



PLUS · SAFEGUARDING

Safeguarding & Key Policies

Guidance for the safe delivery of PLUS programmes

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Introduction

The purpose of this handbook is to provide comprehensive guidance and information regarding the safeguarding practices and procedures at PLUS. Its primary goal is to ensure the safety, wellbeing, and protection of all students participating in our programmes. It also aims to provide clear guidance to staff members and stakeholders on their roles and responsibilities in promoting a safeguarding culture.

This handbook applies to all staff members, volunteers, contractors, and visitors involved in the delivery of our programmes. It outlines the necessary protocols and measures to be implemented to safeguard students who participate in our programmes. These policies and procedures are designed to adhere to the legal and regulatory requirements set forth by relevant UK legislation, including but not limited to the Children Act 1989 and 2004, the Education Act 2002, the Counter-Terrorism and Security Act 2015, and the General Data Protection Regulation (GDPR). PLUS also has regard to the statutory safeguarding guidance that applies to education settings, in particular Keeping Children Safe in Education (KCSIE) 2025 and Working Together to Safeguard Children 2023, alongside the Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015), the Prevent duty guidance: England and Wales (2023), and the Equality Act 2010. Where a campus operates on a host school, college, or university site, PLUS works within that institution's own safeguarding arrangements and follows the procedures of the local safeguarding children partnership for the local authority area in which the campus is located.

It is important that all personnel involved in our programmes familiarise themselves with the contents of this handbook and adhere to the outlined policies and procedures. Any questions, concerns, or suggestions regarding safeguarding should be directed to the appropriate designated staff member responsible for safeguarding matters.

As legal and regulatory requirements may change over time, this handbook will be reviewed periodically and updated as necessary to reflect any amendments to safeguarding legislation and best practices.

Key Contacts

Designated Safeguarding Lead

James Bell
safeguarding@plus-ed.com

Phone numbers

Please visit our contacts page on our website

www.plus-ed.com/content/contact-uk-ireland

External Contacts

See section at the end of this handbook ([click here](#))

Definitions

Safeguarding at PLUS encompasses all measures taken to ensure the safety, wellbeing, and protection of children and young people participating in our programmes. It involves creating an environment that promotes their welfare, prevents harm, and responds appropriately to any concerns or risks that may arise. Safeguarding goes beyond addressing physical safety and extends to emotional, mental, and social aspects of a student's

wellbeing. It includes protecting individuals from abuse, neglect, exploitation, and any other form of harm that may compromise their development and rights.

Some key terms are defined below.

Child: A child is defined as a person under the age of 18.

Safeguarding: The actions taken to protect children and vulnerable adults from harm, abuse, neglect or exploitation.

Child protection: A set of measures and activities designed to protect children from harm, abuse, neglect or exploitation.

Disclosure: A statement made by a child or adult about an incident of harm, abuse, neglect or exploitation.

Allegation: A claim or accusation that someone has engaged in harmful, abusive, neglectful or exploitative behaviour towards a child or vulnerable adult.

Policy Statement

Context

Professional Linguistic and Upper Studies Ltd (PLUS) organises English Language study holidays for under 18s in the UK, Ireland, the USA, and Canada. Students are offered a choice of homestay (family stay) or residential accommodation and typically stay for two weeks, although student stays can range from one to four weeks. Students are generally accommodated residentially in boarding schools, colleges, and universities. PLUS programmes typically include English tuition along with cultural experiences and leisure activities in internationally mixed groups and occasionally in closed groups.

Statement

PLUS is committed to safeguarding, child protection, and promoting the welfare of all its students. PLUS aims to always act in the best interests of the child regardless of gender, age, ethnicity, nationality, religion or disability as all children have a right to safety and protection from any harm or potential harm. Parents have a right to believe that the

organisations to which they entrust their children are safe. We have a duty of care to ensure the safety and wellbeing of every child who studies with us and we are committed to safeguarding and promoting the welfare of children and young people.

PLUS aims to achieve a safe environment for all and uphold all students' rights to safety and protection by:

- Promoting a culture of vigilance and maintaining an attitude of 'it could happen here' to avoid complacency.
- Working closely with accreditors, government bodies, and local safeguarding partners (the local authority, police, and integrated care board acting through the local safeguarding children partnership) and charities for guidelines, best practices, and advice. In each location, PLUS will follow the procedures of the safeguarding children partnership for the local authority area in which the campus is located.
- Appointing a Safeguarding Team who are trained to advanced level, known to all students, staff, and stakeholders, and reachable 24/7.
- Creating clear channels of communication for students and staff so that concerns can be reported promptly and action taken swiftly.
- Ensuring that all staff receive safeguarding training.
- Following safer recruitment procedures and ensuring suitability homestay hosts.
- Taking action against any staff found not to be suitable to work with children and notifying the Disclosure and Barring Service.

Duty of Care

All adults (any one aged 18 or over) associated with under 18s have a legal duty of care, and a responsibility to safeguard children and protect them from harm. All staff, third-party providers, and external providers who come into contact with any of PLUS' students should read and follow this policy and report any concerns, incidents or allegations following the procedures outlined in this handbook.

Key Safeguarding Principles

Our safeguarding approach is underpinned by a set of key principles that guide our actions and decisions:

- Promoting the welfare of children and young people: The wellbeing and safety of our students are of paramount importance. We are committed to providing an environment that nurtures their development, safeguards their rights, and protects them from harm.
- Putting the student at the centre: We prioritise the best interests of each student, considering their individual needs, circumstances, and perspectives. Their welfare and safety are at the heart of all our policies, procedures, and actions.
- Preventing harm: We proactively identify and mitigate potential risks and hazards to prevent harm to students. This includes robust risk assessments, effective supervision, and appropriate measures to address safety, bullying, discrimination, and other potential threats.
- Empowering students: We empower students by promoting their autonomy, encouraging their participation, and providing opportunities for them to develop skills, knowledge, and resilience. We actively listen to their voices, respect their choices, and involve them in decisions that affect their wellbeing.
- Collaboration and communication: We believe in effective collaboration and open communication among staff members, students, and external agencies. By working together, we can share information, identify concerns, and take collective action to safeguard students.
- Continuous improvement: We are dedicated to continually reviewing and enhancing our safeguarding policies, procedures, and practices. Regular training, monitoring, and evaluation allow us to adapt and improve our approaches based on emerging research, best practices, and changing needs.

Safeguarding Team

The Safeguarding Team at PLUS plays a crucial role in ensuring the effective implementation of our safeguarding practices and procedures in our programmes. This dedicated team is comprised of the Safeguarding Leads along with all Campus Safeguarding Officers and Monitors at the various locations where PLUS operates. The following sections outline the specific roles and responsibilities of each member within the Safeguarding Team to provide a comprehensive understanding of their contributions to our safeguarding framework.

Safeguarding Leads

The Safeguarding Leads oversee safeguarding from Head Office across the organisation. Any serious matters or concerns should be reported directly to them. There are two Safeguarding Leads at PLUS:

- Designated Safeguarding Lead (DSL): The person in charge of coordinating safeguarding activities and providing support and guidance to staff and participants. They are the primary point of contact for all safeguarding concerns and oversee the implementation of safeguarding policies and procedures. They are trained to Level 3.
- Assistant Designated Safeguarding Lead (ADSL): The person who supports the DSL in day-to-day safeguarding activities, including collecting documentation and conducting investigations. They are trained to Level 2.

Their contact details can be found under [Key Contacts](#).

Whenever needed, our Safeguarding Leads are supported by a Deputy Designated Safeguarding Lead who assumes responsibility for safeguarding in the absence of the DSL and is trained to Level 3.

In addition to our internal safeguarding structure, we are privileged to receive bespoke guidance from a dedicated external agency. This agency equips us with precise protocols and best practices for handling safeguarding matters with the highest standards of professionalism. Any investigations into safeguarding concerns, allegations, or incidents are conducted in strict accordance with the guidelines laid out by this agency.

Responsibilities

The responsibilities of the Safeguarding Leads include the following:

Providing expertise and guidance: They possess comprehensive knowledge of safeguarding legislation, policies, and best practices. They take the lead in developing, implementing, and regularly reviewing the safeguarding policies and procedures at PLUS. They ensure that these policies are effectively communicated to all staff members, students, and relevant stakeholders.

Acting as a point of contact: They act as a primary point of contact for staff members, students, parents, and external agencies regarding any safeguarding concerns. They handle all disclosures or allegations of abuse with sensitivity, ensuring that appropriate action is taken in line with established procedures.

Liaising with external agencies: The Safeguarding Leads maintain effective working relationships with local authorities, child protection services, and other external agencies involved in safeguarding. They facilitate communication and cooperation in cases where the welfare of a student is at risk.

Record-keeping and monitoring: They ensure accurate and confidential record-keeping of all safeguarding concerns, incidents, and actions taken. They monitor and review the effectiveness of safeguarding procedures, making recommendations for improvements as necessary.

Supporting staff and students: They provide support and guidance to staff members who have concerns or require advice on safeguarding matters. They also ensure appropriate support is available to students who may be experiencing safeguarding issues, collaborating with relevant personnel to provide the necessary assistance.

Ensuring that programmes and materials are informed by safeguarding guidelines and best practices: They are responsible for ensuring that all our programmes as well as staff manuals and training materials align well with our safeguarding standards, are up-to-date and accurate. They also ensure that the set-up of all PLUS programmes is informed by safeguarding guidelines and best practices.

Ensuring adherence to safeguarding guidelines and best practices in programmes and materials: They hold the responsibility of ensuring that all our staff manuals and training materials consistently meet our safeguarding standards. They diligently design and update these resources to ensure their accuracy and alignment with the latest safeguarding guidelines and best practices. Furthermore, they play a crucial role in ensuring that the setup and implementation of all PLUS programmes are guided by the principles of safeguarding, incorporating industry-leading practices to create a safe and secure environment for our students.

Campus Safeguarding Officers

PLUS operates its programmes out of multiple locations and, as such, each campus has one Campus Safeguarding Officer (CSO) at each site. In general, and unless otherwise stated, the role of CSO is assigned to the Campus Manager. A second staff member will be designated to assume their safeguarding responsibilities in their absence as Deputy CSO. This will normally be the Welfare Officer.

CSOs are responsible for ensuring the safety and wellbeing of the students at the particular campus where they operate. They have the knowledge and skills to recognise and act on safeguarding incidents and concerns and are in direct contact with the Safeguarding Leads. CSOs receive Level 2 in-house training designed and delivered by our DSL. This training happens prior to the start of their role. In exceptional circumstances where training has not been completed prior to the start of their role, it will be arranged as soon as possible once they begin. Meanwhile, they will have the full support of the Safeguarding Leads at all times.

The role of the CSO is to:

- Take overall responsibility for safeguarding on campus.
- Ensure implementation and compliance with safeguarding policies and procedures.
- Receive information from staff, children, Group Leaders, parents or carers who have child protection concerns and ensure it is recorded as clearly and accurately as possible.
- Assess the information promptly and carefully, clarifying or obtaining more information about the matter as appropriate.
- Report it to the Safeguarding Leads.

The CSO at each campus is made known to all students and staff. Safeguarding concerns and in particular minor concerns and issues should be reported to them. CSOs are guided and supported by the Safeguarding Leads and have access to 24/7 direct communication with them. If any allegations should not or cannot be reported to a CSO, they should be reported directly reported to the Safeguarding Leads.

Safeguarding Monitors

In addition to the CSOs, we have designated Safeguarding Monitors who play a crucial role in maintaining a safe environment for all students. The Safeguarding Monitors are comprised of the remaining campus staff including all management staff as well as the Activity Leaders and Teachers who are directly involved in day-to-day activities and interactions with the students. They are trained to Level 1 and take part in our in-house training at the start of their role.

Responsibilities

The responsibilities of our Safeguarding Monitors are as follows.

Notifying and Reporting Concerns: Safeguarding Monitors are responsible for promptly notifying and reporting any safeguarding concerns they come across to the designated Safeguarding Officer. They play a vital role in being vigilant and observant of any signs or incidents that may raise safeguarding concerns.

Keeping Records: It is essential for Safeguarding Monitors to maintain accurate records of any observed issues or incidents related to safeguarding. These records should include relevant details and observations that may assist in the assessment and investigation of safeguarding concerns.

Point of Contact: As part of their role, Safeguarding Monitors will often act as the initial point of contact for students or staff who have safeguarding concerns or require guidance. They should be approachable and supportive, ensuring that individuals feel comfortable discussing their concerns and providing appropriate guidance or directing them to the designated Safeguarding Officer.

Promoting Awareness: Safeguarding Monitors have a responsibility to promote awareness of safeguarding policies and procedures among students and staff. They should actively engage in educating others about recognising and responding to safeguarding concerns, emphasising the importance of creating a safe and supportive environment.

By fulfilling these responsibilities, the Safeguarding Monitors contribute significantly to our overall safeguarding efforts, ensuring the wellbeing and safety of all students. They work closely with the Safeguarding Officer and have access to necessary support and guidance whenever required.

Training

At PLUS, we recognise that well-trained and knowledgeable staff members are vital to the effective implementation of our safeguarding practices. We are committed to providing comprehensive training and professional development opportunities to ensure that all staff members understand their roles and responsibilities in safeguarding and are equipped with the necessary skills to create a safe and nurturing environment for our students.

Training Requirements

All adults affiliated with PLUS must complete Basic Awareness Safeguarding Training (Level 1) and Prevent training. This includes all staff as well as Homestay Hosts and Group Leaders. In addition, CSOs and Safeguarding Leads are required to be trained to Advanced and Specialist level, respectively. They are required to complete this training through external training providers. In line with Keeping Children Safe in Education (KCSIE) 2025, all PLUS staff who work directly with children are also required to read, and confirm in writing that they have read and understood, Part 1 of KCSIE (and, for those who do not work directly with children, the condensed version in Annex A). Those responsible for recruitment must additionally read Part 3 (Safer recruitment). Group Leaders are required to read the safeguarding information PLUS provides to partners, which reflects the key content of KCSIE Part 1. PLUS records completion of this reading alongside its training records.

PLUS also provides Safer Recruitment training to its new recruiters. This training covers best practices for recruiting staff and is an important part of the company's commitment to safeguarding. It equips recruiters with the knowledge and skills necessary to ensure that our staff selection process prioritises the safety and wellbeing of our students. If senior recruitment staff are available to deliver this training, in-house training may be provided to ensure that it aligns well with the practicalities of our work context.

All training described in this section is required for all PLUS staff, Homestay Hosts, and Group Leaders before the start of their employment or hosting period. Additionally, all staff members, Homestay Hosts, and Group Leaders are required to complete refresher training regularly. This ensures that all PLUS employees and partners are up-to-date with the latest safeguarding policies and practices.

Induction Training

During the induction process, new staff members receive specific training on safeguarding to ensure they have a solid foundation in understanding and implementing our safeguarding framework. This training covers topics such as:

- The responsibilities and expectations of staff members in safeguarding and promoting the welfare of students.
- Identifying signs of abuse, neglect, and other safeguarding concerns.
- Reporting procedures and how to raise concerns effectively.
- Maintaining professionalism and ensuring the safety of all students.

Completion of the induction training is a prerequisite for all staff members before they commence their duties at PLUS.

Training Administration

The Safeguarding Leads are responsible for ensuring that the relevant processes are in place so that all adults affiliated with PLUS complete their required training. They oversee the training of Head Office staff as well as CSOs. The administration of safeguarding and prevent training for Head Office and all campus staff falls under the responsibility of the Recruiters. The CSO delivers the Safeguarding Induction Training on campus.

Recruitment

PLUS applies a comprehensive and strict recruitment and selection process to ensure that candidates are suitable to work with children. The sections below outline the procedures we follow, which include making clear reference to our safeguarding policies in advertising materials, screening applicants during interviews and reference checks, carrying out criminal record checks, and more.

This section should be read in conjunction with our Privacy Policy for Employees, available within our Privacy Policy from the footer of our website at www.plus-ed.com.

Safer Recruitment Procedures

PLUS' commitment to safeguarding and child protection is reinforced in different ways through our recruitment procedures. Applicants are informed of the procedures we follow to assess their suitability for a role at PLUS at different stages of the recruitment process, including through advertising materials and during their interview.

Applicants are required to submit their CV and explain any gaps in their CV satisfactorily during their interview. Applicants are also asked specific safeguarding questions to assess their suitability to work with children under the age of 18 during their interviews. This is then corroborated with references at a later stage. Additionally, applicants must provide proof of their identity and qualifications.

All new staff members must provide two references. Referees are asked if there is any reason why prospective employees should not have responsibility for or substantial access to persons under 18s. If the applicant has worked outside the UK, one of the two references must be from their most recent employer. Returning staff from inside or outside the UK must provide one reference from their most recent employer. PLUS reserves the right to request additional referees, and references are subject to follow-up calls.

In addition to reference checks, PLUS mandates that all applicants undergo criminal record checks. Applicants must also complete a self-declaration form, which serves as a preliminary self-screening tool regarding their suitability to work with children. Together with the criminal record checks, this approach helps us ensure that all necessary precautions are taken to maintain a safe environment for our students.

In order to deter abusers, applicants are informed of the thoroughness of the application process. This includes stating that references will be asked specifically asked about the applicant's suitability to work with under-18s, and that references will be followed up. It also includes mentioning that criminal record checks will be carried out.

All job offers at PLUS are conditional upon the successful completion of these procedures, including obtaining satisfactory criminal record checks and references.

Criminal Record Checks

The purpose of conducting criminal record checks, including DBS checks, is to uphold the safety and security of our workplace environment, especially when working with vulnerable individuals. These checks allow us to assess the suitability of candidates for their roles and to maintain the highest safeguarding standards. Please see below our Ex-Offenders policy as well as our Privacy Policy on our website for further information.

Staff

For an overview of the procedures we follow to carry out and obtain criminal record checks from new and returning staff, please visit plus-ed.com/content/criminal-record-checks.

Partners and Contractors

To ensure the safety and wellbeing of all participants, PLUS requires its partners and contractors to conduct DBS checks on their staff. They must then provide written confirmation that the DBS checks have been carried out. For Group Leaders, Agents must provide written confirmation that they have obtained the relevant criminal record checks. In both cases, PLUS may conduct random checks on a sample of the staff to ensure that the screening process is being carried out appropriately.

Where partners and contractors are carrying out regulated activity with children in England, the written confirmation must specify that an enhanced DBS check with a check of the children's barred list has been obtained. For all other roles in regular contact with students, the confirmation must specify the level of check obtained. For international Group Leaders and other staff recruited overseas, where a UK DBS check is not available, Agents must provide minimum vetting standards equivalent to those PLUS applies to its own staff, namely: written confirmation of identity checks; a criminal record certificate or overseas police certificate (a "certificate of good conduct") from each country in which the person has lived, where such a certificate is available; suitability references; and confirmation that the person has completed safeguarding and Prevent training. Where any of these checks cannot be obtained, the Agent must inform PLUS, and PLUS will require a documented risk assessment to be in place together with enhanced supervision arrangements before the individual is permitted contact with students.

In the case of Homestay Hosts, PLUS will ensure that all providers through which hosts are recruited conduct suitable screening processes, including DBS checks for all adults aged 18 or above in the household. Additionally, PLUS may conduct random checks on a sample of homestay hosts to ensure that the screening process is being carried out appropriately.

Applications Awaiting DBS

If an adult is required to commence work before the result of the DBS Disclosure has been received, PLUS may at its absolute discretion, permit the individual to start work before it receives the results of the DBS Disclosure. If it does so, PLUS will ensure that the individual is appropriately supervised and that barred list checks have been completed. In such circumstances, PLUS will also conduct a risk assessment to determine the level of risk posed to the welfare of the students by the individual in question. Where this discretion is exercised, a documented risk assessment must be completed and put in place before the individual begins work supervising or otherwise having contact with children; this is a mandatory requirement and not optional, and the individual must be supervised at all times until the enhanced DBS check (including barred list check) is satisfactorily completed. On any host school, college, or university site, PLUS will only exercise this discretion in line with the host institution's own policy on this matter and will inform the host's Designated

Safeguarding Lead before the individual starts. PLUS may also decide to seek additional referees, discussing with them in more detail the suitability of the applicant to work with children, and asking for example whether they have knowledge of any allegations or disciplinary concerns related to child safeguarding or protection that would give rise to concern about the employee's suitability to work with under-18s.

Ex-Offenders

PLUS is committed to treating DBS applicants with criminal records fairly, in accordance with our responsibilities as a registered body. We ensure that applicants are not discriminated against based on a conviction or other disclosed information. Our approach to recruitment and DBS checks is outlined below:

- As an organisation using the Disclosure & Barring Service to assess applicants' suitability for positions of trust working with Under 18s, PLUS aims to treat all applicants for positions fairly. We undertake not to discriminate unfairly against anyone who is the subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical / mental disability, or offending background.
- Where a DBS check is to form part of the recruitment process, we encourage all applicants called for interview to provide details of any criminal record at an early stage in the application process. We guarantee that this information is only seen by those who need to see it as part of the recruitment process.
- We ensure that all those who are involved in the recruitment process will have suitable guidance to enable them to identify and assess the relevance of the offence in relation to the position applied for. We will follow appropriate guidance on the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
- At interview or in a later separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position.

- Failure to reveal information that is directly relevant to the position applied for could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a DBS check with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record does not automatically exclude you from working with us. We assess each case individually, considering factors such as the role's responsibilities, customer vulnerability, offence type, number and timing of offences, and the applicant's age at the time of the offence.

Assessment of Criminal Records

If an applicant's disclosure shows a criminal record, PLUS will ask the candidate if they would like to disclose the offence, and review the applicant in the light of the information relating to the criminal record, and make a decision on the applicant's suitability accordingly. If the applicant declines to disclose the offence, their application will be denied.

If an applicant's disclosure shows that they have a criminal record or information on the Disclosure which gives rise to concerns about their suitability to work with persons under 18, PLUS will refer the disclosure to the Safeguarding Lead for assessment. If necessary, PLUS will seek advice from the appropriate authorities or organisations in order to assist with the assessment. The applicant will be given the opportunity to discuss any issues arising from the disclosure before any decision is made. All disclosures and any notes of discussions will be kept confidential.

If PLUS decides not to employ an applicant, or to terminate employment where relevant, due to their criminal record, PLUS will inform the individual in writing and offer them the opportunity to appeal the decision. The appeal will be heard by a Director of PLUS and will be subject to the terms and conditions of the PLUS complaints and disciplinary procedure.

Code of Conduct

We have a Code of Conduct for all staff involved in the delivery of our programmes, including Head Office staff, Campus Staff, Group Leaders, Homestay Hosts, and any other employee. All PLUS staff are role models and it is their duty to set positive examples by following the code of conduct below.

1. Ensure you fully understand our policies and standard procedures as outlined in the Safeguarding Policies Handbook, and comply with them at all times.
2. Always treat others with respect and dignity. Avoid discrimination and any behaviour that could be considered abusive.
3. Never engage in any behaviour that could be construed as sexual in nature with a child or young person, including inappropriate comments or gestures.
4. Avoid physical contact with students whenever possible. In the UK, actions like holding hands or hugging are inappropriate.
5. Never give your personal or contact details to a student unless the need to do so in an emergency or similar makes it indispensable.
6. Never establish contact with students to form personal relationships, including on social media. If a student reaches out, explain that it is against company policy.
7. Never take photographs or videos of students.
8. Avoid being alone with a child. For private conversations, use a public space where you can be seen but not easily overheard.
9. Avoid entering a student's room. If you must enter a student's room, follow the guidelines provided in our Safeguarding Policies Handbook.
10. You should always aim to present a professional image through your attire, personal grooming, and overall demeanour.
11. Have your lanyard on at all times while on campus grounds and while on duty.

12. Do not use personal mobile phones or devices during duty hours, unless absolutely necessary for work-related tasks.
13. Maintain utmost punctuality at all times.
14. Ensure all scheduled services, including attraction visits, airport transfers, and activities, are delivered as planned.
15. Do not consume alcohol or be under the influence while on campus grounds.
16. Never smoke in view of any clients, and abide by the host institution's smoking policy.

If a breach of the code of conduct is reported or discovered, an investigation will be initiated. This investigation will aim to gather all relevant information and evidence regarding the alleged breach. If the investigation confirms that a breach has occurred, a disciplinary process will be initiated.

The disciplinary actions for breaching the code of conduct may include, but are not limited to, the following:

- Verbal or written warnings: A formal warning may be issued, emphasising the seriousness of the breach and the need for immediate compliance with the code of conduct.
- Training or counselling: Additional training or counselling sessions may be provided to the staff member involved, focusing on the specific areas where improvement is required.
- Suspension: In more severe cases, a temporary suspension from duties may be imposed, during which further investigation or review takes place.
- Termination of employment: If the breach is deemed significant or repeated, it may result in termination of employment or other appropriate consequences as outlined in the organisation's policies.

Child Protection

Recognising Abuse

The term abuse is used to describe a wide range of ways in which a child can be harmed. Abuse is usually described as a form of maltreatment of a child, and this includes inflicting harm but also failing to act to prevent harm. Abuse can take place in a range of settings including within a family, in an institutional setting, by telephone, and on the internet. Some typical signs of abuse are as follows:

- Unexplained injuries
- Sexually explicit behaviour in games or activities
- Serious distrust of adults or other students
- Difficulty in making friends
- Personality changes and behavioural changes
- Changes in dress which may be covering up bruises
- Avoiding attending lessons or joining activities
- Homesickness

Common forms of abuse include physical abuse, emotional abuse, sexual abuse, and neglect. Each of these is explained in the following sections.

Physical Abuse

Physical abuse can involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, and suffocating. It can also result when a parent or carer deliberately causes the ill health of a student in order to seek attention; this is called fabricated illness. Symptoms that indicate physical abuse include:

- Bruising in or around the mouth, on the back, buttocks or rectal area

- Finger mark bruising or grasp marks on the limbs or chest of a small minor
- Bites
- Burn and scald marks; small round burns that could be caused by a cigarette
- Fractures to arms, legs or ribs in a small minor
- Large numbers of scars of different sizes or ages

Emotional Abuse

Emotional abuse happens when a student's need for love, security, praise and recognition is not met. It usually co-exists with other forms of abuse. Emotionally abusive behaviour occurs if a parent, carer or authority figure is consistently hostile, rejecting, threatening or undermining. It can also result when the student is prevented from social contact with others, or if developmentally inappropriate expectations are imposed upon them. It may involve seeing or hearing the ill-treatment of someone else. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention-seeking behaviour
- Very low self-esteem or excessive self-criticism
- Excessively withdrawn behaviour or fearfulness; a 'frozen watchfulness'
- Despondency
- Lack of appropriate boundaries with strangers; too eager to please
- Eating disorders

Sexual Abuse

Sexual abuse involves forcing or enticing a minor or young person to take part in sexual activities, whether or not the child/person is aware of what is happening. This may include physical contact, both penetrative and non-penetrative, or involve no contact, such as watching sexual activities or looking at pornographic material. Encouraging minor/young people to act in sexually inappropriate ways is also abusive. Under the Sexual Offences Act 2003, any sexual activity – contact or non-contact – with a minor under the age of 16 is a crime. Symptoms of sexual abuse include:

- Allegations or disclosure
- Genital soreness, injuries or discomfort

- Sexually transmitted diseases; urinary infections
- Excessive preoccupation with sexual matters; inappropriately sexualised play, words or drawing
- A child who is sexually provocative or seductive with adults
- Repeated sleep disturbances through nightmares or wetting

Older minors may additionally exhibit:

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

Sexual abuse may also be inflicted by other children. Peer-on-peer (also known as child-on-child) sexual abuse includes but is not limited to the following examples:

- Cat calling (sexually suggestive comments directed at someone privately or publicly)
- Skirt raising
- Up-skirting (taking a sexually intrusive photographs up someone skirt without their permission)
- Touching Breasts

Child Sexual Exploitation

Child Sexual Exploitation is a type of sexual abuse which involves exploitative situations, contexts and relationships where young people receive something (money, gifts, drugs, alcohol) as a result of engaging in sexual activities.

Young people who are being sexually exploited may:

- Go missing for periods of time from home, care or education.
- Have unexplained gifts or possessions that can't be accounted for.
- Use drugs or alcohol.
- Have older boyfriends or girlfriends.

- Be involved in petty crime such as shoplifting.
- Have unexplained physical injuries and a changed physical appearance, for example lost weight.

Female Genital Mutilation

Female Genital Mutilation includes any mutilation of a female's genitals, including the partial or total removal of the external genitalia for so-called cultural or other non-medical reasons. It is the duty of all health and social care professionals and teachers in England and Wales to report to the police 'known' cases of Female Genital Mutilation in under 18s which they identify in the course of their professional work. If you encounter a case of Female Genital Mutilation or have reason to believe that a girl might be at risk, you must inform the Safeguarding Leads immediately.

This mandatory reporting duty is a personal statutory duty under section 5B of the Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015). It means that a teacher (and any regulated health or social care professional) who, in the course of their work, is told by a girl under 18 that an act of FGM has been carried out on her, or who observes physical signs appearing to show that FGM has been carried out, must personally report the matter to the police by calling 101. A "known" case is one of direct disclosure by the girl or personal observation of physical signs; the duty does not apply where the information comes from a third party (for example a parent or sibling), although such cases must still be reported through PLUS' safeguarding procedures. The personal duty cannot be transferred to another person and is in addition to, not instead of, informing the Safeguarding Leads. Suspected or "at risk" cases (where FGM has not yet taken place) are not covered by the personal duty but must always be reported immediately to the Safeguarding Leads and handled under PLUS' child protection procedures.

Indication that Female Genital Mutilation is about to happen includes:

- a girl talks about getting ready for marriage
- a family is arranging a long break
- knowledge that an older sibling has undergone it

Indication that Female Genital Mutilation has happened includes:

- reluctance to take part in any physical activities
- difficulties to sit still
- bladder problem
- behaviour change

Forced Marriage

A forced marriage is a marriage that takes place without the full and free consent of one or both parties, or where one or both parties cannot give consent, and where pressure or abuse is used. It is distinct from an arranged marriage, in which both parties freely consent. Forcing someone to marry is a criminal offence in England and Wales under the Anti-social Behaviour, Crime and Policing Act 2014, and it is a form of child abuse. Possible warning signs include a student talking about an upcoming marriage they do not appear to want, being withdrawn or fearful, a sudden or extended planned absence or trip abroad, close monitoring by family or accompanying adults, or a student disclosing that they do not wish to return home.

If you have any concern that a student may be at risk of forced marriage, or a student discloses this to you, you must inform the Safeguarding Leads immediately. Do not approach or inform the student's family, Group Leader, or community members, as this may increase the risk to the student and could lead them to be taken abroad. Do not attempt to mediate. The Safeguarding Leads will take advice from the Forced Marriage Unit (020 7008 0151) and the police, and will follow the procedures of the local safeguarding children partnership. In an emergency, where a student is in immediate danger, call 999.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs, causing damage to their health and development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from harm or danger, or failing to access appropriate medical care and treatment when necessary. It can exist in isolation or in combination with other forms of abuse. Symptoms of physical and emotional neglect can include:

- 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
- Inappropriate clothing

If you are worried about a student, it is important that you keep a written record of any physical or behavioural signs and symptoms. In this way you can monitor whether or not a pattern emerges and provide evidence to any investigation if required.

Reporting Safeguarding Concerns

Any staff member who has a concern about the welfare or safety of a child or young person attending our summer school must report it immediately to the Safeguarding Team in as much detail as possible. Staff members must also record the details of the concern as soon as possible using our Safeguarding Concern Form, which can be found in the [Appendix](#).

Staff members must not discuss any allegations or concerns with anyone other than the safeguarding team or, if applicable, external safeguarding bodies. Confidentiality about both the victim and the accused must be maintained.

Staff members must not attempt to investigate the concern themselves. This is to ensure that the child is not put at risk of harm and to avoid compromising any potential investigation. Staff members must also refrain from confronting the person believed to be an abuser at all times for the same reasons. More broadly, assumptions, interpretations, or decisions on the basis of an allegation should not be made.

If a staff member has concerns that a child or young person is in immediate danger, they should call the emergency services (police, ambulance or fire service) on 999 immediately.

When a Child Shares a Concern with You

If a child reports abuse to a member of staff, it is critically important that the child is listened to and heard whatever form their attempts to communicate may take. Under no

circumstances should suggestions be made to a child that there may be an alternative explanation for their concerns.

If the situation allows, the child should disclose directly to a CSO. If this is not possible and the student discloses abuse to you, follow the guidelines below.

- Listen carefully and stay calm.
- Avoid challenging or interrogating the child.
- Use the words *tell*, *explain*, and *describe* to avoid asking leading questions.
- If the situation allows, take the student into a private place with another staff member present.
- Take notes if possible. Ideally, you will report word-for-word what is said.
- Record dates and times as well as details of anyone else who was present.
- Reassure the child that telling you was the right thing to do. Communicate that they have a right to be safe and protected.
- Do not promise confidentiality. The child might ask the adult to promise secrecy before disclosing. Such a promise should not be made, but you should assure the child that you will only pass the information on to those who need to know about it.
- Report immediately to the Safeguarding Team.
- Make accurate notes for reference in the future by completing the report incident form ([Appendix](#)). Record the actual words the child used as far as possible.
- Consider whether you should avoid leaving the child alone. If placed in the care of another adult, the child must not be asked further questions, only reassured and kept safe.

When an Adult Shares a Concern with You

It is possible that an adult may approach you to share a concern about the welfare or safety of a child or young person attending our programme. In this situation, you should encourage the adult to report their concerns to the Safeguarding Team. If they are reluctant or refuse, it is your responsibility to report this information, in as much detail as possible. Please follow the steps below.

- Listen to the concern without interrupting or making judgments.

- Allow the adult to share as much detail as possible, including the names of the child and any staff members or witnesses involved.
- Take notes if possible. Ideally, you will report word-for-word what is said.
- Record dates and times as well as details of anyone else who was present.
- Report immediately to the Safeguarding Team.
- Make accurate notes for reference in the future by completing the report incident form ([Appendix](#)). Record the actual words the child used as far as possible.

Responding to Allegations

If an allegation is reported to the Safeguarding Team, a thorough investigation will be undertaken. The steps below will generally be followed, although some alterations are possible depending on the nature or the severity of the allegation.

Where an allegation, or a concern, relates to an adult who works or volunteers with children (including PLUS staff, Group Leaders, Homestay Hosts, contractors, and visitors) and that person may have: harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child in a way that indicates they may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children, then the matter meets the threshold for referral to the Local Authority Designated Officer (LADO). In these cases the Safeguarding Leads must consult, and where appropriate refer to, the LADO for the local authority area in which the campus is located, normally within one working day, and before PLUS undertakes its own investigation. The LADO provides advice and oversight; PLUS must not carry out any investigation that could prejudice a LADO-led or police process. If there is any doubt as to whether the harm threshold is met, the LADO should be consulted. Where a child is, or may be, at immediate risk of harm, the police (999) and/or children's social care (MASH) must be contacted without delay.

Where an allegation arises on a host school, college, or university site, PLUS must notify the host institution's Designated Safeguarding Lead (DSL) immediately, in addition to consulting the LADO. PLUS will share information and coordinate its response with the host institution

and will comply with the host institution's own safeguarding procedures for managing allegations on its site.

At the conclusion of a case involving an allegation against an adult, the outcome will be recorded using the definitions set out in Keeping Children Safe in Education: substantiated (there is sufficient evidence to prove the allegation); malicious (there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive); false (there is sufficient evidence to disprove the allegation); unsubstantiated (there is insufficient evidence to either prove or disprove the allegation; this does not imply guilt or innocence); and unfounded (there is no evidence or proper basis supporting the allegation). Where an allegation is substantiated and the individual is removed (or would have been removed) because they pose a risk of harm to children, PLUS will make a referral to the Disclosure and Barring Service, as it is a legal duty to do so. Allegations found to be malicious, false, unsubstantiated, or unfounded will not be referred to in future references.

- If the CSO was not present during the initial disclosure, they must schedule a formal meeting with the disclosing student or adult. Unless implicated in the disclosure, the student's Group Leader should also participate in this discussion. Other involved parties or witnesses should also be invited if applicable.
- The CSO should lead the meeting, and another staff member should take word-for-word notes of the disclosure. At the end of the meeting, the notes should then read and signed by all present.
- If in any doubt as to how to proceed, or if the severity of the concern requires so, the CSO should contact the Safeguarding Leads immediately.
- In some cases, it may be necessary to monitor and separate the individuals involved, depending on the seriousness of the situation. For example, if there is an allegation of sexual misconduct, the accused and accuser should be housed separately and supervised closely.
- After investigating and addressing the safeguarding concern, the member of the Safeguarding Team who led the investigation and made the decision on how to resolve the concern should complete the Action Taken section of the Safeguarding

Concern Form. This section should describe in detail how the concern was investigated and addressed.

Allegations Against PLUS Staff

If an allegation is made against a staff member, staff will always be given the opportunity to explain the situation and their actions. As PLUS' primary concern is the students' welfare, it may be considered necessary to suspend the staff member throughout the investigation. This will not be regarded as an indication of guilt but a necessary step that may be required to safeguard a child in the circumstances. Any allegation against a staff member that may meet the harm threshold must be referred to the LADO and, where it arises on a host site, notified to the host institution's DSL immediately, as set out above. Suspension is not the default or automatic response: PLUS will first consider, with the LADO, whether alternatives to suspension (such as adjusted duties or increased supervision) would adequately manage any risk, and suspension will only be used where it is justified. The outcome of any investigation will be recorded using the five categories set out above.

If the investigation concludes that the staff member did not engage in any wrongdoing, the staff member will be reinstated and any suspension will be lifted. If the investigation reveals that the staff member has breached PLUS' safeguarding policy, their contract will be terminated with immediate effect, and the relevant authorities will be notified if necessary.

Allegations Against Group Leaders

If a Group Leader is accused of any misconduct, PLUS will immediately notify the Agent and cooperate fully with any investigations. If an allegation of misconduct is substantiated, PLUS will take all necessary action to ensure the safety and wellbeing of the students on the programme, which may include the removal of the Group Leader from the programme. This may include, for example, finding alternative accommodation for the Group Leader for the duration of the investigation. PLUS will work closely with the Agent to ensure that any investigation is handled appropriately, that any required notifications are made, and that any necessary support is provided to students and staff affected by the allegation.

Allegations Against Homestay Hosts

Our homestay hosts undergo rigorous processes to ensure they provide a safe and nurturing environment for our students. However, in the event of any safeguarding concerns or allegations, PLUS will take swift action to ensure the welfare of our students. This may include relocating the student and contacting the relevant authorities.

PLUS will conduct a thorough investigation in cooperation with the local authority and adhere to relevant guidelines and legislation. The homestay host will be suspended from hosting students and forbidden from contacting any PLUS students until the investigation concludes. If the allegations are proven, the homestay host's contract will be terminated immediately.

Allegations Against a Student

During the investigation, the student in question may need to be supervised by the Group Leader or be temporarily suspended from attending classes and/or participating in activities, depending on the nature of the allegation and the potential risk to other students. They may also need to be placed in alternative, supervised accommodation. This decision will be made on a case-by-case basis by the Safeguarding Team.

If the allegation is found to be substantiated, appropriate action will be taken. This may include disciplinary measures such as suspension or expulsion from PLUS, as well as involvement of external authorities such as the police or social services as required by law.

It is important to recognise that a child against whom an allegation has been made may also be at risk. In such cases, PLUS will prioritise the safety and wellbeing of both the alleged victim and the accused student.

Low-Level Concerns About Staff

In line with Keeping Children Safe in Education (Part 4, Section 2), PLUS operates a low-level concerns procedure for any concern about the conduct of an adult working in or on behalf of PLUS that does not meet the harm threshold for referral to the LADO. A low-level concern is any concern – no matter how small, and even if no more than a sense of unease

or a “nagging doubt” – that an adult may have acted in a way that is inconsistent with the Code of Conduct, including inappropriate conduct outside work, but which does not meet the allegations threshold or is otherwise not serious enough to consider a referral to the LADO. Examples may include being over-friendly with students, having favourites, taking photographs of students on a personal device, or engaging with a student one-to-one in a secluded place.

The Safeguarding training to all campus staff explicitly highlights the need to keep comprehensive records of low level concerns, and management staff are instructed to actively seek reports of such concerns from teachers and ALs during regular meetings, as well as recording concerns about their own conduct where they realise their behaviour could be misinterpreted. Low-level concerns must be reported to the CSO and the Safeguarding Leads (or, where the concern is about a Safeguarding Lead, to a Director). PLUS will record every low-level concern, including the name of the individual, the concern, the context, and the action taken, and will store these records securely and confidentially. Records are reviewed so that any pattern of inappropriate, problematic, or concerning behaviour can be identified; where a pattern emerges, or where a concern is found to meet the harm threshold, it will be referred to the LADO. Low-level concerns shared about Group Leaders, Homestay Hosts, supply, or agency staff will be notified to their employer or Agent so that potential patterns can be identified. If there is any doubt as to whether information shared as a low-level concern in fact meets the harm threshold, the Safeguarding Leads will consult the LADO. This procedure sits alongside, and does not replace, PLUS' Whistleblowing policy.

Keeping Records

To ensure all relevant information is available, it is essential to retain all documentation related to a safeguarding concern. This includes:

- The completed Safeguarding Concern Form, including the Action Taken section
- Any additional notes taken during the disclosure, including details of what was said and any relevant context
- Meeting minutes from any discussions or follow-up meetings related to the concern

- Follow-up actions taken by the Safeguarding Team or any other relevant parties, including dates and outcomes of any investigations or interventions

To ensure the confidentiality, it is crucial that staff members store these documents securely before turning them over to the Safeguarding Team. This means keeping them in a locked cabinet or drawer, password-protected computer file, or another secure location that only authorised personnel can access. Once prepared, staff members must promptly provide this documentation to the Safeguarding Team via email at safeguarding@plus-ed.com.

The Safeguarding Team are responsible for keeping records related to any safeguarding investigations that occur at PLUS. This allows us to provide accurate information if needed for any future reference requests, and to ensure that all relevant details of the safeguarding concern are captured and documented appropriately. It also allows to have the necessary information readily available if an investigation or an allegation resurfaces.

All records are kept securely and confidentially, in accordance with data protection laws, on the password-protected Office account of the Safeguarding Leads and is accessible to them only. Access to records will remain restricted to those who need to know, such as other members of the Safeguarding Team and the relevant authorities. All records will be retained for a period of 10 years from the date of the allegation, or until legal proceedings have concluded.

Accommodation

Residential Accommodation

Rooming guidelines

At PLUS, we are committed to ensuring the comfort, safety, and well-being of our students. Our approach to room allocation is designed to reflect these priorities, taking into account key factors such as gender, age, and the need for effective supervision. The key guidelines involved in our room allocation practices are outlined below.

Separate male/female bedrooms

Male and female students must never share the same bedroom; students are housed in single-sex rooms at all times. Exceptional circumstances such as when siblings of opposite sex request to be roomed together are covered below.

Separate bathrooms

It is our strict policy that bedrooms and bathrooms are not shared by males and females or by children and adults. In residences with shared facilities, separate bathroom areas are designated for male and female students. All adults are generally assigned their own bathrooms. At certain times, due to physical restrictions, it may not be possible for individual bathrooms to be provided to adults and will therefore be necessary to implement bathroom time slots for adults and children. Should this situation arise, the slots will be designated by the Campus Manager and strictly monitored. Failure to adhere to the time slots will have serious consequences. Staff would face immediate suspension and students could be sent home.

No under-18 with adults

Students who are under 18 must not share a bedroom with anyone aged 18 or over. An 18-year-old student is allocated separate rooming from minors – typically grouped with other 18+ or in staff areas. Group Leaders and staff also never share rooms with students.

In exceptional circumstances, PLUS may allow a 17-year-old student to share a twin ensuite room with an 18-year-old student, provided that the 18-year-old is enrolled as a student on the same junior programme and is not acting in any supervisory capacity. This exception may only be approved where all of the following conditions are met:

- both students are the same sex;
- both students are part of the same group, booking, or established peer cohort;
- the age difference is close and the younger student is 17;
- the room is a private twin room with ensuite facilities and is not shared with any other students;
- there are no known safeguarding, welfare, behavioural, medical, or vulnerability concerns affecting either student;
- the room is located within the group's supervised accommodation area, with appropriate Group Leader or PLUS staff proximity;
- the arrangement has been reviewed and approved by the PLUS Accommodation Team, and recorded as part of the rooming plan.

This exception does not apply to students aged 16 or below, who must not share a bedroom with anyone aged 18 or over. It also does not apply to Group Leaders, staff, homestay hosts, contractors, or any other adult associated with the programme.

Group Leader proximity and supervision

At least one responsible adult must be present overnight in each accommodation floor or area where students are housed. Our intention is to place the Group Leader's room in close proximity to their students so they act as a "hub" of supervision. We follow that model as much as the building design and practical constraints allow. In exceptional circumstances when this cannot be achieved, PLUS' designated staff will be accommodated near the students to ensure immediate supervision and emergency response throughout the night.

Grouping by group

Where possible, we house each group within the same building or area of accommodation. Ideally, a group will occupy the same hallway, floor, or house. We also make every effort to avoid placing students from different groups in the same bedroom. While this is our preferred practice, it may not always be achievable (see disclaimers).

Ages

Our standard practice is to keep each group housed together, regardless of the mix of ages within it, so that all students remain close to their Group Leader for supervision and safeguarding. Age-based separation within a group is therefore not normally applied. The only exception is when a campus runs separate junior (8–12) and senior (13–17) programmes at the same time. In that case, juniors and seniors are housed in different areas of the residence, with supervision arrangements put into place in each area.

Age gaps

We do not house students with a large age gap in the same shared bedroom. As a rule, the maximum age difference between students sharing a room is 4 years. This means younger children are not put in a bedroom with much older teens (e.g. a 12-year-old would not share with a 17-year-old in a twin room). If an unavoidable age spread occurs, we ensure it stays within safe limits and take extra care in supervision.

Separate areas by gender

Ideally, male and female students are housed in separate areas of a residence – for example, different wings or floors, or in completely separate buildings if available. However, in some cases, genders may be mixed within the same accommodation area, for example if physical separation is not possible due to physical constraints or in order to facilitate proximity between students and their Group Leaders.

Special measures for younger children

Students under 12 receive additional attention in room allocation so they are never left isolated. Wherever possible, younger children are prioritised for shared rooms so that they have peer companionship and are not alone at night. We avoid placing a single 10–11-year-

old by themselves – they will be roomed with or adjacent to either a same-age roommate, an appropriate older buddy from their group, or in proximity to their Group Leader.

Sibling rooming policy

By default, siblings (even of the same gender) might be placed in separate rooms to encourage independence and mixing with new peers. However, if parents or the students explicitly request to room together, we treat that as a special request:

- Opposite-gender siblings: If approved by the parents/guardians, we can house brother and sister together in a private twin room (never in a multi-bed with others). This is only done when explicitly requested and agreed in advance.
- Same-gender siblings: We'll honour sharing requests only where this fits our age-gap rule and doesn't cut across age-zoned housing. If there's a large age gap (e.g. 10 & 17) or we're running separate junior/senior cohorts, they won't share; instead, we'll place them in nearby rooms/flats within their respective cohorts to maintain safeguarding while keeping close proximity.

Gender identity accommodation

Shared sleeping accommodation and shared washing and toilet facilities are allocated on the basis of a student's biological (birth) sex. This reflects the legal basis for single-sex provision and PLUS' overriding duty to safeguard all students in a residential setting. PLUS recognises that a small number of students may identify as transgender or non-binary, and any such situation will be handled sensitively, respectfully, and on a case-by-case basis by the welfare team, in consultation with the student, their parents or guardians, the Agent, and the host institution. Where appropriate and operationally possible, PLUS will seek to provide additional privacy (for example a single room or separate, lockable washing facilities) rather than altering single-sex shared accommodation. PLUS will not record or share a student's gender identity beyond those who need to know in order to make safe and appropriate arrangements.

Special requests

We welcome rooming requests such as friends wanting to room together or to be placed in adjacent rooms and will do our best to accommodate them. All special requests must be

communicated in advance through our system, which uses "share codes" in the roster to link students who request to room together. We cannot promise that every request can be met, but we make significant effort to honour them.

Disclaimers

While we adhere to the above guidelines as closely as possible, there are practical constraints in any given campus or booking. The following disclaimers clarify what may not always be possible and the limitations we face in room allocation:

Room allocations for each group are final

Each group is assigned a set of rooms by PLUS and the host institution's accommodation team. These allocations are made carefully in advance, taking into account supervision, other groups, and logistical factors. Once confirmed, a group's allocated rooms are final and may not be changed unless (1) PLUS determines that the room should not be occupied due to safety reasons or (2) the number of rooms allocated to males and females does not correspond to the group's actual gender breakdown. Even if other rooms appear to be available, we cannot alter a group's assigned rooms. In many cases, rooms left unoccupied are either reserved for emergencies or only temporarily available, and they must remain unused.

Groups may be split

We cannot guarantee that an entire group will be housed in the same building or on the same floor. Large groups may need to be split across multiple buildings or floors due to capacity limits and physical layout. When this happens, we try to allocate based on subgroups (selected by age, gender, etc.) rather than random split and ensure each subgroup still has appropriate supervision (e.g. a Group Leader or staff member in each area).

Mixing students from different groups

Students may sometimes have to share rooms or flats with students from other groups. While our ideal is to keep same-group peers together, operational constraints (filling up room capacities, gender balance, etc.) mean we occasionally room students from different

groups together. In such cases, we match students carefully (similar age, and often same first language or at least some common ground to the extent that this is possible).

Mixed-gender flats

In some residences with self-contained flats of single, lockable en-suite rooms, it may occasionally be necessary to place boys and girls within the same flat. In these cases, bedrooms always remain single-sex, and safeguarding is preserved through secure locks and individual bathroom facilities. While this would be very rare, in the event that we need to place boys and girls from different groups in the same flat, one Group Leader from each group will also be housed in the same flat.

Adults and children in the same flat

Our general policy is to allocate adults separately from students. However, in some residences with self-contained flats of single, lockable en-suite rooms, it may be necessary for adults and students to be housed within the same flat. This can happen, for example, to ensure a Group Leader is in close proximity to their students, or due to specific layout or capacity constraints. In these cases, safeguarding is preserved through secure locks and private ensuite facilities, and we ensure that student bedrooms remain single-occupancy and fully secure.

Roommate requests

As noted, we accept roommate pairing requests and will endeavour to fulfil them, but no rooming request is 100% guaranteed. Such requests are “on a best efforts basis”, and the overall rooming plan might override a preference. We want families to understand these limitations to avoid disappointment.

Room type requests

When more than one type of accommodation is offered and no specific choice is made at booking and confirmed in writing, preferences (such as single rooms or en-suite facilities) are subject to availability and may not always be possible. For instance, if only a few ensuite rooms exist on a campus, those might be assigned at PLUS' discretion. We welcome

requests and will consider them, but the final arrangement depends on what is operationally feasible after balancing all groups' needs.

Last-minute changes

Occasionally, the initial rooming plan may need to be adjusted on site, which can sometimes mean groups are moved to different rooms. We will make every effort to minimise such changes, and any adjustments will remain in line with our policies. We kindly ask for understanding that flexibility is sometimes required for operational reasons.

Room swaps

Students are not permitted to swap rooms or roommates without obtaining authorisation from PLUS. This is to prevent chaos and ensure we always know which student is in which room (critical for fire safety, nightly checks, etc.). Within a group's allocated rooms, limited swaps may be authorised by PLUS staff (for example, two students exchanging rooms if this is approved and logged). Some host institutions allow room swaps, but others do not allow these at all.

Night Checks

Night checks are in place to make sure that students are in their rooms and not doing anything other than going to sleep or getting ready to go to sleep. They involve walking around all the accommodation blocks, including the corridors between the flats, to ensure that everything is quiet and no students are outside their rooms.

Night checks will primarily be conducted by the Activity Leaders, who can liaise with Group Leaders as necessary. The role of the Activity Leader is primarily to ensure that all is in order, but should any disturbances arise from a specific room or student, they will inform the Group Leader immediately. The Group Leader will then take appropriate action to address the situation, as the Activity Leader's function is mainly to report any issues that may arise.

It is imperative that all staff, whether Activity Leaders or Group Leaders, exercise utmost sensitivity and caution when conducting night checks. Any action that could potentially compromise a student's safety or privacy should be avoided at all costs.

Please follow the guidelines below during night checks.

Activity Leaders

- Conduct the checks quietly and respectfully, so as not to disturb the students who are already asleep.
- Always carry a mobile phone and the contact details of all GLs (phone numbers and room numbers).
- When conducting night checks individually, staff must exercise extra caution. If any issues arise, they should be reported to the Group Leader (GL) rather than interacting directly with students. Interaction between a single staff member and a single student is prohibited in the absence of witnesses.
- Whenever possible, night checks should be conducted in pairs to ensure safety and compliance with guidelines, especially when groups are large.
- In universities where the students are accommodated in flats, there is no need to enter the flats; as long as you cannot hear sounds from outside the flat you can consider that all is well and continue walking to the next flat.
- In boarding houses, you may have to walk down the corridors students use to get to the bathrooms to complete the checks. Be very aware of this when you enter the house. In such cases, make your presence known with your voice by saying, for example, 'night checks'; not loud enough to wake people up but enough for anyone in the corridors to hear you should they be going to and from the bathroom.
- If a student is found to be awake or engaging in inappropriate behaviour, you should knock on the door and tell them to quieten down, explaining that if the issues persists you will need to contact their Group Leader.
- If the issues continue, the Group Leader must be called upon. The Activity Leaders must remain at the site to assist the Group Leader and ensure that the issue has been resolved.
- Wherever possible, the Group Leader called upon should be the same gender as the student involved.

Group Leaders

- When the Group Leader arrives, they should knock on the student's door and ask them to come outside the room. There is generally no need for the Group Leader to go inside the students' rooms.
- If the Group Leader must enter a room, they need to first have clear and explicit confirmation from the student that they can come in.
- If the Group Leader is of a different gender than the student, but there is an Activity Leader of the same gender as the student present, the Activity Leader should go first and confirm to the Group Leader that it is acceptable for them to enter the room.
- Group Leaders must ensure that the situation is fully resolved before returning to their bedrooms and follow-up the incident on the following day to ensure that the situation does not reoccur.

Emergencies

- In case of a critical emergency or if there being reasons to believe that immediate action is required, staff are authorised to enter the student's room without prior confirmation from the student.
- Wherever reasonably possible, campus staff must seek approval from the CSOs before taking it upon themselves to enter a student's room.
- If a decision has been made to open the door, the lead staff member should open the door slightly, announcing who they are and that they are doing so. If there is still no response from the student, open the door fully to assess the situation.
- If a student is found to be missing, the staff member should immediately inform the management team and initiate a search of the campus. It is important to act quickly in such situations.
- If a staff member ever enters a student room, they must always leave the door open and never close themselves in a room alone with a student.

Bathroom Facilities

PLUS will make the appropriate arrangements for separate bathroom facilities for students and staff. In times of operational need, bathrooms may have designated times or slots for different groups.

Staff must dress appropriately when going to and from the bathroom. This means staff should only get dressed and undressed in the cubicle when staying in accommodation with shared bathrooms.

Cameras, mobile phones or any other type of equipment with a recording device must not be used in a toilet or bathroom areas that are used by students. Pictures of student bathrooms can only be taken by managers for operational reasons when there are no students on site and managers have the express permission from Head Office.

Homestay Accommodation

PLUS families have often hosted students for many years. They are friendly people who aim to help students when coming to a new country and house. People who take students may be a family with young children, a couple or a single person. Similarly, they may live in a house or a flat, be working or retired – there is no one 'typical' type of home stay host in the UK, there are a variety of situations. PLUS also works with homestay providers to ensure the experience will be as pleasant and enjoyable as possible.

While home stay can be a very positive experience for students, we also know that some teenagers find it a daunting prospect. We understand that it is not the right choice for all students. As a result, we recommend that students in home stay have visited the UK before and are comfortable communicating with native speakers. Generally, we believe students benefit from home stay if they are a little older (ideally 14 and above) and have a good working knowledge of English (intermediate and above). Students that enjoy meeting new people and are happy, independent and confident are more likely to benefit from this experience.

General Overview

- Home stay families usually live no more than 45 minutes by public transport from the PLUS centre, however the travelling time can be longer in big cities.
- Hosts will need their homes checked for suitability and hazards, fire risk assessments in place and a gas safety certificate, renewed annually. Spot checks are carried out by PLUS and the British Council.
- Families can accommodate students from other organizations so long as their mother tongue is not the same as the PLUS students' and families cannot host more than 4 students at a time.
- The students will be treated as a full member of the household, eating together and sharing the common living areas. In order to improve the students' use of the English language, all communication with the student must take place in English.
- Families are always asked to collect the students on the first day from the pre-arranged meeting point (normally PLUS campus). Where a student can't be collected by any member of the family, a taxi should be arranged from the college to his/her home.
- On arrival the family will show the student the guest room and all the common areas.
- The student must provide the host family with his/her mobile number and the family will ensure that the student always has the "PLUS Student Card" with the emergency contact number and the family address.
- The student can use laundry facilities once a week. Clean bed linen and towels will be provided weekly. Common areas, including fridges should be cleaned weekly.
- On the first day, the family will show the student the easiest route to go to school and give them help to ensure they can get to school safely. It is highly recommended the student brings with him/her the full college address.

- If the student can't attend classes due to illness, the family must contact the PLUS Campus Manager to report the absence.

Meals

Accommodation includes full board, i.e., breakfast, dinner and a packed lunch. The host family is expected to have dinner with the student. Allergies and dietary requirements must be communicated in advance in writing and a full balanced diet should be offered (see sample menu below). If a student is going to miss or be late for mealtimes, they must inform the host family.

Bedroom

The room provided to the student should have adequate heating and lighting, including natural light, be sufficiently spacious and have an adequately sized bed with extra duvets/blankets available. It should also have privacy from members of the opposite sex and not be shared unless otherwise requested in writing by PLUS before the stay commences.

Students' Welfare

- The student should treat the hosts courteously and respectfully. He/she must keep the room clean and tidy and respect the family's peace by keeping the noise to a minimum level especially at night.
- The student must be back in time for dinner and no later than 7pm. If this rule is broken, the family will contact the PLUS CSO.
- In general, a home stay student should spend their evenings with the host family after dinner. If the student decides to return to campus for the evening, then this is done at their own expense and the Group Leader must take responsibility for the student. We do not recommend that the student return to campus, as this may involve a journey home late at night.
- If the student wishes to join the evening activity, the Group Leader must ask for authorisation from the PLUS Campus Manager at least 48 hours in advance. The

Group Leader must make sure host family are notified in writing. The student is not allowed to be back home later than 11:00 pm. The Group Leader must take responsibility for the student and ensure they return home safely.

- The student must pay for any damage he/she causes in the home.
- The student is not allowed to bring guests home.
- If available, the student should have access to a landline phone. Under no circumstances should the student make outgoing calls unless authorised.
- If the student is under 17 years old, it will be the decision of the family whether a house key is provided. However at least one member of the family must be always at home when the student is back from school.
- It is illegal in the UK for anyone under the age of 18 to buy alcohol or cigarettes. The use of cigarettes, alcohol and drugs is strictly prohibited whilst in the UK.
- The family will immediately report unacceptable student behaviour to the Family Organiser or to the Campus Manager who in turn will discuss the matter with the student and his/her Group Leader and, if necessary, inform the Agent and parents and take action.

Complaints

If a student is unhappy or has problems with the family, the student should speak to the Group Leader who in turn will inform the Campus Manager, who will be able to solve most problems. If nothing has been solved after 48 hours, the Group Leader must contact the PLUS Office in London available on our website at plus-ed.com.

Guidance for Providers

Providers will ensure that students under 16 lodged in homestay accommodation will not be lodged with students of 18 years or older unless specifically requested in writing by the Agent, students' parents or legal guardians.

Providers are requested to inform families of rules for curfew and PLUS will ensure they are familiar with PLUS procedure in cases where a child does not return by the curfew.

All homestay hosts and their accommodation are visited, inspected, assessed, and approved before they are able to accept a student. Scheduled revisits take place annually along with unscheduled spot checks which could occur at any time. In order to be approved, all hosts must have a valid gas safety certificate, an enhanced DBS check for all adult members of the household, a fire safety inspection with fire risk assessments, and a health and safety check. All hosts are provided with handbooks on hosting international students, this safeguarding policy, and Keeping Children Safe in Education.

Full details regarding homestay safeguarding and welfare practices and provisions can be found in PLUS' Homestay Provider Terms and Conditions.

Should PLUS ever recruit their own homestay hosts, this will be done by ticking box 66 on the main host's enhanced DBS check which means that the whole household will be checked. Homestay providers will also be required to ensure that any adult visitors to the home should not be left alone with under 18 homestay students at any time. A full policy will be prepared in advance.

Further information

Students under the age of 18 are not permitted to book a course without accommodation unless it has been agreed in writing in advance that they are residing locally with parents, legal guardians or family, and the relevant documents signed by a parent or guardian have been received and filed by PLUS Head Office. PLUS reserve the right to inspect any non-PLUS accommodation to verify its suitability for each student or students. Students under the age of 18 cannot move from PLUS provided accommodation to their own accommodation.

In accordance with UK legislation, the number of nights any student under the age of 16, or any student under the age of 18 with a disability, is able to stay with us will not exceed 27 nights. Students who fit the above specification will not be permitted to extend their stay beyond 27 nights.

PLUS does not support private fostering and in accordance with UK legislation, the number of nights any student under the age of 16, or any student under the age of 18 with a

disability, is able to stay with us will not exceed 27 nights. Students who fit the above specification will not be permitted to extend their stay beyond 27 nights.

Anti-Bullying Policy

Introduction

All minors and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's wellbeing, behaviour, academic and social development right through into adulthood.

At PLUS, we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere free from oppression and abuse.

Bullying is anti-social behaviour and affects everyone. All types of bullying are unacceptable at PLUS Campuses and will not be tolerated. When bullying behaviour is brought to our attention, prompt and effective action will be taken.

What is Bullying?

Bullying refers to repetitive, intentional, and harmful behaviour that involves an imbalance of power between individuals. It includes actions such as physical, verbal, or emotional abuse, social exclusion, and online harassment.

Common examples of bullying include:

- Physical bullying, such as hitting, kicking, or pushing.
- Verbal bullying, including name-calling, teasing, or making derogatory remarks.
- Social bullying, such as excluding someone from a group, spreading rumors, or manipulating relationships.

- Cyberbullying, which involves using digital platforms to harass, intimidate, or embarrass others.
- Emotional bullying, including mocking, humiliating, or belittling someone's feelings or experiences.
- Racial or cultural bullying, targeting individuals based on their race, ethnicity, or cultural background.
- Sexual bullying, involving unwanted advances, comments, or actions of a sexual nature.
- Homophobic or transphobic bullying, directed at individuals based on their sexual orientation or gender identity.

Please note that this list is not exhaustive, and other forms of bullying may exist.

All staff, including teaching and non-teaching staff, students, Group Leaders, residential accommodation staff and host families need to understand what bullying is and what the policy details as well as the procedure to report such incidents. Students should be assured that they will be supported when bullying is reported and bullying will not be tolerated at PLUS Centres. The purpose of the Anti-bullying policy is to highlight PLUS' aims to adopt the highest possible standards and to take all reasonable steps in relation to the safety and welfare of all students.

Signs and Symptoms

Many minors do not speak out when being bullied and may be indicated by signs or behaviour that he or she is being bullied. Staff and Adults should be aware of these possible signs and should investigate if a child:

- doesn't want to go on excursions
- doesn't want to participate in any social activity
- is unwilling to go to lessons (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering

- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- uses excuses to miss school (headache, stomach ache etc)
- has possessions which are damaged or go missing
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises or shows signs of being in a fight
- becomes aggressive, disruptive or unreasonable
- is bullying other minors or students
- changes their eating habits (stops eating or over eats)
- goes to bed earlier than usual
- is unable to sleep
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

Members of staff, host families and residential accommodation staff must be alert to the signs of bullying; legal responsibilities are known and should act promptly and firmly against it, in accordance with this policy.

Procedures

Students

If you are the victim of bullying you should do the following:

- If you feel safe and confident, you can assertively and calmly confront the bully by expressing that their behaviour is unacceptable. However, always prioritise your safety and avoid escalating the situation.
- Share your feelings with someone else.

- It's important to inform a member of the school staff about the bullying incident. They are there to ensure your safety and can take appropriate action to address the situation. Provide them with as much information as possible to help them understand the issue.

If a student witnesses bullying behaviour the following should be done:

- Support the victim: Offer your friendship and let them know they are not alone. Be there to listen and provide comfort.
- Encourage them to speak out: Encourage the victim to report the bullying to a teacher, school staff member, or trusted adult. Assure them that it's important to seek help and that they will be supported.
- Accompany the victim: If the victim feels comfortable, offer to accompany them when they speak to a trusted adult. This can provide additional support and reassurance.

Staff

If a Staff member witnesses bullying or an incident is reported the following steps should be taken:

- Take immediate action: If you witness bullying, intervene promptly to ensure the safety and wellbeing of the individuals involved. If an incident is reported to you, take it seriously and prioritise addressing the situation.
- Provide support to the victim: Offer reassurance, empathy, and a safe space for the victim to share their experience. Listen attentively, validate their feelings, and let them know that you are there to help.
- Document the incident: Record detailed information about the incident, including date, time, location, individuals involved, and a description of what transpired. Please use the Safeguarding Concern Form available in the [Appendix](#). This documentation will be valuable for further investigation and addressing the issue effectively.
- Report the incident: Notify the CSO. Depending on the nature of the incident reported, the CSO may then decide to interview all concerned and contact the Safeguarding Leads. A decision will then be made on follow-up measures. If

considered necessary and appropriate by the Safeguarding Leads, police will be consulted.

- **Maintain confidentiality:** Respect the privacy and confidentiality of all individuals involved. Share information on a need-to-know basis with the relevant authorities and ensure that sensitive information is handled appropriately.
- **Supportive follow-up:** Offer ongoing support to the victim, ensuring they feel safe and supported. Collaborate with colleagues to implement appropriate interventions and preventive measures. After a bullying incident, students should be given an immediate opportunity to discuss the experience with a teacher or a member of staff of their choice. This is to reassure the minor and help them restore self-esteem and confidence.

Sanctions

The following sanctions may be applied by the CSO after consultation with and approval from Head Office:

- Official warnings to cease the offending behaviour may be issued to the accused 'bully'. The CSO will speak to the students involved and may contact the parents or legal guardians (through their Group Leader), giving details of the offence.
- Students may be suspended from all or part of the programme.
- Students may be expelled from the programme and sent home.

The non-tolerance of bullying is made explicitly clear to all students in the Welcome Presentation.

Prevention

At PLUS Centres we use a variety of methods to support minors in preventing and understanding the consequences of bullying through induction, curriculum and ongoing activities. The ethos and working philosophy of PLUS Centres means that all staff actively encourage minors to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged.

Staff will discuss bullying, this will inform minors that we are serious about dealing with bullying and paves the way for open conversations and increases confidence in minors to discuss bullying and report any incidents and concerns about behaviour.

Staff will reinforce expectations of behaviour. Staff must be careful not to highlight differences between students or an individual student, even if this is done in jest. This gives other children advocacy to use this difference to begin calling them names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about an imbalance of power and groups must be guided towards welcoming others to join them and not excluding others from their group. Staff must reinforce a general message that minors do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

In addition to this we will use some or all of the following to help raise awareness of, and prevent, bullying. As and when appropriate, these may include:

- Writing and implementing a set of campus rules.
- Signing a behaviour contract.
- Having regular discussions about bullying and why it matters.
- Setting up and sustaining a Student Support Scheme.

Extremism and Radicalisation

Preventing extremism and radicalisation is part of PLUS' commitment to keeping students safe. Being drawn into terrorism includes not just violent extremism but also non-violent extremism which can create an atmosphere conducive to terrorism. PLUS' aim is to ensure that all staff are aware of the importance of preventing extremism and radicalisation, and that they have an understanding of what radicalisation and extremism is and their associated risks.

There is no typical profile for a person likely to become involved in extremism and those involved in extremism come from a range of different backgrounds and experiences. However, it is vital that PLUS staff are aware of these possible signs which could include the following:

- Religious conversion
- Change in behaviour or personal appearance
- New friends, distance from old friends
- Attempts to impose own beliefs on others
- Accessing materials or symbols associated with an extremist cause
- Showing sympathy for violence, especially to other faiths or cultures
- Secretive behaviour

Counteracting risks in terms of prevent includes:

- Promoting a safe environment for debate
- Promoting core British values through lessons and activities
- Being aware of the online risk of radicalisation through the use of social media and the internet

Where necessary, PLUS will establish effective partnerships with parents, families and local authorities. PLUS takes safeguarding very seriously, therefore, to ensure that we adhere to and achieve the Prevent Duty we will:

- Provide appropriate training to ensure that all staff are aware of the Prevent duty
- Train staff so they are able to recognise signs of vulnerability to radicalisation and know how to refer their concerns
- Provide students with information on their Prevent Duty as part of their induction
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Offer ongoing support and advice to staff

It is paramount that any concerns or incidents, however small, are reported immediately to the CSOs, who can then report to the Safeguarding Leads. The Safeguarding Leads' responsibilities in relation to Prevent include overseeing the referral of cases of suspected radicalisation or allegations to external agencies or the police as appropriate. Any report will be dealt with sensitively and carefully, with confidentiality assured for the person reporting the concern.

PLUS has regard to the Prevent duty guidance: England and Wales (2023), which came into force on 31 December 2023 and replaced the 2015 guidance, and to the threat and risk picture set out in the Government's counter-terrorism strategy (CONTEST 2023). The DSL is PLUS' designated Prevent lead with overall responsibility for the delivery of the Prevent duty. PLUS' Prevent risk assessment is reviewed to ensure it reflects the local risk and threat at each campus and is proportionate to the size and nature of the provision.

Making a Prevent referral: where a member of staff is concerned that a student (or any individual) may be susceptible to radicalisation, they should follow the "notice, check, share" approach – notice the signs, check by speaking to the CSO and DSL, and share the concern. The DSL will consider whether the person may be on a pathway that could lead to terrorism and, if so, will make a referral to the local authority Prevent lead or the police using the national Prevent referral process and referral form. Sharing information for Prevent purposes is treated in the same way as any other safeguarding concern. Where a referral is accepted into Channel – the voluntary, confidential, multi-agency programme chaired by

the local authority that provides tailored support to people susceptible to radicalisation – PLUS will co-operate with the Channel panel as far as is reasonably practicable. If a person is believed to be at immediate risk of harm or about to commit an act of terrorism, call 999. For non-urgent advice, staff or members of the public can also contact the police Prevent advice line (ACT Early) on 0800 011 3764.

All PLUS students and staff must show proper tolerance and respect to others, and they have a responsibility to report any who don't.

Photography and Filming Policy

The purpose of this policy is to:

- Protect children and young people who take part in PLUS's services, events and activities, specifically those where photographs and videos may be taken.
- Set out the overarching principles that guide our approach to photographs/videos being taken of children and young people during our events and activities.
- Ensure that we operate in line with our values and within the law when creating, using and sharing images of children and young people.

This policy statement applies to all staff, volunteers and other adults associated with PLUS.

We believe that:

- Children and young people should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and young people and to take, share and use images of children safely.

We recognise that:

- Sharing photographs and films of our activities can help us celebrate the successes and achievements of our children and young people, provide a record of our activities and raise awareness of our organisation.
- The welfare of the children and young people taking part in our activities is paramount.
- Photography of students is considered personal data under UK GDPR.
- Children, their parents and carers have a right to decide whether their images are taken and how these may be used.

- Consent to take images of children is only meaningful when children, their parents and carers understand how the images will be used and stored, and are fully aware of the potential risks associated with the use and distribution of these images.
- There are potential risks associated with sharing images of children online.

We will seek to keep children and young people safe by:

- Requiring all staff to always inform and seek authorisation from Head Office prior to capturing any photos or videos.
- Always asking for written consent before taking and using a child's image.
- Making sure that children and their parents and carers understand what the images will be used for, how they will be securely stored, and what potential risks are associated with sharing images of children.
- Making it clear that if a child or their family withdraw consent for an image to be shared, it may not be possible to delete images that have already been shared or published.
- Never publishing personal information about individual children and disguising any identifying information (for example the name of their school or a school uniform with a logo).
- Never taking or sharing photographs in situations that could be considered embarrassing or inappropriate.
- Only using images of children in appropriate clothing.
- Avoiding full face and body shots of children taking part in activities such as swimming where there may be a heightened risk of images being misused.
- Using images that positively reflect young people's involvement in the activity.
- Allowing only authorised staff, PLUS representatives, or professional photographers to take official photos.

We will store photographs and videos of children securely by:

- Keeping copies of images in a password-protected folder with restricted access.
- Storing images for up to five years.

- Never storing images of children on unencrypted portable equipment such as laptops, memory sticks, and mobile phones.

PLUS does not permit staff to use any personal equipment to take photos or recordings of children. Only cameras or devices belonging to PLUS should be used.

Purpose of Photography

We may take photographs of students for one or more of the following purposes:

- Promoting PLUS and our programmes through brochures, social media, and our website.
- Communication with partner agencies.
- Conferences and presentations.
- Marketing materials from PLUS or our partner agencies.
- Campus activities with students, staff, and group leaders.
- Internal presentations, reports, and evaluation activities.
- Record of past programmes for institutional memory and alumni engagement.
- In rare cases, for safeguarding and welfare reasons.

Photographs will not be shared with third parties without explicit consent, except in cases where legal or safeguarding obligations require disclosure.

Consent

At PLUS, we follow the principle that students should have the right to decide whether they consent to being photographed. Our policy is guided by the principle of competence, which entails considering whether a student has the maturity and understanding to make an informed decision about how their image is used.

- We recognise that consent must be freely given, informed, meaningful, and in the student's best interests. If a student appears uncomfortable or is acting against their best interests, we will not proceed with photography, even if consent has been given.

- We always seek consent directly from the student, as it is their image and their personal right to decide how it is used.
- Under UK GDPR, only students aged 13 and above can provide their own consent for photography. Hence, we will not normally photograph any student under 13, and if we do, we will seek consent from both the student and the parent or carer.
- Students and their parents can withdraw consent at any time following the guidelines available on the Parental Consent Form.

The Photography Consent Form, included in the [Appendix](#), is used to obtain students' consent prior to taking any photographs.

Use of External Professionals

PLUS may work with external professionals and partner organisations to support photography, digital media, marketing, and promotional activities. These may include:

- Freelance or contracted photographers and videographers hired to capture images during our programmes.
- Social media managers and marketing teams responsible for creating and sharing content on our official platforms.
- Partner agencies and educational organisations that collaborate with PLUS to promote our programmes.
- Designers, publishers, and content creators who develop promotional materials for PLUS.

All third-party individuals or organisations working with PLUS must comply with UK GDPR and adhere to strict data protection policies. They are only permitted to use photographs as specifically agreed with PLUS and may not distribute, edit, or repurpose images for any unrelated purpose.

If we hire a photographer, we will seek to keep children and young people safe by:

- Providing the photographer with a clear brief about appropriate content and behaviour.

- Ensuring the photographer wears identification at all times.
- Informing children and the agents sending their respective groups that a photographer will be at the event
- Not allowing the photographer to have unsupervised access to children.
- Not allowing the photographer to carry out sessions outside the event.
- Reporting any concerns regarding inappropriate or intrusive photography following our child protection procedures.

E-Safety Policy

It is the duty of PLUS to ensure that every child in their care is safe, and the same principles should apply to the 'virtual' or digital world as would be applied to the real world. Increasingly, minors are accessing material through the internet which is not age appropriate. It is essential to address this and to encourage a lifestyle which incorporates a healthy balance of time spent using technology.

ICT in the 21st Century has an all-encompassing role within the lives of minors and adults. Current and emerging technologies used in school and, more importantly in many cases, used outside of school by minors include:

- The Internet
- E-mail
- Instant messaging
- Social networking sites
- Chat Rooms
- Gaming Sites
- Text messaging and picture messaging
- Video calls
- Podcasting
- Online communities via games consoles
- Mobile internet devices such as Smart Phone and Tablets.

The widespread use of digital communications technologies, as listed above, 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:** Children and young people may see illegal, inappropriate, or harmful content when online. This includes things like pornography, racism, misogyny, self-harm, suicide, radicalisation, and extremism. In line with Keeping Children Safe in Education 2025, this also includes misinformation, disinformation (including fake news) and conspiracy theories, as well as content generated or manipulated using artificial intelligence, such as deepfakes.
- **Contact:** Risk online grooming, sexual exploitation, or disclosure of personal info, mainly from adults. This also includes online sexual harassment, and sextortion or financially motivated sexual extortion (FMSE), where a person is threatened with the sharing of intimate images unless they pay money or provide more images.
- **Conduct:** Risk of cyber-bullying and harassment, or sharing or receiving nudes and semi-nude images, mainly from other children (child-on-child).
- **Commerce (also known as Contract):** Risk of things like online gambling, inappropriate advertising, phishing, or other scams.

Responding to online safety incidents: if a student discloses, or a member of staff becomes aware of, an online safety incident, staff must report it to the CSO and Safeguarding Leads without delay and preserve any evidence (for example by noting times, usernames, and what was seen, and keeping rather than deleting messages). Staff must not view, copy, share, forward, or print any image they suspect may be an indecent or illegal image of a child; doing so may itself be a criminal offence. Such material must not be investigated by staff – the device should be left as it is, secured where possible, and the matter referred immediately to the Safeguarding Leads, who will involve the police and, where appropriate, the Internet Watch Foundation. PLUS will support any student affected and will not treat a child who has shared an image of themselves as having committed an offence; the priority is their safety and welfare.

E-safety is a shared responsibility; all staff and students 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 the risks to which that they may see, so that they have the confidence and skills to face and deal with these risks.

Purpose

The aims of this policy are:

- To encourage students to make good use of the education opportunities presented by access to the internet and other electronic communication
- To safeguard and promote the welfare of students by preventing cyber-bullying and other forms of abuse
- To ensure students use technology safely and securely
- To help students take responsibility for their own e-safety

Internet Access and Responsible Usage

The campuses used by PLUS provide internet access to students to support their academic activities and to facilitate educational opportunities. The use of the internet allows students to access a wide range of resources, collaborate with peers, and engage in online learning platforms. It is important to note that internet access is provided under the premise of responsible and safe usage. PLUS acknowledges the importance of promoting digital citizenship and ensuring that students are aware of the potential risks associated with online activities.

PLUS Junior Centres will take all reasonable precautions to ensure that users access only appropriate material. However, due to the global and connected nature of Internet content, it is not possible to guarantee that access to unsuitable material will never occur. PLUS cannot accept liability for the material accessed, or any consequences resulting from Internet use.

The use of computer systems without permission or for inappropriate purposes could mean that a criminal offence is committed under the Computer Misuse Act 1990 and breaches will be reported to the Police. If need arises, Personal Data will be recorded, processed, transferred and made available according to the Data Protection Act 2018.

Filtering Internet Access

While PLUS cannot install filtering systems on the Wi-Fi networks at the centres we use, it is essential to ensure that existing protections are adequately assessed:

- PLUS' DSL will liaise with the centre's IT or administrative staff to understand what internet filtering systems are in place.
- Following this conversation, PLUS' DSL will assess whether the filters meet PLUS' e-safety standards and note any concerns.

PLUS assesses the protections in place against the Department for Education's filtering and monitoring standards for schools and colleges, which Keeping Children Safe in Education 2025 expects settings to meet. Before each programme, the DSL will establish, in writing with the host institution: what filtering and monitoring systems are in place; what categories of harmful and inappropriate content are blocked (PLUS' threshold is that, as a minimum, illegal content, pornography, extremism and terrorist content, self-harm and suicide content, and gambling are blocked, and that filtering is not so restrictive that it blocks legitimate educational use); how the systems are monitored and who reviews alerts; and who at the host institution and within PLUS is responsible for filtering and monitoring during the programme. Where the host's provision does not meet these standards, the DSL will agree additional control measures (such as supervised use, device restrictions, or limiting access) and record the assessment and any residual risk. The DfE "Plan technology for your school" self-assessment tool may be used to support this review where appropriate.

Responsibilities

Safeguarding Leads

The Safeguarding Leads are responsible for ensuring that this policy is implemented across PLUS Centres. In addition, the Safeguarding Leads' duties are:

- To ensure that the centres follow all current e-safety advice to keep students and staff safe.
- To take overall responsibility for data and data security.

- To provide guidance and advice to all staff.
- To liaise with the Local Authority and other relevant agencies where required.
- To delegate the day to day management of e-safety to our campus staff.

All Campus Staff

It is all campus staff's responsibility to monitor student internet use.:

- Paying attention to students' behaviour around digital devices. Look for signs like quickly hiding screens, reluctance to discuss online activities, or visible distress after using a device.
- Noticing if groups are discussing content that sounds inappropriate or harmful.
- Noticing concerning behaviour or reports of troubling online interactions.

CSO

The CSO will take day to day responsibility for e-safety issues. Their responsibilities include:

- To promote an awareness and commitment to e-safeguarding throughout the centres.
- To liaise with ICT technical staff at the various centres.
- To help and provide guidance and advice to all campus staff.
- To remain regularly updated on e-safety issues and legislation and be aware of the potential for serious child protection issues.

Teaching & Leisure Staff

All teaching and leisure staff are responsible for ensuring that:

- They have an up to date awareness of e-safety matters and of the current school e-safety policy and practices
- E-safety issues are embedded in all aspects of the curriculum and other school activities
- Students understand and follow the school's e-safety and acceptable usage policies
- They monitor ICT activity in lessons, extracurricular and extended school activities

- In lessons where Internet use is pre-planned, students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in Internet searches.

Students

- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- To know and understand PLUS' policy on the taking / use of images and on cyber-bullying.
- Should understand the importance of good e-safety practice when using digital technologies out of school and realise that PLUS' e-safety policy also covers their actions out of school.
- To take responsibility for learning about the benefits and risks of using the Internet and other technologies safely both in school and at home.

Reporting incidents

E-Safety risks can be experienced unintentionally or deliberately by people acting inappropriately or even illegally. Any potential concerns must be dealt with at a personal level. Staff members play a very important role; their observation of behaviour is essential in recognising concerns about students and in developing trust so that issues are reported.

Students should report to the CSO if they are troubled by something they have been exposed to on the internet; or they have evidence of an incident of wrongdoing by another user, either on the campus network or outside it, where the behaviour could threaten someone's safety or welfare. Similarly, staff should report their concerns to the CSO, who will respond following procedures within the Child Protection policy.

Where there is cause for concern or fear that illegal activity has taken place or is taking place involving the use of computer equipment, the CSO will determine the level of response necessary for the offence disclosed. Following disclosure of this information, this will need to be immediately reported to the Safeguarding Leads. The decision to involve Police will be made by the Safeguarding Leads and will be made as soon as possible if the

offence is deemed to be out of the remit of the company to deal with. PLUS will then inform all stakeholders, including but not limited to, Group Leaders, Agents, parents, carers, host families of any concern as and when required. After any investigations are completed, the company will go through the facts, identify lessons learnt and implement any changes required.

Preventing Online Risks

It is the responsibility of all staff members at PLUS to help students understand and prevent online risks to ensure their safety in the digital world. By educating students about the potential dangers and empowering them with knowledge and strategies, we aim to foster a culture of online safety. To this end, all staff should take active steps to ensure that:

- Students are reminded about the ease of uploading personal information, the associated dangers and the difficulty of removing an inappropriate image or information once published.
- Students are advised never to give out personal details of any kind which may identify them and/or their location. Examples include real name, address, mobile or landline phone numbers, school attended, IM and email addresses, full names of friends/family, specific interests and clubs, etc.
- Students are advised on security and privacy online and will be encouraged to set passwords, deny access to unknown individuals and to block unwanted communications. They should also be encouraged to approve and invite known friends only on social networking sites and to deny access to others by making profiles private.

Medical Care

Ensuring the health and safety of students is a fundamental responsibility during their time at a PLUS programme. While we strive to provide a supportive environment with trained staff and accessible resources, the direct supervision of students' medical needs rests primarily with their Group Leaders. It is essential that all Group Leaders are familiar with their responsibilities in managing medical care, including responding to illnesses or injuries, arranging supervision, and ensuring appropriate treatment.

Student Illness and Injury

If a student falls ill or is injured, Group Leaders must promptly attend to their needs while ensuring continuous supervision for the remaining group members. In the event that a hospital visit is required, a Group Leader must accompany the student to the hospital. Before doing so, Group Leaders must coordinate with the CSO to arrange supervision for the rest of the group by either a Group Leader or if needed by designated PLUS staff.

Should a student become ill and need to remain in their accommodation while the group participates in an excursion, special arrangements must be made with the CSO. In some institutions, students may not be permitted to remain in their accommodation during the day even if feeling unwell. Therefore, prior to leaving an ill student in the accommodation, Group Leaders must obtain confirmation from the CSO regarding the host institution's policies.

Group Leaders must also ensure that a responsible adult is allocated to supervise the ill student and oversee their care. This may be a Group Leader or designated PLUS staff. At no time may a Group Leader leave any students unsupervised on campus without prior arrangements being made.

When a student stays in their accommodation due to illness, whether under the supervision of a Group Leader or PLUS staff, regular check-ins are essential. The responsible individual must check on the student every hour, logging these check-ins and ensuring that the student has their contact details in case of worsening condition.

Group Leaders should oversee any requests for over-the-counter medication, ensuring its suitability for minors by checking the packaging before administration.

Allergies and Anaphylaxis

PLUS takes an allergy-aware approach to managing the risk of allergic reactions and anaphylaxis, reflecting the direction of the Department for Education's updated allergy guidance for schools (developed in response to "Benedict's Law") and the best practice of BSACI, Anaphylaxis UK, and Allergy UK. Allergies and dietary requirements must be communicated to PLUS in advance and in writing, and are shared with the host institution's catering team, the campus team, and the relevant Group Leader. PLUS does not rely on "nut-free" or other "allergen-free" claims as these can create false reassurance; instead it relies on active risk controls such as clear communication of allergens, careful catering arrangements, no food-sharing, and trained staff.

Each student known to be at risk of anaphylaxis should have an individual healthcare plan or allergy action plan (for example a BSACI Allergy Action Plan) describing their allergens, symptoms, and emergency treatment. Group Leaders hold primary responsibility for the day-to-day supervision of their students' medical needs and must ensure that any student prescribed an adrenaline auto-injector (AAI) carries two in-date devices with them at all times, and that staff accompanying activities and excursions know where they are. PLUS will work with each host institution to confirm what spare ("generic") AAI provision and trained first-aid cover are available on site, that any adrenaline is stored safely at room temperature and is accessible (not locked away) within a few minutes of where it may be needed, and that devices are checked for expiry. As many campus staff as practicable will be briefed to recognise the signs of a severe allergic reaction and to act without delay – administering adrenaline if available, calling 999 and stating clearly that the person is suffering from anaphylaxis, keeping the person lying down with legs raised, and not allowing them to

stand up. Every use of an AAI and every allergic-reaction incident must be recorded on the Incident Register Form, reported to the CSO and Safeguarding Leads, and reviewed so that lessons can be learnt.

First Aid

Training and Responsibility

PLUS will always strive to ensure that each centre has at least one first aider available for general assistance to students and Group Leaders, and all our centres are equipped with first aid kits. However, the responsibility to supervise the well-being of students, including their medical needs, falls on the Group Leader. Therefore, it is expected that each group will include at least one Group Leader who has been adequately trained to supervise the medical needs of the students and is capable of providing first aid, medical assistance, and emergency response.

Emergency Treatment

If emergency treatment is required, staff should not feel constrained from acting immediately to prevent harm even if this involves body contact. However:

- Any procedure used must have a First Aid purpose only and should not involve more contact than is necessary.
- Any procedure should be undertaken by a person of the same sex as the student whenever possible.
- Ensure that there are other students or adults present, taking into account the student's requirement for dignity and privacy.
- In case of an accident, this must be logged in the incident report form available in the [Appendix](#).

When administering first aid, the primary objectives are as follows, with the aim of ensuring the well-being of the casualty:

- Preserve life: Take immediate action to sustain the casualty's life.

- Establish a clear airway: If the casualty is unconscious, carefully position them to ensure an unobstructed airway for proper breathing.
- Control bleeding: Identify and promptly address any external bleeding to minimise blood loss.
- Prevent deterioration: Take necessary measures to prevent the condition from worsening or escalating.
- Ensure comfort and protection: Create a safe and secure environment for the casualty, ensuring they are kept warm and dry.
- Monitor condition: Maintain continuous observation of the casualty's condition to assess any changes or signs of improvement.
- Promote recovery: Offer verbal reassurance, provide comfort through physical touch, such as holding their hand, and offer emotional support throughout the process to aid in their recovery.

Accidents Policy

While every effort is made to create a safe environment, accidents may occasionally occur. This policy outlines the procedures to be followed in the event of an accident to ensure prompt and effective responses, minimise harm, and prevent future incidents.

Prevention Measures

- Conduct risk assessments for all facilities, activities, and excursions.
- Maintain first aid kits at easily accessible locations across the campus and ensure they are regularly checked and restocked.
- Ensure emergency contact information is accessible to all students and Group Leaders.
- Enforce safety rules and guidelines during activities, excursions, and on campus.

Immediate Action

In the event of an accident, please follow the procedures outlined below.

1. Stop the Activity: If the accident occurs during an activity, cease the activity immediately.
2. Remove from Danger: Ensure the injured person is moved to a safe location, away from further harm.
3. Contact Emergency Services: If required, dial 999 in the UK or 112 in Ireland for ambulance, fire, or police services.
4. Administer First Aid: Locate the nearest first aid kit and administer first aid only if you are trained to do so.
5. Notify Key Personnel: Inform the Group Leader and CSO without delay.

6. Remove or Address Danger: Once the cause of the accident is identified, take steps to eliminate the danger if possible, and warn others to prevent further incidents.
7. Evacuate if Necessary: If the area remains unsafe, ensure all individuals are evacuated promptly to a secure location.
8. Notify Welfare: If the situation is severe or warrants additional support, the CSO will escalate the matter to PLUS' Safeguarding Lead.

Reporting

- For accidents occurring on campus premises, promptly report the accident to the institution's team following their procedures.
- The CSO must record all accidents using the Incident Register Form ([Appendix](#)) with detailed information.
- Completed Incident Register Forms must be submitted to PLUS' Safeguarding Lead within 24 hours to ensure prompt review and action.

Follow-up

- Ensure that any first aid administered is documented and reported to CSO to allow for proper follow-up and first aid kit replenishment.
- The CSO and Safeguarding Lead will review the incident to determine whether additional measures (e.g., risk assessments, safety improvements) are necessary and in consultation with external bodies if necessary.
- In cases where negligence or misconduct contributed to the accident, disciplinary procedures will be initiated following the Code of Conduct.

Contextual Safeguarding

The well-being and safety of our students and staff extend beyond the boundaries of our campus. Thus, we take into account the wider environmental factors that may impact their welfare and security in the surrounding area. This approach, known as contextual safeguarding, allows us to address potential risks and promote a safe and secure environment both on and off-campus.

Key Considerations:

- **Road Safety:** CSOs conduct assessments to identify any specific road safety risks in the vicinity of the campus. Mitigation measures are implemented and communicated to staff and students to ensure their awareness and adherence.
- **Neighbourhood Assessment:** CSOs evaluate the local area to identify potential risks and concerns that could impact the welfare of our students. This assessment covers factors such as the proximity of busy roads, potential hazards nearby, and any relevant safety measures that need to be implemented to mitigate risks.
- **Community Engagement:** It is important to maintain mutual respect with and considerate behaviour towards the local community. CSOs thus are also instructed to assess any potential risks that could affect a harmonious coexistence during our stay. This includes any risks from or to the local community.
- **Local crime and exploitation risks:** CSOs assess local risks such as anti-social behaviour, knife crime, drug activity, county lines, child criminal exploitation, and child sexual exploitation, and identify any areas, premises, or groups to be avoided.
- **Public transport:** the routes, stops, and stations students may use are risk assessed, including safety while waiting and travelling and the risk of becoming separated or lost.

- Accommodation and campus layout: the physical layout of the accommodation and site is assessed for safeguarding risks, including isolated or secluded spaces, poorly lit areas, shared or public access points, and proximity to non-PLUS users of the site.
- Online and social media dynamics, and peer group risks: risks arising from students' online activity and group dynamics – including child-on-child abuse, bullying, exclusion, and inappropriate use of social media – are considered alongside off-line risks.
- Times of heightened risk: particular attention is paid to times when risk may be higher, such as arrivals and departures, transitions between activities, unsupervised or free time, evenings, and night-time.

During the campus setup process, relevant contextual safeguarding risks and associated mitigation actions are identified. These risks and mitigation measures are effectively communicated to staff and students during the welcome presentation and through other appropriate channels.

Fire Safety

PLUS will ensure, so far as reasonably practicable, to minimise the risks to staff and students, which may arise from fire whilst attending its courses. This will be achieved by:

- The CSO carrying out a fire risk assessment of the premises.
- Including fire safety in the Welcome Presentation, warning all staff and students that it is a criminal offence to tamper with fire safety equipment and highlighting the location of the assembly point.
- Wherever possible for the host institution, carrying out fire drills on a regular basis and according to host institution's Fire Manager's instructions.

Fire Drills Procedures

- The CSO will initially liaise with the host institution's Fire Manager for instructions and brief all personnel involved accordingly, ensuring that every staff member involved has a clear understanding of their role.
- Activity Leaders will act as fire marshals and sweep sections of the accommodation or any other relevant facilities, ensuring that their area is clear. They must be assigned to zones of the same gender and must only knock on student's doors. Only in a real fire should fire marshals open bedroom doors.
- If the fire drill occurs during class time, the class teacher will take on the role of fire marshal.
- Group Leaders will have their register and complete a roll call promptly and efficiently at the correct assembly point.
- The CSO will be oversee the implementation of the fire drill protocol, ensuring that all staff members are fulfilling their designated roles effectively; ensuring that all areas are checked thoroughly during the evacuation, and conducting a debriefing

session with the PLUS team to review the effectiveness of the evacuation procedures. They will also log the details of the fire drill using the form available in the [Appendix](#) and keep a record on a centralised digital folder.

On Discovering a Fire

- Any person discovering a fire should sound the alarm. Fire alarms can be activated by pressing hard against the glass with your thumb.
- The person discovering the fire will inform a member of staff immediately who will then telephone the emergency services by dialling 999.
- If you phone the emergency services yourself by mobile phone, dial 999.
- Do not hang up the phone until you have received proper acknowledgment of your report.

On Hearing the Fire Alarm

- Evacuate immediately using the nearest fire exit and proceed to the evacuation assembly point. Do not stop to collect personal belongings.
- If safe to do so, close doors and windows behind you as you leave. Members of staff should take their registers with them.
- Staff should make sure that all students get out of the premises safely.
- On arrival at the assembly point, give your name to the person taking the roll call. The responsible persons for taking roll call will make sure all students, staff, and visitors are accounted for.
- Do not re-enter the building until told it is safe to do so by the CSO.

Younger Learners

PLUS recognises that the safeguarding of children is of the utmost importance. This is particularly so in the context of younger students who can be more vulnerable. This policy outlines guidelines and recommendations as well as the measures in place for their care and supervision.

Definition

At PLUS, young learners are defined as students aged between 8 and 11 years old.

Our centres generally welcome students aged between 10 and 17 years old. We may sometimes run programmes where we can accept students as young as 8 and up to 18, in line with the guidelines set out in this section and elsewhere in this handbook.

Each of our centres has a recommended age range (see our website). If an agent wishes to enrol learners that fall outside the recommended age ranges, they must first discuss this with PLUS and obtain written confirmation.

Guidelines for agents

Requirements

- Younger learners require close attention and supervision from their assigned Group Leaders at all times. This includes always being aware of their whereabouts and remaining vigilant on signs of distress, discomfort, or any unusual behaviour.
- We expect that Group Leaders are adequately prepared for their role and have been trained on understanding and managing the specific needs of younger learners as well as child welfare and protection.

- Group Leaders travelling with younger learners must have proven prior experience working with children,
- All necessary arrangements must be made to ensure that younger learners provide personalised attention and close supervision at all times. GLs are expected to organise shifts so that no younger learner is ever left unsupervised, including overnight.
- Group Leaders are required to communicate clearly the location of their bedroom to the children, ensuring they know where to go in case of any issues.
- Group Leaders are to ensure that younger learners are not left alone with any person over 18, except during lesson time.
- When the child needs to use the bathroom outside of their personal accommodation, the Group Leader is to keep a vigilant eye on their entrance and exit to the bathroom.
- There must be no hazards including sharp objects, cleaning products or scalding hot water the child could harm themselves on in their accommodation room. Group Leaders are required to ensure that this requirement is met upon arrival.
- Group Leader are expected to be prepared to facilitate direct communication with parents or guardians during the camp.

Recommendations and best practices

- It is recommended that Group Leaders travelling with younger learners are trained in first aid even if there is another first aider in the group.
- We recommend a ratio of 1 adult to 8 children in groups with younger learners. We recognise that variations may be appropriate depending on factors such as total group size and number of younger learners, presence of older siblings, and type of programme and accommodation.
- We encourage placing younger learners in centres that align with recommended age ranges, where there are higher chances of having peers in the same age group and where our team will endeavour to design programmes which cater to their needs.

- It is advisable that younger learners attend our programmes at centres where twin or multi-bed rooms with ensuite facilities are available.
- It is advised that Group Leaders set up a buddy system whereby each younger learner is paired with an older student buddy for guidance and support. Buddy systems are encouraged especially during excursions, where each younger learner should be paired with a responsible older student or another younger learner.

PLUS care guidelines

- Younger learners will not be grouped with students 18 and above for any lessons or activities.
- PLUS will only accept younger learners if they are part of a group and accompanied by Group Leaders.
- PLUS will only accommodate younger learners in campus-based residential settings; placements in host families will not be permitted.
- PLUS will prioritise housing younger learners as close to their Group Leaders as possible for increased safety and oversight and separate from older students.
- Our team will make every effort to room younger learners with peers in the same age range.
- We will prioritise allocating younger learners to twin or multi-bed rooms with ensuite facilities.
- In the absence of ensuite bedrooms, PLUS will endeavour to arrange separate bathroom facilities for younger learners and older students.
- Our teachers will be routinely notified about the presence of younger learners in their classes.
- Wherever feasible, younger learners will not be placed in the same classrooms as students over 15 to ensure age-appropriate learning environments.
- Our teachers will immediately report to the Course Director if a younger learner is absent from a lesson.
- Our team will prepare comprehensive risk assessments and emergency evacuation procedures, both taking into account the presence of younger learners.

- Efforts will be made, within practical limits, to group younger learners together in both lessons and activities.
- The leisure and academic programmes will consider and endeavour to integrate the unique needs and interests of younger learners.
- Wherever possible, staff with experience in working with younger children will be allocated to centres with younger learners.

Centres Accepting 8-Year-Olds

Our centres normally accept students from the age of 10. On occasion, however, we may operate a limited number of centres where students from the age of 8 can be welcomed. These centres will be selected on the basis that both the programme and the facilities are suitable for this younger age group. For example, centres will be chosen where the on-campus programme forms a substantial part of the programme and which include a lower number of full-day excursions.

At these centres, students will be divided into two distinct age groups: 8–12 and 13–17. Separate academic and leisure programmes will run for each age group, delivered by different staff and using different facilities. The programme content will also be tailored to reflect the developmental needs of each group.

In addition to the general policies outlined above in the previous sections, the following specific measures will apply in centres admitting 8-year-olds.

Guidelines for Agents

Supervision of younger learners remains the responsibility of the Group Leader (GL). The following requirements must be observed in centres admitting students aged 8–9:

- If the group includes learners from both age ranges (8–12 and 13–17), there must be a sufficient number of Group Leaders to ensure that each age group is supervised by at least one Group Leader at all times.
- Adult-to-child ratios: Groups with younger learners must operate with higher supervision levels – at least 1:8.

- Younger learners must not have free, unsupervised time, even on campus. GLs are expected to maintain constant supervision and remain easily accessible.
- Group Leaders should anticipate the additional support younger learners may require, for example with medication, allergies, minor injuries, homesickness, etc.
- The Group Leaders responsible for these learners must be trained in first aid.

PLUS Care Guidelines

Staff

In addition to our standard team, centres admitting students from the age of eight will have a dedicated Younger Learners Manager. This person will:

- Monitor the welfare of the group and remain available at all times, including overnight.
- Be responsible for the leisure programme activities for 8–12 year olds.
- Act as the main point of contact for students, Group Leaders, and parents in case they need to reach out to PLUS during the stay.
- Hold a dedicated 24/7 emergency phone and respond to safeguarding concerns or urgent parent enquiries.

Staff at these centres will be selected on the basis of their experience, qualifications, and suitability for working with younger children. This is particularly true for all key staff - the Younger Learners Manager, Course Director, and Teachers.

Depending on the programme and staff profiles, enhanced training may be required covering, for example, communication with younger children, safeguarding, and engagement strategies.

Programme

Programmes at these centres are designed specifically to cater to the needs of these learners.

The learners will always be taught in classes with students up to a maximum age of 12. Groups are kept small – generally no more than 15 students, and often fewer – to ensure

individual attention. Lessons are also shorter, with more frequent breaks, to match younger learners' concentration spans.

An adapted academic curriculum runs in parallel with the programme for students aged 13 and above. Lessons emphasise interactive and enjoyable methods such as songs, games, project work, and short, varied activities delivered within a clear routine.

A separate leisure programme runs alongside the teenage programme, with activities tailored to the physical and emotional maturity of younger children. Activities will avoid unsafe or overly complex tasks and will prioritise fun and engagement for this age group.

During off-campus trips, enhanced measures will be applied, including close supervision during transport, adequate pacing, and clear lost child prevention and response procedures. Toilet breaks will also be scheduled and supervised, with staff positioning themselves strategically (e.g. at toilets, entrances, exits) to monitor movement.

Risk assessments will be specifically adapted for 8–11 year olds, addressing vulnerabilities such as separation anxiety, tiredness, toileting needs, wandering, and increased accident risk.

Accommodation

Group Leaders will be accommodated in the same area as younger learners (e.g. same corridor) to ensure close supervision. Accommodation arrangements will prioritise safety, accessibility of Group Leaders, and suitability for younger learners.

A curfew of 9:30pm will apply for 8–12 year olds at these centres.

Other Measures

PLUS will provide distinctively coloured lanyards for younger learners to allow easy identification by staff.

18-year-olds

This policy outlines how our organisation can safely cater to 18-year-old students in our junior summer centres. The policy applies to any junior programme location we designate as eligible to enrol 18-year-olds.

Rationale

As part of our company's mission to widen access to our international programmes, we recognise the importance of allowing 18-year-olds to attend some of our centres. We believe that in many cases, participants who have turned 18 are still part of school groups and should be able to join their peers in attending. The small number of 18-year-olds we accept are not fundamentally different in maturity from the older teenagers already within our programmes, and their inclusion supports consistency and fairness for groups travelling together.

Admission Criteria

- We only accept 18-year-old students as part of an organised group (e.g. school or agent group) rather than individual bookings.
- All 18-year-old participants must be in secondary education. In other words, they should still be high school students (e.g. just finished Year 13 or equivalent) rather than university students or adult learners. This ensures they are of similar background to our older minors.
- We clearly designate and advertise on our website which junior centres are eligible to enrol 18-year-old students, taking into account each centre's age profile and facilities. Restricting enrolment to selected locations ensures that adult students are

placed in centres with older teen cohorts, supporting appropriate integration and safeguarding.

- Agents are required to inform beforehand PLUS of the presence of any over 18-year-old students. Agents must also inform group leaders and students or (where applicable) parents/guardians at the time of enrolment that 18-year-old students will be subject to junior programme rules and safeguarding arrangements. The 18-year-old student must abide by all policies for minors, including our Student Code of Conduct.

Integration into Classes and Activities

- Any 18-year-old student will be integrated into classes with students aged 16 and 17 to ensure a suitable peer group. We will not place 18-year-olds in classes with younger juniors (under 16).
- 18-year-old participants will follow the same curriculum and schedule as their class peers. They will attend the standard lessons, projects, and language levels appropriate for their age and proficiency. Teachers will be aware of the presence of an adult student in the class and will ensure that lesson content is appropriate for a mixed-age (older teen) group. We will also avoid any topics or materials that would be unsuitable to share between minors and an adult peer.
- Classes will remain international and level-based. An 18-year-old will be placed according to language level, alongside 16–17 year-olds of similar ability, as long as the age spread in any class remains reasonable. This avoids isolating the student and keeps class formation practical.
- 18-year-old students will join all scheduled activities, excursions, sports, and events along with the rest of the junior cohort. We will not run a separate leisure programme or special activities just for them. Instead, they will be integrated into groupings with older teenagers for activities. For example, on excursions or team sports, an 18-year-old can be in a team or group with 16–17 year-old friends. They will benefit from the same supervision ratios and guidance as any other participant.

All activities will be age-appropriate for teens; no "adult" activities (such as those involving 18+ venues or content) are offered in junior programmes.

Code of Conduct and Safeguarding Expectations

- All 18-year-old students must follow the exact same rules as our under-18 students in the programme. Being legally adults does not grant them any exceptions or special privileges in a junior setting. This includes adhering to curfews, activity attendance, house rules, and behaviour standards set for juniors.
- The 18-year-old students are strictly prohibited from purchasing or consuming alcohol, tobacco, or any age-restricted substances during the programme, even though they may be of legal age. Our junior centres are alcohol-free and smoke-free for all students. Any attempt to use their adult status to obtain such items for themselves or others will be treated as a serious breach of conduct. The same applies to other adult privileges (for example, 18-year-olds may legally consent to sexual activity, but any sexual/romantic interaction during our programme between students – regardless of age – is against our rules and will trigger safeguarding procedures).
- We will brief the 18-year-old participants on maintaining appropriate boundaries with younger students. They should understand that, in the context of our programme, they are in a position of trust and must not take on any "supervisory" role nor engage in any behaviour that could be seen as grooming, bullying, or exploiting younger students. While all students are encouraged to be friendly and inclusive, any 18-year-old should be particularly mindful to avoid one-on-one situations with much younger students or any behaviour that could be misinterpreted due to their age. Our staff will monitor interactions as part of general welfare duties. If any concern arises involving an 18-year-old's conduct with a minor, it will be addressed under our safeguarding policy for dealing with adults posing potential risk to children. In short, any allegation of inappropriate behaviour by an 18-year-old toward a child will be handled with the same seriousness as if the 18-year-old were a staff member, including referral to authorities if required.

- An 18-year-old student will not be given any official responsibility over younger students. For example, we will never consider an 18-year-old “in loco parentis” or count them towards staff-to-student supervision ratios. They are always considered program participants (peers), not supervisors. Even if they are technically adults, they are not to be used as assistant leaders or chaperones for minors. (Group leaders or adult chaperones must be properly vetted adults well over 18, not just an 18-year-old student from within the group).

Accommodation Arrangements

- In accommodation, 18-year-old students will be housed separately from minors to the extent possible according to the physical constraints of each site. We will never place an adult student in the same bedroom as a child (under 18). An 18-year-old will either have their own room or share a room only with another 18-year-old student, not with younger minors. If we have two or more 18-year-olds of the same sex at a centre, we may room them together. If an 18-year-old is the sole student of that gender and age, we will provide a single room (or a twin room occupied singly) to avoid forcing a mixed-age room share.
- We will always use separate areas such as floors or corridors when mixing under-16s with adult students on the same site. While it may not be feasible to dedicate an entire accommodation block or corridor exclusively to a very small number of 18-year-old students, we will assign their rooms in proximity (e.g. adjacent rooms) and apart from children aged 15 and below. We may for example place 18-year-olds on the same corridor as 16-17 year-olds (their peer group) but not on a corridor with younger students. We will avoid 18-year-olds sharing bathrooms directly with under-16s if communal facilities are used. Accommodation plans will therefore be mindful of age grouping to avoid unsupervised contact between adult students and younger students.
- If any junior centre uses homestay/family accommodation, we will ensure that 18-year-old students are placed in carefully vetted homes. They would not share a bedroom with a host family's child or with any other student under 18. Ideally, an 18-

year-old in homestay would either be the only student in the home or be placed only with students aged 16–17 (and with parental consent of those minors). Host families will be informed that the student is an adult within a junior programme so that house rules can be appropriately reinforced.

- Where available, 18-year-old students will be accommodated in en-suite rooms to ensure full separation of facilities. If en-suite rooms are not available, we will arrange appropriate separate bathroom facilities to prevent shared use with under-18s. In addition, during lessons, breaks, and activities, adult students will be advised to use staff-designated toilets rather than student toilets.
- In residential centres, our team and group leaders will oversee all students' welfare during the night. The presence of an 18-year-old student does not change this; they will not be treated as an "adult supervisor." Instead, our staff and group leaders remain responsible for all under-18 accommodation areas. The 18-year-old will be subject to the same nighttime checks and curfews – for example, bed checks or lights-out rounds will include 18-year-olds to ensure they are safely in their rooms at curfew just like everyone else. If an 18-year-old fails to comply with curfew or leaves their room after hours, it will be handled as a disciplinary matter in the same way it would for a minor.

Supervision and Welfare

- 18-year-olds will count as students in our supervision planning, not adults. Therefore, if our normal staff-to-student supervision ratio for an activity is (for example) 1:15, the 18-year-old is included in that headcount of students being supervised. We will ensure our staff are aware that despite one student being older, no relaxation of supervision is permitted. All scheduled lessons, activities, and excursions have appropriate adult supervision in place for the whole group, and this remains true when an 18-year-old is part of the group. There will be no scenario where the 18-year-old is left to supervise themselves or others – they are under our care at all times during the programme schedule.

- 18-year-old students will attend the standard induction alongside all other new students at the centre. During the welcome briefing, staff will emphasise that all students, regardless of age, are subject to the junior centre rules and that any older students present are included in that. Important points like curfew, prohibited items, emergency procedures, and how to get help will be clearly explained to everyone.
- Our team will look after 18-year-old students in the same way that they look after any other student. They may be adults, but they are in a foreign environment and mostly surrounded by minors, which can be a unique dynamic; we want to ensure they feel included and have someone to talk to if they experience any issues. They will be given the same emergency contact numbers and support information as younger students. Additionally, because they are legally adults, we will remind them that they can approach staff with any concern about their junior peers' welfare as well – effectively empowering them to act if they see something (just as we would encourage any student to speak up about a concern). In essence, we aim for them to feel fully part of the community, with equal access to help and bound by equal expectations of conduct. We will also include the 18-year-old in our regular headcounts and missing student procedures with no exceptions.
- All staff at the centre will be made aware that an adult student is enrolled, so that they can implement appropriate vigilance (e.g. staff will monitor that the 18-year-old isn't inadvertently or deliberately given unsupervised access to younger students in ways that violate policy). Photos of 18-year-old students will be printed and displayed in staff offices so that all employees can easily recognise them.
- The CM will keep an eye on how well the integration is working on a day-to-day basis. If any problems are noted – for example, if the 18-year-old seems isolated, or conversely if they are becoming too closely involved with much-younger students – the team will intervene early (perhaps by adjusting group arrangements or having a mentor talk with the student).

Risk Assessments

Our organisation will conduct a documented risk assessment whenever we include 18-year-olds in a junior programme. This is to ensure we have identified and mitigated any risks that this age mix could pose. The risk assessment will cover areas such as accommodation, supervision, power dynamics, and any legal implications, showcasing an effective systems to protect younger students.

Conclusion

In summary, PLUS will permit 18-year-old students in junior summer centres under carefully controlled conditions. We will only accept a limited number of such students (e.g. school leavers still under school supervision) and will fully integrate them with older teenagers in classes and activities – not isolating them, but also not granting them special status. They will be expected to abide by all junior rules and will be treated for safeguarding purposes as children/minors in our care. Key precautions, especially in accommodation and supervision, will ensure that there is appropriate separation between adult students and younger minors during unsupervised times. By implementing this policy, we can extend the opportunity of our junior programmes to 18-year-olds in a way that maintains a safe environment for all students.

Welfare

Risk Assessments

Statement

At PLUS, we are committed to fostering an environment that is both safe and conducive to learning and personal development. Our approach to managing health and safety is guided by a principle of sensibility and proportionality, closely mirroring the recommendations of the Health and Safety Executive (HSE) available [here](#) and [here](#). We believe that effective health and safety management is not about the elimination of all risk, but rather about the careful management of real risks – those with the potential to cause harm.

Our Commitment

Focus on Real Risks

We dedicate our resources to managing risks that are real and have the potential to impact the welfare of our students and staff. This means prioritising significant risks and implementing control measures that are reasonable and practicable, rather than expending efforts on trivial matters and unnecessary paperwork.

Promote Risk Awareness, Not Avoidance

Our goal is to create a safe learning environment in which students can develop an appreciation for assessing and managing risk. This includes offering activities that challenge students and provide them with the opportunity to develop new skills in a controlled and safe manner.

Sensible and Proportionate Risk Assessments

We strive to ensure that our health and safety arrangements are proportionate to the level of risk, avoiding over-cautious approaches that may hinder the learning experience. Our risk assessments are designed to be straightforward, focusing on controlling serious risks without the need for complex calculations or extensive documentation.

Encourage Learning Through Play and Exploration

Recognising the value of play in learning and development, we support activities that allow students to explore and understand their abilities. We aim to strike the right balance between protecting children from serious risks and allowing them to reap the benefits of play, which inherently includes exposure to manageable risks.

Practical Judgement Over Excessive Paperwork

Our approach is grounded in sensible adult judgement, not in the creation of copious paperwork. We acknowledge that not all risks can be eliminated, and that minor accidents and mistakes may occur. Our focus is on ensuring that risks which are not beneficial or integral to an activity, such as those arising from poor maintenance, are identified, and managed appropriately.

Our Procedures

Risk assessments are prepared by Head Office staff in advance of the summer and are tailored to each programme type and location. On arrival at the campus, the Campus Manager is responsible for ensuring a set of Risk Assessment Checklists are completed. These cover key areas such as accommodation, classrooms, leisure and sports facilities, and general movement around the campus. The purpose of these checklists is to confirm that the control measures outlined in the Head Office risk assessments are in place and to identify any additional or site-specific hazards.

Completed risk assessments and checklists are stored in hard copy in the Campus Manager's office. Key risks and relevant control measures are communicated to staff, Group Leaders, and students as appropriate — either during induction, daily briefings, or prior to specific activities. Head Office staff will carry out spot checks during the summer to ensure

that risk assessment checklists have been completed, that any identified hazards are being managed appropriately, and that the risk assessments have been effectively communicated to all relevant parties.

Supervision Ratios

PLUS adheres to the recommended adult-to-child ratios, ensuring that they never fall below 1:15. When calculating ratios, we consider all staff members, including Group Leaders, to ensure sufficient adult supervision for all activities, both on-site and off-site.

To determine appropriate ratios, we take into account various factors such as the nature of the activity, identified risks in the risk assessment, students' age, and the premises. Group Leaders hold the ultimate responsibility for the students in their assigned group and receive clear instructions through various channels, notably the Group Leader Handbook, regarding their duties and expectations.

While most students arrive in groups accompanied by Group Leaders, we may also accept individual students in some centres. For individual students, we assign at least one responsible adult throughout their stay. To ensure effective communication and emergency support, we request parents and Agents to complete the Individual Student Emergency Contact Form prior to students' arrival.

Supervision Procedures

During excursions, groups of students must be closely supervised by their own Group Leaders. The Group Leader ratio is 1:15. In addition, Activity Leaders will also help supervise the students in the groups allocated to them.

For every excursion, the following procedures must be carried out:

- The main Activity Leader will be at the front of the group.
- If there is a second Activity Leader, they will stay in the middle of the group, multiple Activity Leaders will distribute themselves evenly amongst the group.
- The main Group Leader will stay at the back of the group.

- If there is a second or multiple Group Leaders, they will distribute themselves evenly amongst the group.

Headcounts must be carried out by the main Activity Leader and the main Group Leader for each particular group continuously throughout the excursion. Below are examples of when they must be carried out without exception:

- At every meeting point (this applies also on campus)
- Prior to leaving the campus
- On the coach prior to giving clearance to the bus driver to leave
- Immediately on getting off the coach
- At bus stops prior to getting on the bus
- Just after getting on a bus
- Just after getting off a bus
- Arrival outside a tube station (coming and going)
- Arrival at the platform, before getting on and before getting off
- On the tube
- On the platform after just getting off the tube
- At the entrance to an attraction
- Just after entering an attraction
- Just after exiting an attraction
- At each stop on the walking tour as indicated on the map

Unsupervised Time

While it's not compulsory for children to have unsupervised periods, PLUS is not equipped to tailor supervision to the specific requirements of each parent or legal guardian. As a result, any deviations from PLUS's standard supervision practices necessary for an individual child's needs must be managed by the Group Leader. It is the Group Leader's duty to ensure these bespoke arrangements are implemented throughout the programme. PLUS staff will adhere to our standard procedures unless directed otherwise by the Group

Leader. Consequently, it falls to the parent or legal guardian to coordinate any special supervision arrangements with the Agent and, where relevant, the Group Leader.

Students aged 14 and above will sometimes be allowed to have unsupervised time. This is subject to the following conditions:

- The unsupervised time has been duly authorised by Group Leaders and PLUS staff and recorded on relevant registers.
- The student has a mobile phone with sufficient battery life to last for the entirety of the unsupervised period.
- The student is accompanied by a minimum of two other students at all times during this period.
- The length of unsupervised time does not exceed a maximum of 2 hours.
- Unsupervised time will not extend beyond 19:00.
- The students remain within a maximum of 5 minutes' walking distance from the designated meeting point.
- The students do not use public transport (except homestay students as appropriate)

Students aged 14 and over are permitted to have unsupervised free time during excursions in order to do shopping, and/or visit places of interest. Any students under the age of 14 are not permitted to have any free time, and must always be within viewing distance of their Group Leader.

On closed campuses with gated entrances or monitored exits students are free within the confines of the campus premises. On open and large campuses, students below 14 must be escorted by their Group Leader to and from each location on campus unless it is agreed beforehand that a member of PLUS staff will be escorting them. Students aged 14 and above will generally be able to move freely on these campuses. A higher level of supervision may be set out according to the risks on each particular campus and all staff and students will be made aware of where and when they must be supervised on campus and which areas are out-of-bounds.

Students aged over 14 are also able to travel to and from their homestay unsupervised as long as they arrive back at their host accommodation by 19:00. The route of travel is risk

assessed by the third-party provider and/or PLUS Head Office. Students under the age of 14 must be supervised on their journey to and from their host family. Provided written permission from the Group Leader and the Campus Manager and supervision from a Group Leader or PLUS staff are available, students over 14 may travel back to their homestay between 19:00 and 22:30. In these cases, the homestay providers must be informed beforehand.

Patrolling during Unsupervised Time

There will be times when students are not in organised activities, for example, between breakfast and lessons, during lesson breaks, or during designated free time. While our policy is that GLs are responsible for supervising their students during these periods, in practice this may not always happen consistently. If the GLs are not fulfilling their supervision duties during these times, it is important that you make them aware of your expectations from them. If the situation does not improve, our team must be ready to step in and supervise the students when necessary to ensure their safety and wellbeing. We rely on the CM's and CD's judgement and experience to assess the situation at your camp and decide whether any action should be taken.

If supervising the students becomes necessary, supervision responsibilities will be shared between the Academics and Campus Life teams. During lesson breaks, the Academic team is responsible for supervision. At all other times, the Campus Life team takes responsibility. In these cases, supervision must be carried out efficiently. To this end, it is important to clearly define the areas students are allowed to be in during free time, so that our staff can patrol these areas and supervise the students effectively.

Curfews

Residential Centres

19:00 - back on campus (all below 14 years old)

22:15 - in the accommodation block/houses

22:30 - in own bedrooms

23:00 - lights out

Homestays

19:00 - back at accommodation

22:30 - back at accommodation if 14 years old or above and written permission and supervision are available

Lanyards

In order to enhance safety, and make PLUS students easily identifiable, students are given lanyards upon arrival, which display an ID card with the Campus emergency phone numbers. The ID cards also display the students' name, the PLUS logo and other PLUS details, and the student's allergies if any. Students and staff are instructed to wear them at all times. It is the responsibility of all staff including Group Leaders to stop any student not wearing their lanyard and tell them to wear it, sending them back to their rooms to get it if necessary. If they claim to have lost it, immediately take them to get a replacement.

Early Departures

We recognise that external factors and unforeseen circumstances may necessitate a student's early departure from the programme. This section provides the procedures for requesting and processing an early departure.

Notification

The Agent must inform PLUS via their designated sales representative about the student's need for early departure as soon as possible. Initially, they will propose and agree on a collection date, time, and location. Once this has been decided, the agent will complete an early departure form and an early departure waiver – both available in the [Appendix](#) of this handbook. The completed forms should then be submitted to the sales representative along with a scanned copy of the collector's passport. PLUS reserves the right to request additional documentation or clarification as needed.

Once approved, the agent will be notified and the form and scan received will be forwarded to the Campus Manager from Head Office. The Agent must share the same information with the Group Leader.

Collection

A formal handover process to the parent or authorised individual will take place on the designated collection day. Upon arrival, the individual collecting the student is required to present their passport for verification, which must correspond with the passport scan previously provided. Both the Group Leader and the Campus Manager must be present to oversee this process and to authorise the release of the student.

Visitors

Under normal circumstances, visitors not affiliated with the programme, including family members, are not permitted on site. Group Leaders' requests for visits must be requested to the Campus Manager, whereas Agents' requests for visits must be requested directly to our Head Office team. Upon receipt of a request, the Campus Manager and our Head Office team will jointly review the request and coordinate with the host institution. Whenever a visit is authorised, all visitors must:

- Report to the Campus Manager on arrival and make a record of their visit on our site register
- Report to any other personnel such as the Security Office as instructed by the Campus Manager
- Wear a lanyard which they will be provided with by the Campus Manager at all times to ensure they are easily recognised as an authorised individual on campus
- Be accompanied at all times if not provided with a lanyard
- Abide by any specific policy or practise for visitors of the host institution
- Refrain from entering the dormitory access, as access is strictly prohibited for visitors.
- Comply with the host school, college, or university's own visitor arrangements, including its signing-in procedures, identification checks, visitor lanyard or badge requirements, supervision arrangements, and any restricted or out-of-bounds areas.

Where possible, PLUS will share visitor arrangements with the host institution in advance, so that the institution is aware of any expected visitors and can apply its own controls. Visitor requirements are applied in addition to, and do not override, those of the host institution.

Any visitor to PLUS centres who is not wearing a PLUS lanyard or accompanied by a PLUS staff member should be politely challenged. For example, "Can I help you?"; "Can I direct you to the Campus Manager office"; or "Who are you here to visit?". They should then be escorted to the Campus Manager's Office or any other areas as instructed by the host institution such as the Security Office. The purpose of the visit will then be investigated.

If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the campus grounds, security or police assistance will be called for, if neither is already there. The incident must immediately be reported to the CSO who will then report it to the Safeguarding Leads.

It is the responsibility of all employees to verbally and respectfully challenge any unknown visitor.

Missing Students

It is the responsibility of PLUS staff to actively search for students who are missing, including working with the authorities where appropriate. For the purposes of this policy, the term 'missing' refers to a student not being present without authorisation or explanation.

On occasions when a staff member identifies a student as missing, immediate action is required as outlined in the procedures below.

Class Absence

All students are required to attend 100% of their lessons. No later than 10 minutes after the beginning of lessons, the Course Director must go around all classrooms and receive confirmation from all teachers that their students are in class. Group Leaders are required to communicate to the Course Director before class the name of any students not attending lessons.

In case of a student missing from a lesson without prior notice, staff are required to follow the procedure below:

- If a teacher reports that any students are missing to the Course Director, the Course Director will note down the name of any absent student.
- The Course Director will then call the Group Leader who will investigate the absence.
- The Group Leader will call the student (and check to see if they are in their room if they are a residential student).
- If the student is found, in absence of a valid reason, the student will be requested to attend the lesson.
- If the student is not found within 15 minutes, the Course Director must inform the CSO immediately.
- If the student is a Homestay Student, the CSO will contact the host family to see if the student is there. If not, the CSO will send either the Group Leader or an Activity Leader to trace the route to the host family and back to look for the student.
- The CSO will initiate and oversee a search of the site, which may involve the host institution security team.
- If the student is residential and the Group Leader was unable to gain access to the student's room, the CSO and/or the campus security team will open the room following the procedures for entering students' rooms.
- If the student is still not found, a whole campus fire alarm may be activated.
- The CSO and Group Leader should speak to other students who may have been with the missing student prior to their disappearance to determine at which point the student was last seen.
- The CSI should inform PLUS Head Office.
- Once it is clear that the student is not on campus, with their host family and contact cannot be established, the CSO should call 101 and inform them of the missing student.
- The Group Leader should then inform the parents or guardians of the missing student.

- If the above stage is reached, a full record of all actions taken will need to be made by the CSO using the Incident Register Form available in the [Appendix](#).
- All parties need to be informed as soon as the student is found.

Excursions

During the Welcome Presentation, all students and Group Leaders will be advised that any student who gets lost and/or becomes separated from their group should stay where they are. An Activity Leader will come back to find them. If they move from the route that was taken, it will be more difficult to find them. If their phone works, they should call the campus emergency numbers on their lanyard. If their phone doesn't work and there is a shop nearby, they should go inside the shop and ask the staff to call the emergency numbers on their lanyard.

When on excursion, as soon as staff notice that a student is lost/missing, they should follow the steps below.

- Find a safe space to stop.
- Recall the last head count where the student was present.
- Ask other members of the group and the Group Leader when the student was last seen.
- An Activity Leader should retrace the steps back to where the student was last included in the count.
- The Group Leader should stay with the group and remain where they are until the Activity Leader returns and attempt to make contact with the student.
- Inform the CSO who, if the student is not found within 15 minutes, will inform Head Office and the authorities too.
- The Group Leader should inform the parents or guardians of the missing student.
- If the above stage is reached, a full record of all actions taken will need to be made by the CSO using the Incident Register Form available in the [Appendix](#).
- All parties need to be informed as soon as the student is found.

Leisure Activities

Group Leaders are required to communicate to the Campus Manager the name of any students not attending activities, and the reason why. If they do not have a valid reason, they will be asked to attend.

In case of a missing student, staff are required to follow this procedure:

- The Group Leader will call the student and check to see if they are in their room if they are a residential student.
- If the student is found, in absence of a valid reason, the student will be requested to attend the activity.
- If the student cannot be contacted, the CSO must be informed.
- The CSO will initiate and oversee a search of the site, this may include the host institution security team.
- If the student is residential and the Group Leader was unable to gain access to the student's room, the CSO and/or the campus security team will open the room following the procedures for entering students' rooms as outlined in this handbook.
- If the student is still not found, a whole campus fire alarm may be activated.
- The CSO and Group Leader will speak to other students who may have been with the missing student prior to their disappearance to determine at which point the student was last seen.
- The CSO should inform Head Office as soon as possible to report the absence.
- Once it is clear that the student is not on campus or with their host family and contact cannot be established, the CSO should call 101 and inform them of the missing student.
- The Group Leader should then inform the parents or guardians of the missing student.
- If the above stage is reached, a full record of all actions taken will need to be made by the CSO using the Incident Register Form available in the [Appendix](#).
- All parties need to be informed as soon as the student is found.

Homestays

Students are expected to return to their homestay by the curfew time. However, in case of a student not returning home by the curfew time staff, host families are required to follow this procedure:

- No later than 10 minutes after the agreed curfew time, the family must contact the student to find out where they are.
- If the student is too far away to walk or got lost, families are required to pick the student up, or arrange a taxi communicating name and position of the student. Families need to ensure the student only accepts a taxi driver who knows their name. The student will have to pay for the taxi.
- If the family is unable to get in touch with the student, they are to contact the CSO who will contact their Group Leader.
- The Group Leader should try to contact the student.
- The CSO will initiate and oversee a search of the PLUS campus, including halls of residence and campus facilities. This may include a whole campus fire alarm in collaboration with the host institution.
- The CSO and Group Leader should speak to other students who may have been with the missing student prior to their disappearance to determine at which point the student was last seen.
- An Activity Leader should be sent on the route that the student takes home to see if they are there.
- If the student is not found within 15 minutes, the CSO has to inform PLUS Head Office and the authorities.
- The Group Leader should inform the parents or guardians of the missing student.
- If the above stage is reached, a full record of all actions taken will need to be made by the CSO using the Incident Register Form available in the [Appendix](#).
- All parties need to be informed as soon as the student is found.

Emergency Response Overview

The purpose of this Emergency Response Overview is to ensure the safety and wellbeing of all individuals on campus in the event of an emergency situation. It provides guidance and procedures to be followed by staff, students, and visitors to mitigate risks and respond effectively to emergencies.

Emergencies are unexpected and potentially dangerous situations that require immediate action to ensure the safety and well-being of staff and students. They can arise from various circumstances such as fire outbreaks, medical incidents, security threats and intruders, or severe weather conditions.

This Emergency Response Overview is in place for Grade A emergencies that involve serious incidents, injury or worse. Both staff on campus and at Head Office have clear procedures to follow if need arises as specified below. Appointed staff member in the event of an emergency on Campus is the CSO or the Deputy CSO in their absence. The appointed staff members at Head Office are the Safeguarding Leads.

Types of Emergency

An emergency incident can be clarified as an unexpected event which affects staff and/or students, and which causes disruption on a scale which is beyond the normal coping capability of the PLUS team. The emergency incident may involve significant threat, damage, or injury to property and individuals, and may have long term impacts on students, staff and parents/guardians.

The following are examples of emergency incidents which may necessitate activation of the emergency plan.

- A fire within or nearby the premises

- A serious accident involving students and/or school personnel
- Death of a student or member of staff
- Kidnap or disappearance of a student
- A terrorist attack, or violent intruder on or nearby school premises
- Chemical or toxic substance release
- An epidemic such as meningitis or Coronavirus
- Severe weather events such as flood, high winds, extreme storms, etc.

Procedures

If you discover an emergency, follow the steps below.

- Ensure your own safety and remain calm.
- First, sound the alarm by hitting the nearest break glass. Ensure you know where the alarms and extinguishers are located around each area in the venue.
- Take your register with you if possible to check that all children are present.
- Clear your group and any other persons in the vicinity away from the surrounding area and get them to the nearest Assembly Point as allocated by the venue, even if the emergency appears minor and controllable.
- If needed, carry out first aid to the best of your abilities.
- On arrival to the Assembly Point, ensure all of your group are accounted for if possible with the help of your register. If there are missing children these must be reported immediately.
- It is worth considering seeking assistance from more senior members to help you deal with the situation if practical. However, do not put them in a position where they may be put in danger.
- If you have your mobile phone, try to alert the CSO as to the whereabouts of the emergency.
- Alternatively, a member of staff (or failing that a member of the public) should be sent to report the location, nature and extent of the emergency, plus any known casualties to the CSO.

- All staff should report to CSO as soon as possible and await instructions.
- Check that the emergency services have been called. If not, call 999 and ask for the fire service.
- Assist with keeping areas clear in preparation for possible further evacuation or emergency service access.
- If relevant, members of staff should stay as needed where they can prevent anyone straying into the area (without taking personal risk).
- Staff should inform venue managers as early as possible if an evacuation is in progress regardless of the severity of the incident.

False Alarm

- The CSO should action a full search of building before deciding if it is a false alarm, e.g. the break glass may have been hit in one zone, but the fire is in another zone.
- On CSO's instructions, staff may carry on with activities, so long as it is safe to do so.
- The CSO should liaise with venue staff to ensure alarms are silenced.

Evacuation

The evacuation must take into account the location of the emergency. If a fire evacuation in particular, staff should know where the alarm has been activated so this area can be avoided during evacuation. Ideally, all staff involved in the evacuation should be familiar with the location to be evacuated. When assisting in conducting searches, the steps below must be followed. Personal risk should never be taken.

- Search not only the zone concerned, but also the whole building.
- All areas should be checked including toilets and changing rooms.
- Evacuation should be conducted in pairs wherever possible.
- A mobile phone should be carried throughout the search.
- Note that you are not expected to risk your own safety. If you feel that an area has become too dangerous to enter, get help - do not go in.
- If there are any areas that you were unable to search and evacuate these must be reported.

Clearing Groups and the Public

All staff must ensure that any area they are delegated to clear is checked thoroughly, again, without taking personal risk. All people have to be evacuated quickly but without causing panic. Staff have responsibility to make participants aware of the need to evacuate and that it is not a drill. If a participant refuses to leave after repeated requests then the participant should be left and the matter reported to the CSO.

- Do not allow anyone back into the building and close doors behind you.
- People should not be allowed to get fully changed, but only to dress for decency.
- When you have cleared your area, close the fire doors behind you to prevent people re-entering and also to stop any breeze providing oxygen to the fire.
- Get participants clear of the building and ask them to stay at the designated assembly point. Establish so far as it is practicable that all those from your area have been evacuated.
- Close doors behind you.
- Do not re-enter the building, but go around the outside of areas to your assembly point.
- Report to the CSO that your area is clear. Until you have reported back, it will be assumed you are still in the building. The CSO ensures all areas have been cleared and needs all staff to feedback when an area has been cleared. The CSO will then complete a roll call checklist or check staff registers.
- Await instructions from the Emergency Service.

Re-admittance of Groups and Public

- Only after the Venue Manager and/or the Emergency service issue the all clear will users be re-admitted to change or continue with their activity as appropriate.
- The CSO shall decide how to re-introduce the programme and will coordinate the distribution of groups as appropriate.
- All staff will need to demonstrate considerable sensitivity to users following the inconvenience and possible distress caused due to an evacuation or fire.

If re-admittance is not possible

- In the event of no re-admittance being possible, children should be moved to a suitable safe location as organised in liaison with venue managers and staff.
- If alternative activities can be offered for the rest of the day then these should be organised and run accordingly.
- The Safeguarding Leads should be made aware of the incident and should liaise with venue managers to ensure continuation of further or alternative activities within the week.
- If activities cannot be continued then Head Office would arrange for the groups to be accommodated on another campus subject to availability.

After the incident

CSOs will complete an incident report form. This may be completed by the venue manager and a copy should be forwarded to the Safeguarding Leads as soon as is reasonably practical.

Security Incidents

Typical Examples of general security incidents include the following:

- Unauthorised access by the public
- Violence or abuse directed towards staff
- Violence or abuse directed towards the participants
- Discovery of dangerous substances/knives/guns or other objects that could be used to injure participants

If you discover a security incident within the venue, however small, an immediate decision must be made, i.e. can you deal with it immediately without any risk to yourself or others and in confidence that your action will deal with the incident effectively and prevent any risk to you or your participants in your group. If in any doubt or you feel you need help, then the follow the procedures above.

General Notes

- Do not put yourself or others into situations of unnecessary risk.
- Avoid direct confrontation if possible.
- Do not expect the "Cavalry" to arrive immediately in all cases.
- Careful observation and reporting provide the essential information if the police or the Safeguarding Leads are to take action against wrongdoers.
- Do not try to sort things out on your own.
- Do not hesitate to call emergency services.
- Do not make physical contact with any aggressor.

Site Specific Arrangements

- CSOs must liaise with venue managers in order to be made aware of venue specific security procedures.
- CSOs in liaison with the Safeguarding Leads are responsible for ensuring that staff are aware of their responsibilities if security is breached.
- All staff must be made aware of the personnel on the site and for their designated activity areas, as well as any additional responsibilities above and beyond this plan prior to the commencement of activities.
- Staff should also be made aware of any contractors or authorised visitors who will be made identifiable by use of PLUS lanyards.

Student Wellbeing and Conduct

When students arrive on campus various steps are taken to ensure their safety and wellbeing throughout the programme.

All students and Group Leaders take part in a Welcome Presentation. This includes an overview of our safeguarding procedures including how to report safeguarding concerns. It is the duty of the CSO to inform all students and Group Leaders that if students have any concerns about their safety or wellbeing or have any allegations to report, they as CSOs are available at all times. It will also be made clear that if students do not feel comfortable speaking to the CSOs, they can speak to any Activity Leader or their Group Leader who will then relay the information.

Campus generic and campus specific Health and Safety procedures are also relayed to students during welcome presentations. These may include but are not limited to, assembly point, key staff, what to do if you get lost, how to safely use electrical equipment, the importance of wearing a lanyard, how to use public transport in the UK, and emergency contact numbers.

They are also signposted to the Student Code of Conduct. An overview of this Code of Conduct is provided during the presentation and the students are then asked to read the document thoroughly and clarify any questions. It is the duty of the Group Leader to ensure that students understand the contents of the Student Code of Conduct so that students know what is expected of them and what their responsibilities are.

Behaviour & Discipline

Students are expected to follow our rules while attending our programmes. The rules are explained during the Welcome Presentation and through the Student Code of Conduct.

Any incident or misbehaviour will be reported to the CSO. The CSO will handle the incident in different ways, depending on its severity. After a thorough investigation of the matter, and in collaboration with Head Office wherever relevant, the CSO will reach a decision and inform the Group Leader and students involved as needed.

Interventions may include verbal warnings, written warnings, meetings with the student, involvement of parents or legal guardians, or temporary or permanent exclusion from specific activities or the programme as a whole.

As a last resort PLUS may expel any student whose behaviour does not comply with the campus rules and/or local laws. Every attempt will be made to manage the student's behaviour at the campus and to provide support and guidance. In the rare circumstance of expulsion, no refund will be provided, and the Agent will be responsible for covering any incurred expenses, such as those for airport transfers, extra meals, or additional supervision.

In case of expulsion, Agents and parents or guardians will be informed, and arrangements will be made for the return journey home as soon as possible, ideally on the next available flight. Students must be removed from the programme and separated from other students until arrangements can be made to fly home. This may require close supervision by the Group Leader 24/7.

Whistleblowing

Whistleblowing is the term used when someone who works in or for an organisation wishes to raise concerns about malpractice or wrongdoing. We expect all members of staff and any adults associated with our organisation to report any malpractice or wrongdoing that comes to their attention. This includes any concerns they may have about the conduct of their colleagues, students, contractors, Group Leaders, or anybody else.

Any concerns raised will be taken seriously, investigated promptly, and dealt with appropriately.

Procedure

If any member of staff has a concern about malpractice or wrongdoing, they should report it as soon as possible. Concerns can be reported verbally or in writing to the Safeguarding Team.

The Safeguarding Team will conduct a preliminary assessment of the concern to determine whether it requires further investigation. If an investigation will not be conducted, the Safeguarding Team will inform the whistleblower of the reasons why and close the matter. Alternatively, the Safeguarding Team may escalate it to the relevant person or committee for further investigation.

The Safeguarding Team will keep the whistleblower informed of progress at appropriate intervals, and will provide the whistleblower with a summary of the findings and any action taken as a result of the investigation.

If you wish to raise concerns over how child protection issues are being handled, or if you feel uncomfortable reporting to internal staff, please see the external contacts available at the end of this handbook ([click here](#)).

If you do not feel able to raise a concern internally, or you feel your concern has not been taken seriously, you can contact the NSPCC Whistleblowing Advice Line on 0800 028 0285 or by email at help@nspcc.org.uk for free, confidential advice and support.

Support and Protection

PLUS recognises the importance of supporting and protecting whistleblowers who act in good faith. We provide assurance that individuals who make genuine reports will not face any adverse consequences or detrimental treatment. Whistleblowers can expect the following:

- **Supportive Environment:** Whistleblowers will be treated with respect and fairness throughout the process. PLUS encourages a supportive environment for individuals to come forward with their concerns.
- **Confidentiality:** Whistleblower identities will be kept confidential to the extent permitted by law and as necessary for conducting a thorough investigation. Disclosure of identities will only occur when required by legal obligations or as authorised by the whistleblower.
- **Non-Retaliation:** PLUS strictly prohibits any form of retaliation against whistleblowers. Any staff member found to have engaged in retaliatory behaviour will be subject to disciplinary action.
- **Anonymous Reporting:** PLUS offers the option of anonymous reporting to protect the identity of whistleblowers who prefer not to disclose their personal details.

Quality Control Plan

The Quality Control Plan outlines the measures and procedures in place to ensure the consistent delivery of high-quality summer school programmes across all campuses operated by PLUS. This plan aims to maintain the highest standards of safety, education, and student wellbeing throughout the entire duration of our programmes.

The objectives of the Quality Control Plan are as follows:

- Maintain a safe and secure environment for all students and staff.
- Ensure adherence to safeguarding policies and procedures.
- Deliver engaging and effective educational programmes that meet the needs of students.
- Provide excellent customer service and support to students and stakeholders.
- Continuously monitor and evaluate the quality of our services to identify areas for improvement.

Training and Evaluation

All staff members undergo an initial induction including comprehensive safeguarding training and role-specific training.

Campus Managers, Activity Managers, and Course Directors also conduct regular performance evaluations and provide constructive feedback to enhance staff effectiveness. The performance evaluation procedures for Activity Leaders and Teachers are outlined below.

Activity Leaders

Campus Managers and Activity Managers will assess Activity Leaders' performance by:

- Evaluating the Activity Leader's ability to effectively plan and coordinate excursions and activities on their own and with other members of the Leisure Team.
- Assessing their ability to deliver quality activities and walking tours, engaging and motivating students, and fostering an inclusive environment.
- Considering feedback from students and other staff members regarding their performance.

On the basis of their assessment, they will:

- Provide comprehensive feedback on strengths, areas for improvement, and specific recommendations.
- Discuss strategies to overcome challenges and achieve performance goals.
- Establish an action plan for further development and growth.

Teachers

Course Directors will assess Teachers' performance by:

- Conducting classroom observations to evaluate teaching methodologies, lesson planning, and instructional delivery.
- Assessing the teacher's ability to engage students, facilitate learning, and manage classroom dynamics effectively.
- Evaluating the use of appropriate teaching resources, technology, and assessment strategies.
- Considering student feedback, academic performance, and progress as part of the evaluation process.

On the basis of their assessment, they will:

- Provide feedback on teaching strengths, areas for improvement, and strategies for enhancing instructional skills.
- Support teachers in setting professional goals and implementing effective teaching practices.
- Share best practices among the teaching staff.

Through the performance evaluation process, PLUS aims to recognise and support the growth of Activity Leaders and teachers, ensuring the continuous improvement of their performance and the overall quality of the summer school programmes.

Student Questionnaires

The student questionnaires are distributed and collected jointly by the Course Director weekly during class time.

The forms are collected and scanned and uploaded to a centralised SharePoint folder. The Course Director then reviews all responses, highlighting any feedback requiring action and thereafter creating an Action Plan. The Action Plan serves to explain issues identified in the feedback and how they are addressed, including a follow-up section. Wherever serious issues are identified, the Course Director contacts Head Office without delay.

End of Season Feedback

At the end of the season, Campus Staff feedback is collated and reviewed. The Head Office team will use the feedback to modify or amend certain aspects of the summer programme and/or the summer programme planning and strategy.

Campus Spot Checks

PLUS is accredited by various bodies and as such, Campus staff should always be prepared to have a British Council or a BAC spot check inspection. All aspects of the campus will be inspected including, but not limited to the fire drill logs, registers, safeguarding records, and risk assessments.

In addition, Campuses will also be subject to unannounced visits by members of the Head Office to assess the implementation of safeguarding policies and the overall quality of the programme and campus set-up. The campus spot checks serve the following purposes.

Objective Assessment

- The unannounced nature of the spot checks ensures an objective evaluation of safeguarding practices and programme delivery.
- The assessment aims to identify any potential gaps or areas that require improvement to uphold the highest standards of safety and wellbeing for students.

Comprehensive Evaluation

- The spot checks evaluate various aspects of the summer school programme, including campus infrastructure, facilities, and the implementation of safeguarding procedures.
- The assessment encompasses classroom environments, accommodation areas, communal spaces, activity planning and execution, staff conduct, and adherence to health and safety guidelines.

Observational and Documentation Review

- Members of the Head Office conduct thorough observations of the campus environment, interactions between staff and students, and the overall atmosphere.
- Documentation, such as safeguarding records, incident reports, and risk assessments, may be reviewed to ensure compliance with established procedures and best practices.

Feedback

- Following the spot checks, the Head Office provides feedback to the campus management team on areas of strength and opportunities for improvement.
- Recommendations are provided to address any identified deficiencies and enhance the safeguarding measures and overall quality of the summer school programme.

Notes for Further Improvement

- The spot checks serve as a catalyst for continuous improvement efforts across all campuses.

- The feedback and recommendations received from the Head Office spot checks help identify best practices that can be shared among campuses to enhance overall performance.

The campus spot checks conducted by the Head Office underscore PLUS's commitment to providing a safe and enriching environment for students during their summer school experience. By conducting unannounced visits and comprehensive evaluations, PLUS ensures that all campuses consistently uphold safeguarding standards and deliver high-quality programmes that prioritise student wellbeing and safety.

External Contacts

The contacts below are being updated to reflect current safeguarding terminology: Local Safeguarding Children Boards have been replaced by safeguarding children partnerships (made up of the local authority, the police, and the integrated care board). For each campus location, this section should list: the local Multi-Agency Safeguarding Hub (MASH) or children's social care number; the emergency duty / out-of-hours team; the Local Authority Designated Officer (LADO); the police (101 for non-emergencies and 999 in an emergency); the local Prevent / Channel contact route; the NSPCC Helpline; and, where the campus is on a host site, the host school, college, or university's Designated Safeguarding Lead and security contacts. For the College site, this should include the College's Designated Safeguarding Lead / Director of Safeguarding contact and the Bracknell Forest and Wokingham children's services / safeguarding partnership routes as relevant. National contacts that apply everywhere: Police 101 (non-emergency) / 999 (emergency); NSPCC Helpline 0800 800 5000 (help@nspcc.org.uk); NSPCC Whistleblowing Advice Line 0800 028 0285; and the police Prevent advice line (ACT Early) 0800 011 3764.

Central London
Local Safeguarding Children Partnership: Kensington and Chelsea Westminster
07739315388 (Emergencies); 020 7641 4000
rbkc.gov.uk/lscb
accesstochildrensservices@westminster.gov.uk

Bath
Bath & North East Somerset Community Safety and Safeguarding Partnership
01454 614165 (Emergencies); 01225 396312; 396313 or 396810
bcssp.org.uk
Bury St Edmunds
Suffolk Safeguarding Partnership
0808 800 4005
suffolksp.org.uk
enquiries@suffolksp.org.uk
Chelmsford & Brentwood
Essex Safeguarding Children Board
0345 606 1212 (Emergencies); 0345 603 7627
escb.co.uk
Dublin
TULSA – Child and Family Agency
+353 (0) 76955749
tusla.ie
Edinburgh
East Lothian and Midlothian Public Protection Committee
0800 731 6969 (Emergencies); 0131 271 3413
emppc.co.uk

Epsom
Surrey Children's Single Point of Access (SPA)
01483 517898 (Emergencies); 0300 470 9100
surreycc.gov.uk/children/contact-childrens-services
cspa@surreycc.gov.uk
Hatfield
Hertfordshire Safeguarding Children Partnership
0300 123 4043
hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/hscp.aspx
Harrow
Harrow Safeguarding Children Partnership
020 8901 2690 (Emergencies); 07871 987254
www.harrowscb.co.uk
Kingston
Kingston and Richmond Safeguarding Children Partnership
020 8770 5000 (Emergencies); 020 8547 5008
www.kingstonandrichmondsafeguardingchildrenpartnership.org.uk
lscsb-support@kinrichlscb.or.uk

Loughborough
Leicestershire and Rutland Safeguarding Children Partnership
0116 305 7597 or 5641 (Emergencies); 0116 454 2440
lrsb.org.uk
CFS-LADO@leics.gov.uk
Uxbridge
Hillingdon Safeguarding Children partnership
01895 277855
hillingdonsafeguardingpartnership.org.uk
safeguardingpartnership@hillingdon.gov.uk
Windsor
Bracknell Forest Safeguarding Board
01344 351999
bracknellforestsafeguarding.org.uk
BFSB@bracknell-forest.gov.uk
York
City of York Safeguarding Children Partnership
0300 131 2131 (Emergencies); 01904 551900
www.saferchildrenyork.org.uk
mash@york.gov.uk

In addition to these numbers, you can also contact the NSPCC Child Protection Helpline at 0808 800 5000.

Appendix





FIRE DRILL LOG FORM

This Fire Drill Log Form is to be completed after each fire drill conducted at the campus. The form should be submitted to the designated personnel responsible for maintaining fire safety records at the campus. Please ensure that all relevant information is accurately recorded to support ongoing fire safety efforts and identify areas for improvement.

Date	
Campus	
Time of Drill	
Evacuation Time	
Weather Conditions	
Number of Participants	
Location of Assembly Point	
Notes	

Name of Staff Conducting the Drill:

Date and Time of Completion:

Signature:



SAFEGUARDING CONCERN FORM

This Safeguarding Concern Form is used to record any concerns or incidents that may arise during our programmes that relate to the safety and welfare of children and young people. Please complete this form as soon as possible after the incident or concern has occurred. If you are unsure about any of the information required on this form, please leave the section blank.

All allegations reported using this form will be taken seriously and will be investigated promptly and sensitively, in accordance with our safeguarding policy. The information provided on this form will be treated confidentially and will only be shared on a need-to-know basis with individuals who are involved in managing the incident and/or providing support to those who have been affected.

Disclosure Details

Date and time of disclosure	
Name of person making the disclosure	
Name and role of person noting the disclosure	
Names and roles of others present during disclosure	

Incident Details

Student's full name	
Gender	
Date of birth	
Nationality	
Group ID	
Name and address of parents/guardians	
Date and location of the incident	
Details of the incident	
Name and address of witnesses	
Witnesses reports	
Signature	

Action Taken

Summary of action taken	<i>To be completed by the Safeguarding Team at a later stage</i>
Date and Signature	<i>To be completed by the Safeguarding Team at a later stage</i>



PHOTOGRAPHY CONSENT FORM

Personal details

First Name

Family Name

Age

Group ID

Consent

I am happy for PLUS taking photographs or videos of me. I understand that these photographs may be used for promotional purposes. I understand that I can change my mind and withdraw my consent at any time.

☐ Yes

☐ No

Declaration

I have read this form and fully understand what it means.

Signature

Full name

Date



INCIDENT REGISTER FORM

This Incident Register Form is to be completed as soon as possible after an accident or incident occurs. It is important to provide accurate and detailed information for proper documentation and reporting. This form should be submitted to the designated personnel responsible for recording and managing accidents and incidents at the campus.

Please ensure that all relevant information is provided, including any necessary follow-up actions, communication with parents or legal guardians, and any medical treatment provided.

Date and time	
Campus	
Name and role of person involved	
Location of the accident	
Description of the accident	
Immediate actions taken	
Witnesses and contact details	
Injuries sustained	
Medical treatment provided	
Notes and comments	
Form completed by	
Date and time	
Signature	



EARLY DEPARTURE FORM

Student Information

Full Name

Group ID

Centre

Collection Details

Collector's name

Relationship to child

Passport number

Date of collection

Time of collection

Collection Location

Return Details

Date of return

Time of return

Return Location

Signed _____

Print name _____

Date _____



EARLY DEPARTURE WAIVER

I, _____ (the undersigned), hereby declare on behalf of _____
(student's name) and their legal guardians that the student will leave the programme
voluntarily on _____ (date).

I confirm that all relevant parties, including the student and their legal guardians,
understand and agree to the following terms:

1. PLUS will not provide any form of reimbursement or compensation for any activities, meals, accommodation, or services that the student has decided to forego by leaving the programme early.
2. PLUS is not responsible for any arrangements or costs associated with the student's early departure, including but not limited to travel expenses and any incidental costs incurred.
3. The student and their legal guardians acknowledge that the student's participation in the PLUS programme is considered terminated upon their early departure, and they forfeit any benefits or entitlements associated with the remaining duration of the programme.
4. PLUS is released from any responsibility or duty of care for the student once they have left the premises and are no longer under the supervision of PLUS staff.

By signing this form, I confirm that I have read, understood, and agreed to the terms outlined above.

Signed _____

Print name _____

Date _____