take all reasonable steps to ensure a safe and comfortable home environment, by:

- ★ allowing students and their parents to give us information about the type of host desired;
- ★ using all information at our disposal to match a student with a suitable host;
- ★ avoiding a situation where a child student is placed in the same host as an adult student;
- ★ obtaining regular feedback from students with regard to their home environment;
- ★ reacting swiftly to deal with any uncertainty or discomfort.

4. Our responsibilities

We take all reasonable steps to meet our legal safeguarding responsibilities, by:

- ★ remaining aware and respectful of our private fostering responsibilities;
- ★ requiring our hosts and staff to report any incident, allegation, evidence, or suspicion of abuse;
- ★ referring any such incident to statutory authorities as required by law;
- ★ implementing this policy, and all supporting documents, and reviewing everything regularly.

Residential Accommodation / Safeguarding Procedures

We endeavour to ensure that children and vulnerable adults are protected from harm whilst staying in residential accommodation by considering:

1. Our students

We take all reasonable steps to ensure our students are informed, instructed, and aware, by:

- ★ giving students clear guidelines on acceptable behaviour in advance of arrival;
- ★ insisting on mobile phone numbers for every student in advance of arrival;
- ★ providing parents with a “what to bring” checklist in advance;
- ★ giving students a comprehensive welcome pack on arrival.

2. Our residential staff

We take all reasonable steps to ensure our staff are well selected and trained, by:

- ★ following safer recruitment procedures for all roles;
- ★ providing regular and appropriate safeguarding training for all staff;
- ★ giving clear guidelines on appropriate behaviour and reporting requirements;
- ★ encouraging an open and trusting environment where concerns can be aired in confidence;
- ★ ensuring that all staff have read and agree to uphold our policies, procedures, and principles.

4. Our responsibilities

We take all reasonable steps to meet our legal safeguarding responsibilities, by:

- ★ requiring our hosts and staff to report any incident, allegation, evidence, or suspicion of abuse;
- ★ referring any such incident to statutory authorities as required by law;
- ★ implementing this policy, and all supporting documents, and reviewing everything regularly.

Accommodation / Supporting Documents

To avoid duplication of material, and to maintain version control, this document references our policies and procedures. This page lists all documents relating to safeguarding within the homestay environment.

Supporting Documents

- ★ Recruitment Policy
- ★ Homestay Handbook
- ★ Code of Conduct for all adults
- ★ Accommodation Risk Assessments
- ★ In Service Risk Assessment for delayed suitability checks
- ★ Student Handbook
- ★ Code of Conduct for all students
- ★ Parental Consent / insurance confirmation and lone travel / free time authorisation

Leisure / Safeguarding Policy

Statement

The school's directors are committed to providing a safe environment for any person, regardless of their age, who chooses a leisure programme organised by the school. Furthermore, we acknowledge and respect the greater degree of care that must be afforded to children in our care.

Context

The BLS organises a supervised leisure programme during the summer months, as part of our Summer Programme for children. These students have lessons every weekday morning, and are then automatically enrolled on our afternoon leisure programme. The leisure programme also includes a full-day excursion every Saturday, and leaves Sundays free for arrivals and departures, or free time that should ideally be spent with the homestay host.

Furthermore, our residential summer programme includes supervised leisure activities in the evenings and at weekends.

Young Adults are also legally children, and responsibility for their safeguarding lies with the school regardless of the parental consent given. In order to clearly explain what provision the school puts in place for their children, our safeguarding policies and procedures are explained to parents in advance, with agreement required prior to accepting their child on a programme of study.

Contract of Care

Whenever a child is accepted on a programme of study, a Parental Consent Form is sent to their parent(s) or legal guardian(s) directly or via an agency. This document clearly explains the level of care that will be provided to their child in this area. Lone travel and unsupervised time is covered in this document along with medical and travel insurance.

Leisure / Safeguarding Procedures

We endeavour to ensure that children and vulnerable adults are protected from harm during school-organised activities and excursions by considering:

1. Our students

We take all reasonable steps to ensure our students are safe during activities and excursions, by:

- ★ making age-appropriate choices for all activities and excursions;
- ★ choosing risk-averse activities where no professional supervision is provided;
- ★ ensuring professional supervision is always provided during activities that involve more risk;
- ★ preparing students in advance for upcoming activities and excursions;
- ★ listening to feedback after each activity and excursion.

2. Our supervision

We take all reasonable steps to ensure our supervisors are responsible, aware, informed, and empowered, by:

- ★ following safer recruitment procedures for all supervisors and group leaders;
- ★ giving in-house scenario training to all supervisors at induction;
- ★ ensuring supervisors and group leaders understand our risk assessments and their responsibilities;
- ★ allowing supervisors access to students' contact details, and medical declarations;
- ★ providing an appropriately-stocked activity pack with information relevant to the day.

3. Our activities and excursions

We take all reasonable steps to ensure our activities and excursions are safe, by:

- ★ performing a risk assessment in advance of every activity or excursion;
- ★ refusing requests for change that do not allow enough time for proper assessment of risk;
- ★ briefing supervisors and group leaders on every risk assessment in advance;
- ★ giving students up-to-date safeguarding information directly;
- ★ reviewing our risk assessment after each activity and excursion, for future consideration.

4. Our responsibilities

We take all reasonable steps to meet our legal safeguarding responsibilities, by:

- ★ requiring our staff to report any incident, allegation, evidence, or suspicion of abuse;
- ★ referring any such incident to statutory authorities as required by law;
- ★ implementing this policy, and all supporting documents, and reviewing everything regularly.

Leisure / Supporting Documents

To avoid duplication of material, and to maintain version control, this document references our policies and procedures. This page lists all documents relating to safeguarding within the leisure environment.

Supporting Documents

- ★ Recruitment Policy
- ★ Code of Conduct for all adults
- ★ Leisure Risk Assessments
- ★ Student Handbook
- ★ Code of Conduct for all students
- ★ Parental Consent / insurance confirmation and lone travel / free time authorisation
- ★ Supervision Policy

Travel / Safeguarding Procedures

Statement

The school's directors are committed to providing a safe environment for any person, regardless of their age, who chooses a transport service organised or recommended by the school. Furthermore, we acknowledge and respect the greater degree of care that must be afforded to children in our care.

Context

BLS English accepts children at any time of year, either as individuals or as part of a group. We offer transport advice and recommendations to all students, as appropriate to their booking, and arrange transport solutions for every child as part of their programme.

When the child is part of a group, the school is invariably asked to provide group transport, in the form of coaches for airport transfer and excursions, as well as public transport travel cards. We are willing to allow groups to organise their own transport solutions if the school is satisfied that the group leaders have organised satisfactory alternatives.

When the child is an individual, and unaccompanied, we organise a private airport transfer.

The National Express coach and national rail service allows children to travel unaccompanied from the age of 14. Although we do not allow this for our younger students, we often face demand from the parents of Young Adults to allow them to choose this service.

In this case, parents sign to confirm their understanding that their child will not be met on arrival, and will be required to find their way to Bury St Edmunds unaccompanied and unsupervised. We encourage parents to allow us to book the tickets, to avoid any misunderstandings or mistakes, and give clear instructions on what a student should do if they miss their bus or train, or something goes wrong.

Parental Consent / Insurance and Supervision

Whenever a child is accepted on a programme of study, a Parental Consent Form is sent to their parent(s) or legal guardian(s) directly or via an agency. This document clearly explains the level of care that will be provided to their child in this area. Lone travel and unsupervised time is covered in this document along with medical and travel insurance.

Travel / Safeguarding Procedures

We endeavour to ensure that children and vulnerable adults are protected from harm when using public transport and private hire vehicles by considering:

1. Our students

We take all reasonable steps to ensure our students understand their travel arrangements, by:

- ★ sending students and their parents journey details in advance of arrival;
- ★ giving children travel advice during their stay;
- ★ providing children with a guide to help them from the bus stop to the school on their first day;
- ★ helping students to understand what they should do if things go wrong.

2. Our private hire suppliers

We take all reasonable steps to ensure our private hire suppliers are well selected, by:

- ★ ensuring that all drivers are DBS checked and professionally qualified;
- ★ working with preferred suppliers who provide a high level of care to passengers;
- ★ making each booking far enough in advance to avoid potential problems;
- ★ maintaining an open dialogue and positive relationship with suppliers.

3. Our public transport suppliers

We take all reasonable steps to ensure our students' safety when using public transport, by:

- ★ issuing children with a travel card as part of their programme;
- ★ sending travel cards to the relevant homestay hosts in advance of the students' arrival;

4. Our responsibilities

We take all reasonable steps to meet our legal safeguarding responsibilities, by:

- ★ requiring our staff to report any incident, allegation, evidence, or suspicion of abuse;
- ★ referring any such incident to statutory authorities as required by law;
- ★ implementing this policy, and all supporting documents, and reviewing everything regularly.

Travel / Supporting Documents

To avoid duplication of material, and to maintain version control, this document references our policies and procedures. This page lists all documents relating to safeguarding within the travel environment.

Supporting Documents

- ★ Recruitment Policy
- ★ Code of Conduct for all adults
- ★ Travel Risk Assessments
- ★ Student Handbook
- ★ Code of Conduct for all students
- ★ Parental declaration / insurance confirmation and lone travel / free time authorisation

Safeguarding Course Complete Form

Full Name	Address
Email	**Date**