



BEST PRACTICE IN STUDENT WELFARE, SAFEGUARDING AND CARE OF UNDER 18S

A guide for English UK member centres

Section: welfare

Sub-section: care of students

Welfare and student services (W)

Section standard

Wording	Things for providers to think about to meet the standard.
<p>The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.</p>	<p>Identify their students' needs in the areas listed; these will vary according to the students' type/age, the location/situation of the provider and other factors.</p> <p>How successfully are the needs met? How positive are staff about doing extra when students' needs fall outside the norm? Is there an ethos of providing good welfare throughout the organisation and with the student at the centre?</p> <p>Some examples:</p> <ul style="list-style-type: none"> (a) does the leisure programme offer attractive options for oldest and youngest students and will staff help students who want do things that are not scheduled? (b) does some / all information sent to students need to be translated to meet the needs of (most) students? (c) does the available accommodation suit the full range of students and if there is a problem, how quickly and effectively is the situation resolved?

Criterion W1

Section: Welfare

Sub-section: Care of Students

Wording	Evidence
<p>W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.</p> <p>Requirements Regular risk assessment(s) of all premises. Record of actions to mitigate risks. Regular fire drills. Adequate first aid provision.</p>	<ul style="list-style-type: none"> - Inspector observations - Interviews with managers/staff - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Site plan (8) - Map/floor plan (24) - Premises risk assessments (38) - Safety log (75)

Background information

- * this criterion is broad; organisations must do what is right for their situation
- * risk assessments are a legal requirement for all buildings/facilities; use them for identifying the levels of safety and security needed for students and staff
- * as well as having safe and secure premises, safety information must be effectively communicated to students, staff and visitors
- * for adults measures are needed to stop strangers getting into the premises; for under 18s measures are additionally required to stop them exiting unsupervised
- * Prevent duty requires providers to address security and safety issues surrounding the threat of extremism and radicalisation (see W4)

Questions to ask	Some helpful information
<p>1 What does 'safety' cover?</p>	<p>i) refer to legal compliance (section 2:1 in Handbook), notably Health and Safety: fire safety, gas safety, having a health & safety policy, food hygiene (if appropriate), first aid provision, keeping harmful substances locked away etc.</p> <p>ii) government website (www.hse.gov.uk/) gives guidance on meeting legal requirements</p> <p>iii) safety refers to equipment as well as buildings / facilities.</p>
<p>2 How thorough does a risk assessment have to be?</p>	<p>i) the document is evidence that thinking about reducing risks has taken place.</p> <p>ii) most important to record (a) hazards identified and (b) measures in place to reduce them</p> <p>iii) document often has 'generic' and 'specific' sections which cuts down unnecessary repetition.</p> <p>iv) balance listing every detail with being practical, so that staff and students can easily use the risk assessments.</p> <p>iv) if an accident occurred, the risk assessment may be required as evidence that the provider had not been negligent in keeping staff / students safe.</p>

3	Is one risk assessment document acceptable for the whole site?	The whole site needs to be risk assessed. Focus on one type of building / area / room at a time as they are used for different activities, e.g. classrooms / accommodation. It is easier for people using risk assessments to remember things if they are organised logically.
4	When leasing premises (e.g. student residences / junior summer campus), is it sufficient to use the landlord's risk assessment(s) of the building(s)?	Tenant to read the landlord's risk assessments to check safety measures exist, then record on their own risk assessment that has been done. The landlord's generic risk assessment is for anyone; the tenant needs to risk assess for their staff and students (English is not their first language) and make safety decisions accordingly.
5	What happens when building works / improvements are being made to the premises/site? How can safety be maintained?	<ul style="list-style-type: none"> i) safety applies at all times, whatever the circumstances ii) when maintenance/refurbishment is being done, contractor's presence and working methods must not create unsafe situations for your students / staff, even when the work is brief iii) any visitors should have identifiers (see next point) iv) risk assessments need to be re-visited and, possibly, new measures put in place when there are changes of any sort, e.g. temporary building works.
6	How can the provider demonstrate adequate security?	<p>Situation and location dependent - circumstances to consider:</p> <ul style="list-style-type: none"> i) sharing a building / single or multiple entry points/ is reception located facing entry point / are students and visitors identified on site / do visitors have to sign in / is location busy city street or isolated country campus? ii) ways of providing security include: cctv / security guards / key codes (how often are they changed to ensure ex-students/staff can't still use them?) / key cards programmed to allow entry only to certain areas / easily visible student & visitor identifiers / always somebody on reception / staff trained to, and do, challenge unfamiliar adults and knowing the procedure if an intruder is identified. iii) the most effective security methods will depend on your situation; use a risk assessment to assist your thinking.
7	When leasing a building/part of a building, what if the landlord is not cooperative about safety and security measures the tenant needs to implement?	The students / parents / representatives have purchased the course from the ELT provider; the responsibility is with the provider to ensure the safety /security of the students, if necessary making their own arrangements.
8	Are there other factors which may affect safety and security considerations, e.g. the students' age / students with disabilities / additional needs?	<ul style="list-style-type: none"> i) providers have a legal Duty of Care to safeguard students under 18; this includes knowing where they are. Under 18s must not exit premises / site when supposed to be there, so providers may have: controlled entry / exit points, regular registers through day, staff on duty at break times, cctv at multiple exit points with somebody monitoring the screens. ii) notices may be a sufficient safety warning for adults, e.g. 'Be careful' by open windows; younger students need to be safeguarded, e.g. with window restrictors, or not accessing the classroom without staff present. iii) providers with under 18s need a senior staff member experienced at working with the age range of students to notice where safety measures and supervision are needed. iv) when students appear who have additional needs of any sort, e.g. disabled / behavioural challenges / anything, provider should do a risk assessment which addresses all areas of

		<p>safety and security. The provider needs to show they have considered how to keep every student safe.</p> <p>Although prepared for state schools, this link (http://www.hse.gov.uk/services/education/understanding-the-risks.htm) provides some useful guidance on things to consider</p> <p>v) sometimes solutions are straightforward, e.g. mature students who are not as mobile as younger students and would not be able to evacuate the building quickly may need to have lessons in ground floor classrooms.</p>
9	What happens when adults and under 18s are sharing premises or a course, i.e. 16s & 17s on an adult course?	<p>i) for safeguarding under 18s (more information in Safeguarding Under 18s section) certain procedures are needed which are not needed for adults, e.g. absence from class must be identified and followed up immediately. An under 18 must be in school when scheduled, so if excluded from class due to late arrival they must remain on the premises, supervised even if from a distance.</p> <p>ii) staff must know which students are under 18, and notice if adult students interact with them inappropriately.</p> <p>iii) having separate sections / floors of a building will make things easier, e.g. use of toilets; if that is not possible, then separate break times are recommended.</p> <p>iv) depending on the students' age, restricted access to certain areas may be needed for safety reasons, e.g. a kitchen where adults use a kettle to make hot drinks.</p>
10	How should safety and security information be communicated?	<p>i) effective communication is vital;</p> <p>a) do students recognise the fire alarm and know what to do?</p> <p>b) are students only given information verbally or also in writing / pictures via handbooks and / or notices, or</p> <p>c) for younger / lower level students, demonstrated to them, e.g. do they actually hear the fire alarm and are walked along the nearest exit route?</p> <p>d) when there are changes to safety measures, e.g. renovation to buildings, how and when are new guidelines communicated to students?</p> <p>ii) for under 18s, rules are needed to communicate importance of some safety points, e.g. Do not leave the premises without an adult.</p> <p>iii) students may need reassurance that levels of security are not the same as they have in their own country, e.g. armed guards and closed security gates.</p>

Practical help

* link to HSE (Health & Safety Executive) a safe place of work; very useful general checklist <http://www.hse.gov.uk/toolbox/workplace/facilities.htm>

* link to HSE classroom risk checklist document <http://www.hse.gov.uk/risk/classroom-checklist.pdf>

* link to HSE office-based business sample risk assessment <http://www.hse.gov.uk/risk/casestudies/pdf/office.pdf>

* [Document 1 risk assessment blank template](#) which could be used for buildings

* [Document 2 Prevent duty risk assessment / action plan template](#)

Criterion W2

Section: Welfare

Sub-section: Care of Students

Wording	Evidence
<p>W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Interviews with managers/staff - Talking to group leaders - Teacher focus group(s) - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - Risk assessments (38, 46) - Information for group leaders (45) - Leisure activity information (47) - Staff handbooks/notes (52) - Teacher handbooks/notes (53) - Student handbook/notes (54) - Safety log (75)

1	<p>How can providers possibly prepare for any emergency?</p>	<p>It is impossible to consider every potential situation that providers may face; however it is possible to have a system in place that is responsive and flexible enough to deal with most situations. Providers should prepare to avoid emergencies occurring e.g.:</p> <ul style="list-style-type: none"> i) anticipated situations, e.g. students getting lost ii) risk assessment process will produce safety measures for what staff and students need to do if situation occurs (see Document 8 Emergency Planning Risk Assessment). iii) staff and students need written information to help them, e.g. staff instructions, emergency phone numbers, ID cards, maps etc. <p>Info on emergency response could be given at induction and before excursions.</p> <p>Providers should have an EAP (Emergency Action Plan) for unanticipated serious incidents off-site, e.g. theme park accident / coach crash / terrorist activity. Some questions to ask when preparing an EAP:</p> <ul style="list-style-type: none"> - will staff at incident know how to react / have instructions with them? - is there a nominated senior staff member at school to receive call and organise response? - who will deal with parents, as some will contact provider in response to messages from students? - who will contact agents and parents?
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		<p>- who will deal with media? Do staff at incident know not to talk to media? - if staff member is incapacitated in incident, who will look after students?</p> <p>Such situations are rare, but they happen (and ELT providers have had to respond to such incidents throughout 2017) and providers need to be prepared.</p>
2.	I have a pre-existing emergency plan for excursions. Is this sufficient?	<p>Providers should also have a plan in place to cope with emergencies occurring near or on-site e.g. civil disturbance, bomb threat, security breach etc. These might trigger a partial or dynamic lockdown (see Emergency Action Plan). Providers should consider:</p> <ul style="list-style-type: none"> i) the level of security at the site ii) how to communicate that a lockdown is in place (e.g. an alarm that is not the fire alarm!) iii) who has the authority to implement and reverse a lockdown <p>This criterion also expects</p> <ul style="list-style-type: none"> i) procedures to deal with emergencies happening at other sites e.g. residential accommodation. ii) procedures to verify the whereabouts and safety of students in an emergency situation.

Practical Help

Link to [Document 8](#) – Emergency Planning Risk Assessment

Criterion W3

Section: Welfare

Sub-section: Care of Students

Wording	Evidence
<p>W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Interviews with managers/staff - Talking to group leaders - Student focus group(s) - Teacher focus group(s) - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Job descriptions (13) - Staff handbooks/notes (52) - Teacher handbooks/notes (53) - Student handbook/notes (54)

Background information

- * daily life for international students in UK will be different to their normal life; they are without their normal support network
- * students are vulnerable due to e.g., misunderstanding language, not reading social / behavioural signals, not knowing local / UK systems; they need support
- * students will have a range of needs; younger students will require more care (legal Duty of Care for under 18s)
- * religious observance can be important to a student's well-being; providers must help students access that, and other aids to well-being (see W26)
- * many / all staff may be active in helping students; however, there must a named person/persons with ultimate responsibility for resolving all student problems
- * the person / persons need(s) to be readily known by all staff, students and stakeholders

Questions to ask	Some helpful information
<p>1 What does pastoral care cover?</p>	<p>i) anything that contributes to the well-being of the student, and helps them feel more settled and comfortable</p> <p>ii) other criteria cover academic support (section T) / accommodation (W16-22); W1-2 covers everything else.</p>
<p>2 How thorough should pastoral care be?</p>	<p>i) providers must be ready to support students in all eventualities; regular, e.g. homesickness / ways to travel to and from homestay or less common, e.g. pregnancy / mental illness</p> <p>ii) when unclear how much help to give, turn situation around and imagine being overseas and needing help; what support would you hope to receive from your school?</p> <p>iii) risk assessments can help providers improve processes and thus pastoral care, e.g. students' arrival at airport and journey to accommodation / how provider will cope with disabled student</p>

		<ul style="list-style-type: none"> iv) providers should demonstrate an 'ethos of care'; putting the student first and where all staff and stakeholders are active in pastoral care (see point 4 below) v) responding promptly to student feedback on welfare matters (see M18) vi) good pastoral care is key component of good customer care
3	What are 'additional support needs'?	The provider should respond positively to any pastoral problem and follow up where necessary.
4	Who is supposed to provide this pastoral care?	<ul style="list-style-type: none"> i) all staff and stakeholders (homestay hosts / taxi drivers etc) to be aware that they are actively involved in providing pastoral care to students ii) named person to lead pastoral care iii) useful to maintain list of stakeholders skills, e.g. languages / interests as a resource to support pastoral care iv) provider not expected to have specialist trained staff in all areas of pastoral care, e.g. mental illness; however, must know where / how to access help quickly. As well as NHS provision there are voluntary support organisations for most conditions. v) staff in key welfare positions should have experience and / or training in student care for age-range of students, particularly important for under 18s due to legal 'Duty of Care' requirement. vi) students can also be encouraged to look out for and support each other. Some providers formalise this, using existing students to welcome and help new arrivals settle in.
5	How does everyone find out about student pastoral issues?	<p>Point (i) is crucially important:</p> <ul style="list-style-type: none"> i) effective systems are required to (a) gather information from everyone on student welfare issues and (b) share knowledge about student welfare issues on a 'need to know' basis ii) lines of communication must be comprehensive and easily accessible by all stakeholders iii) system will depend on provider's situation; it must include thorough record keeping (see point 6 below). 'As a small school, we talk a lot in the staff room,' is neither an effective nor a comprehensive system iv) the safeguarding principle of 'early help' is applicable here; centre staff proactively identifying vulnerable students can lead to positive outcomes from potentially harmful situations.
6	How should recording and follow up be done?	<ul style="list-style-type: none"> i) Closely linked to point 5 above; the communication system must: <ul style="list-style-type: none"> a) record students' welfare problems, b) note the provider's response, c) note those informed of the issue and when, d) record any follow up action ii) recording can be online or hard copy; if online, key information must be accessible in event of emergencies iii) some welfare information will be confidential / sensitive and system must allow for that iv) follow up, even to small problems, shows the student that the provider really cares; with under 18s this is very important. Follow up may be to a number of stakeholders

		v) with under 18s, welfare issues and safeguarding issues sometimes overlap and may be hard to distinguish. However proper reporting and follow up is crucial here and may prevent welfare issues becoming safeguarding issues.
7	What if a student becomes very unhappy with the pastoral care?	i) effective welfare and recording systems are important when things go wrong / the student complains, e.g. about level of pastoral care or how an issue was handled. ii) records are evidence of how / how quickly a provider responded. In serious cases records may be required by lawyers if the provider is accused of negligence.
8	There are so many variables; how do I know what is 'appropriate to age, background and circumstance'?	i) experienced and trained staff are very important ii) provider demonstrating an ethos of care (point 2 above), putting students first iii) comprehensive communication, recording and follow up system (points 5 & 6 above) All of these will help to ensure that pastoral care is appropriate for your situation. A typical example of appropriate welfare differentiation for 16/17s on adult courses: - for adults, welfare officer has an open door - for 16/17s there are regular (weekly/as appropriate) welfare tutorials and students must attend - 16/17s sign in each day with welfare staff their attendance is checked and staff actually see them daily.
9	How can providers demonstrate they are taking account of the needs arising from religious observance?	i) all students should have access to a 'Quiet Room' which can be used for prayer / contemplation; separate male and female prayer rooms may be necessary ii) information on local places of worship and how to get there available for main religions (see W7 below) iii) showing awareness and understanding if students ask to be absent for religious holidays iv) knowing what is involved and offering support when students are observing religious festivals / times, e.g. Ramadan.
10	Why are prayer rooms mentioned in the Prevent Duty guidance? (see also W4)	i) Prayer / Quiet rooms need to be properly managed for providers to comply with their Prevent Duty ii) the expectation is that prayer rooms will not (a) be dominated by one group or (b) be used to promote extremist views or nurture radicalisation iii) it is suggested that no literature be displayed in prayer rooms and that clear rules for use are published, e.g. why they exist, what they are to be used for, activities that are not acceptable iv) if providers have any concerns, they should seek advice from their local Prevent contact.
11	How many persons might be needed?	Situation dependent i) There must be sufficient cover when the main person is away (sickness, holiday, visiting homestays etc) ii) Exact number will depend on size of organisation, whether there are multiple locations, the needs of the students, etc. Usually juniors have greater welfare needs, but may also have a group leader to help meet those.

12	Are both male and female named persons needed?	Having both male and female is best practice; some students will feel more comfortable approaching one or the other. With students from certain cultures, it may be necessary if the needs of students are to be met.
13	How should the person(s) be identified to staff and students?	<ul style="list-style-type: none"> i) Prominent welcoming notices around campus, with face photos, names, where and when to find them, and phone number ii) meeting the person(s) as part of student induction iii) photo and information about person(s) in student & staff handbook/info for group leaders / website. Students meet many people when they first arrive and cannot be expected to remember all staff and what each does .
14	Surely you have a named person(s) or you don't? How can you 'do it better'?	<ul style="list-style-type: none"> i) how readily can students and staff identify the named person(s)? ii) are they welcoming and approachable? iii) how proactive are they in getting to know all the students, thus being better able to assist if required? iv) where are they located? In an easily accessible position and where they can readily see / greet students (i.e. near the entrance?) and do they have a more private space to talk to students if required v) are the named persons available, and present, at the times when students are free (e.g. arriving in school before class / during breaks / after classes / at mealtimes) vi) are times published (and do students know them) when named persons are available? An 'open door' policy is good; due to their culture, some students will feel more comfortable using the set time vii) does the named person use the students' names to greet them? viii) is the person(s) working effectively and through strong welfare systems to ensure the students' needs are met?

Practical help

* The [English UK Certificate in Student Services Management \(CertSSM\)](#) is an 8-9 month course with face-to-face training sessions and written assignments. The course is designed for staff working in ELT student welfare.

Criterion W4

Section: Welfare

Sub-section: Care of Students

Wording	Evidence
<p>W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.</p> <p>Requirements Procedures for dealing with abusive behaviour by staff or students (including verbal abuse, harassment, bullying, actual or threatened violence, damage to personal property), or behaviour that may lead to extremist radicalisation.</p>	<ul style="list-style-type: none"> - Talking to managers/staff - Talking to group leaders - Talking to homestay hosts and residential staff - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Abusive behaviour policy (39) - Staff handbooks/notes (52) - Teacher handbooks/notes (53) - Student handbook/notes (54)

Background information

- * harassment is unlawful under the Equality Act 2010. Employers are responsible for preventing bullying and harassment and are liable for any harassment suffered by employees
- * bullying and harassment is behaviour that makes someone feel intimidated or offended
- * for some students the UK Equality Act will contain strange concepts; the students need guidance understanding those, and how they affect expectations of their behaviour
- * students and staff must know the procedures (for both perpetrator and victim) that will follow any instances of abusive behaviour
- * ELT providers are required to follow Prevent guidance which aims to reduce the likelihood of students and staff being drawn into extremism, and to have policies and procedures to show how they are doing that.

	Questions to ask	Some helpful information
1	Should staff and students have the same policy?	<ul style="list-style-type: none"> i) standards of behaviour needed for a harmonious international community will usually apply to all stakeholders, including visitors ii) language used to present the information to students / staff / other stakeholders may vary iii) there are some differences in Prevent expectations for students / staff / homestays (see points 5 and 8) iv) Prevent is part of safeguarding and can be rolled into safeguarding policy.
2	How and when should this information be given?	<ul style="list-style-type: none"> i) induction ii) handbooks – available at any time iii) clear notices around school, in every classroom and public space, are constant reminders and can be useful points of reference, especially if an incident occurs iv) although placed together in the same inspection criteria, separate information will probably be needed on Prevent obligations (see point 8)

		<p>v) information should be easily understood by its audience and presented neatly</p> <p>vi) graphics and simple text are more effective with younger or lower level learners</p>
3	Are notices and information in the handbook enough?	<p>i) some concepts, e.g. bullying and various aspects of the Equality Act 2010 may not be part of a student's culture; therefore explanation and the chance for discussion, will help students</p> <p>ii) this is more effective when done in smaller groups, e.g. in class (often done to support induction information)</p> <p>iii) clear explanation is very important for younger students, where bullying is more prevalent</p>
4	What procedures are appropriate for dealing with abusive behaviour? Are they the same for staff and students?	<p>Both staff and students need to know (answers may not be the same for each group)</p> <p>i) that they should report it</p> <p>ii) who to report to if (a) they observe it happening (b) it happens to them</p> <p>iii) what response will happen to (a) the victim and (b) the perpetrator; (often this includes individual meetings with each) and who is likely to deal with it</p> <p>iv) if a warning will be issued / support offered / parents informed</p> <p>v) what will happen if there is a repeat occurrence</p> <p>vi) whether it may lead to the perpetrator needing to leave the ELT organisation</p> <p>Step-by-step guidance in handbooks can give detailed information; in the staff handbook it might be part of a disciplinary and grievance procedure. A simplified version should be on the notices.</p>
5	You mentioned visitors needing to know; how?	Via the notices around the school, including one in reception.
6	Does anyone else need to know about the policies on abusive behaviour, bullying and extremism and radicalisation (Prevent)?	<p>i) Group leaders need clarification as they may not recognise concepts or understand content; verbal explanations supported with information in the group leader handbook</p> <p>ii) Homestays need to be aware of the expectations of their behaviour and possible outcomes. They also need to know about Prevent; see Document 3 below</p>
7	Wasn't this criterion previously about addressing 'behaviour that may lead to extremist radicalisation'? What is Prevent all about?	<p>i) By meeting Prevent requirements (see point 8 below), providers will be addressing 'behaviour that may lead to extremist radicalisation'. With the emphasis of this criterion the British Council have tried to promote a more positive message i.e. promoting tolerance and respect</p> <p>ii) Prevent includes staff needing to exemplify and students needing to know about 'core British values', one of which is 'respect and tolerance for those with other faiths and beliefs and compliance with the Equality Act 2010'</p> <p>iii) students, therefore, need to know that in UK people are protected in law against discrimination based on various grounds, e.g. sex, age, race, religion, sexual orientation etc. and that making extremist statements that go against the Equality Act (or harassing people due to not following the Equality Act) are not acceptable</p> <p>iv) extremist statements are those which propose using violence as a way to further a belief</p> <p>v) staff must be ready to challenge any such statements; not to denigrate a student's own culture, rather to explain that in UK things may be done differently, and that there are laws that protect people</p>

8	What are the Prevent duty expectations?	<p>i) Prevent is part of safeguarding and involves everyone. The aim of Prevent is to reduce the likelihood of people being drawn into extremism or becoming radicalised. Only a few ELT providers (those with at least 250 students studying for Ofqual regulated exams at any one time) have to meet the statutory standards expected of FE institutions.</p> <p>ii) most ELT providers have to meet safeguarding duties around Prevent in an age- and situation-appropriate way; for example</p> <ul style="list-style-type: none"> - to have a Prevent lead within the organisation (usually a member of the safeguarding staff) - to have communicated with the local authority/local police Prevent contact - to have risk assessed the organisation's premises and have a joint risk assessment / action <p>Plan document as evidence (see Document 2 below)</p> <ul style="list-style-type: none"> - staff / homestays / students trained to know about Prevent; (see below for online training link) <p>i) what it is, ii) that they must report any concerns they have and who to report to (Prevent lead) iii) that they must exemplify core British values, including following the Equality Act 2010</p>
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Practical help

* government information available at www.gov.uk/workplace-bullying-and-harassment

* Acas has produced a booklet for employers, including advice on setting up a policy as well as how to recognise, deal with and prevent bullying and harassment www.acas.org.uk/media/pdf/l/r/Bullying_and_harassment_employer_2010-accessible-version-July-2011.pdf

* Free online Prevent training modules for different categories of staff, and for homestays, www.foundationonline.org.uk/course/index.php?categoryid=14

All modules have a certificate as evidence of completed training

* [Document 2 Prevent Risk Assessment Action Plan Template](#)

* [Document 3 Helping homestays with Prevent](#)

Criterion W5

Section: Welfare

Sub-section: Care of Students

Wording	Evidence
<p>W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.</p> <p>Requirements As criterion.</p>	<ul style="list-style-type: none"> - Talking to managers/staff - Student focus group(s) - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Student handbook/notes (54)

Background information

* students of any age could need assistance at any time; the provider must be ready to help as they know their students, UK systems, and have local knowledge

* having an emergency contact number and the school's name allows even lower level students to feel confident they can get help easily

Questions to ask	Some helpful information
1 What format does the 'emergency contact in writing' have to take?	<ul style="list-style-type: none"> i) think about purpose of emergency contact and what will be acceptable to (most) students ii) must be durable, easy for students to keep with them at all times, be easy to access, clearly legible ii) younger students are more likely to leave/lose things, so have details on a wrist-band or card attached to a lanyard
2 We make sure students put contact number into their phone when they arrive at the school. That is the easiest and saves them having to carry something else around.	<ul style="list-style-type: none"> i) what happens if the student loses his/her phone or it is stolen? ii) students having emergency number on their phone is good; however, there must be something in addition, in writing, to provide better security. iii) students should be directed to keep the information in a safe place(s)
3 How do we know the student still has the 24 hour emergency number?	<p>Situation dependent</p> <ul style="list-style-type: none"> i) there is a legal obligation to safeguard students under 18 (see Safeguarding Under 18s section), so provider should make regular checks that under 18s have the 24 hour contact details (how frequent depends on the age of the students). ii) some routine things (meals/register in class) could be dependent on the student showing their card/wristband iii) no legal obligation to ensure students aged 18+ still have the information; however, periodic checking and offering a replacement card/information will help students realise it is important. It also shows the provider cares about their safety.
4 Why is there an exception for this criterion when it is so important?	Some providers only have locally recruited students who already have local knowledge and local support. If even one student is recruited from overseas, provider must meet this criterion

Criterion W6

Section: Welfare

Sub-section: Care of Students

Wording	Evidence
<p>W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.</p> <p>Requirements Information as criterion. Where transport is offered by the provider, arrangements are clear, effective and reasonably responsive to unforeseen circumstances.</p>	<ul style="list-style-type: none"> - Interviews with staff - Talking to group leaders - Student focus group(s) <p>Documentation</p> <ul style="list-style-type: none"> - Brochures (6) - Accommodation placement (42) - Completed enrolment records (59)

Background information.

- * the student / their representative need this information before booking; UK transport costs and options may be different to their experience and expectations
- * arrival in a new country can be stressful, especially when things go wrong, e.g. flight delay / cancellation, lost luggage; students need to know what to do in these circumstances, as do the provider's staff or sub-contractors involved in meeting/transporting the students
- * it is the same if those meeting / transporting the student are delayed; procedures are needed, known by students / staff / sub-contractors. These will reduce student worry and dangers of them acting inappropriately if stranded at airport.

	Questions to ask	Some helpful information
1	Students could arrive in UK in any number of ways. How much information do I need to give?	<ul style="list-style-type: none"> i) The provider should know the most commonly used entry points and methods of transport for their students and provide clear, up-to-date and accurate information on these ii) Students to be told that additional information for other arrival points / methods of transport is available on request iii) provide links to public transport operator's websites.
2	Which methods of transport are most appropriate?	Situation dependent, e.g.: <ul style="list-style-type: none"> a) age & type of students b) travelling alone or in a group c) how close is the point of entry to the provider / accommodation? d) what travel options are available and how frequent are they? e) what times do travel options run; do they match arrival times and what happens if flight is delayed?
3	How does provider show that their meeting service has arrangements are sufficiently clear, effective	A risk assessment for student arrival and departure procedures is evidence that provider has considered their students' safety.

	<p>and reasonably responsive to unforeseen circumstances?</p>	<p>Procedures will be situation dependent; things to consider include:</p> <ul style="list-style-type: none"> i) are there enough staff to organise volume of transfers, with enough time to provide a reliable service? ii) is arrival (and departure) information checked for accuracy? iii) is an experienced lead/senior person available when problems arise, both at time of booking and/or at time of arrival? iv) how clear are instructions sent to (a) students (b) homestay/residential staff and (c) meeting service about details of arrival and what to do in the event of any problems/delays? v) does everyone receive relevant phone numbers, i.e. numbers for student /homestay /residence /meeting company/school 24 hr emergency number? vi) how does provider ensure a reliable and safe meeting service even at times of high volume and when things don't follow the planned schedule? What back-up services are available? vii) are sufficient meeting staff available and are they clear on how to respond to any problems, e.g. changes to schedules, students or buses not arriving, appearance of unexpected students? viii) does everyone involved (meeting service/homestay etc) understand the importance of 'first impressions' in customer care? ix) how highly do students rate their arrival experience; i.e. do the existing systems work? x) in all areas of the arrival process, from booking to meeting and delivery of student, attention to detail is very important
4	<p>What about under 18 arrivals? Sometimes 16/17 year old students have already travelled to UK with parents or on their own and are confident about travelling alone to get to the ELT provider or accommodation.</p>	<ul style="list-style-type: none"> i) do a risk assessment, remembering that providers have legal 'Duty of Care' to under 18s (see Safeguarding Under 18s section) ii) risks include (a) problems with Border Force when under 18s arrive and there is no named person to meet them (b) delayed/cancelled flights and subsequent problems with connecting transport (c) public transport disruptions of any kind, e.g. Sunday engineering works, diverted services etc (d) any emergency iii) some providers conclude that under 18s, including those on adult course, must use the provider's meeting service (which may be sub-contracted) iv) if under 18s are allowed to travel independently on arrival, <ul style="list-style-type: none"> a) the core information of the arrival risk assessment to be shared with parents, who are thereby able to make a decision based on the local knowledge held by the provider b) enhanced safety information, based on risk assessment, to be sent for student c) parent signs consent indicating that they have understood and accepted risks involved <p>NB: The parent signing does not absolve the provider of their responsibility, their legal 'Duty of Care' for the safeguarding of the under 18.</p>

Criterion W7

Section: Welfare

Sub-section: Care of Students

Wording	Evidence
<p>W7 Students receive advice on relevant aspects of life in the UK.</p> <p>Requirements Information about:</p> <ul style="list-style-type: none"> ● Personal safety and the care of valuables. ● Medical and personal insurance. ● Compliance with the law. ● Other items relevant to the students enrolled. 	<ul style="list-style-type: none"> - Interviews with staff - Talking to group leaders - Student focus group(s) - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Information for group leaders (45) - Student handbook/notes (54)

Background information.

* when travelling overseas, people often assume that things will be the same as at home; providers need to forearm students with guidance that will make the transition to UK life easier

* the content must be relevant to the provider's students

	Questions to ask	Some helpful information
1	Surely students can get this sort of information online themselves?	The provider understands UK systems and culture and knows local conditions and can present this information in an age and language-level appropriate way that will support students in making sensible decisions.
2	What kind of points should be covered??	<p>Consider what will be relevant to your students. The information / advice given will depend on students age, for example,* traffic regulations:</p> <p>Younger students need to know</p> <ul style="list-style-type: none"> (i) vehicles drive on the left, so look right first when crossing, (ii) always use traffic lights to cross safely, (include specific local info if necessary) maybe also (iii) don't ride bicycles on the pavement and better to wear a helmet when cycling. <p>Adults will require some additional information, e.g.</p> <ul style="list-style-type: none"> iv) legal age to drive v) speed limits vi) car insurance and road tax vii) minimum age to hire rental cars and local outlets viii) drink/drive laws ix) national and local parking regulations etc.

3	How should the information be made available?	<ul style="list-style-type: none"> i) always in writing for reference ii) plus verbal clarification via inductions, homestay explanation, classroom discussion, welfare tutorials etc. iii) information to be easily accessible, easy for all language levels/ages to understand, and preferably attractively presented <p>For each bullet point, consider;</p> <ul style="list-style-type: none"> i) how important is it? ii) which presentation method is going to be most effective? iii) is brief information sufficient initially, with more detail provided later? iv) information is usually more effective when available in different formats (i.e. website, handbook, PowerPoint presentation at induction, notices around campus, folder in student area, emailed reminders etc.) v) Make sure information is shared with language tour operators / group leaders / homestays so that everyone knows what students are being told.
4	When should it be sent / made available?	<p>What is most useful for the student?</p> <ul style="list-style-type: none"> - before making a booking - at time of booking - soon after booking - before leaving their home - on arrival as part of induction - during their course - or combination of several. <p>It is best to revisit information that helps students adapt to UK life.</p>
5	We cover most of this during induction.	<ul style="list-style-type: none"> i) induction is a good time to explain important information, but ii) students suffer from information overload at induction and in the days after arrival iii) induction group may be too large to allow for questions, so iv) must have follow up during class / welfare tutorials etc. v) students must know how / where to access information during course. As they settle down, the information on UK life may become more relevant / useful
6	What about 'personal safety'?	<ul style="list-style-type: none"> i) local residents have strategies for staying safe when out; international students need guidance on these ii) tone and content of the message should not scare students, rather be matter of fact, supportive and show common sense iii) details will depend on the local area; typically they may include advice such as <ul style="list-style-type: none"> - tell friends where you are going - keep mobile phone charged and ensure you have provider's 24 hour emergency number - if using taxis, only use registered vehicles which in xxxxx town are xx colour with xx identifier - check last bus / train / tram times if out in the evening - have enough money for taxi in case you miss last bus

		<ul style="list-style-type: none"> - travel with a friend where possible - avoid x and y areas after dark and stay in well-lit areas iv) some areas have a network of 'safe-haven' shops; if students feel uneasy or threatened, the shop staff have agreed to help them. This is particularly for teens v) in larger cities or if adult students are visiting larger cities for tourism / socialising, schools may want to include advice on how to respond in the event of a terrorist attack, (see Document 7, section 3 and W2).
7	How much detail is needed for each bullet point?	<p>Situation dependent.</p> <p>Content often benefits from having layers of detail, e.g.* local places of worship; all students can be told</p> <ul style="list-style-type: none"> (a) in pre-arrival information there are places of worship for x, y and x religions within 30 minutes (b) during induction and via notices in school the names of the places of worship with accompanying photos <p>For students who want to attend a place of worship, there can be more detail available,</p> <ul style="list-style-type: none"> (c) as part of a 'local facilities' section on the website and (d) in hard copy in a large reference file in student common room, e.g., name of place / picture / days and times of worship / small map / how to get there on public transport / name of lead person and / or contact person plus phone number <p>(For Prevent purposes providers should be directing students to non-extremist places of worship. Check with local Prevent contact if not sure which these are.)</p>

Criterion W8

Section: Welfare

Sub-section: Care of Students

Wording	Evidence
<p>W8 Students have access to adequate health care provision.</p> <p>Requirements Students are informed about their rights regarding medical and dental treatment through the NHS. Students have full access to any medical and welfare services available in the organisation. Appropriate provision is made in the school and in accommodation.</p>	<ul style="list-style-type: none"> - Interviews with staff. - Talking to group leaders - Talking to homestay hosts and residential staff - Notices <p>Documentation</p> <ul style="list-style-type: none"> - Accommodation placement (42) - Information for group leaders (45) - Student handbook/notes (54)

Background information.

- * the NHS is sometimes misunderstood by international students; they need clarification on what is / isn't available (especially for free) and how to access services
- * medical and welfare services and support delivered by the provider need to be clearly presented and easily accessible to students
- * 'adequate provision' needed for all residential accommodation, managed by provider or rented
- * extent of provision will vary according to situation; for under 18s, requirements are greater
- * risk assessment is evidence that students' health care in residential situation has been fully considered and how the needs have been met

	Questions to ask	Some helpful information
1	How much detail do I need to provide for the students? The NHS website has lots of information.	<ul style="list-style-type: none"> i) Provide information relevant to your students ii) Use layers of information; <ul style="list-style-type: none"> (a) first the core information (b) then direct students to where more detailed information is available, if needed. iii) welfare staff require sufficient knowledge to guide students with medical needs, either directly or knowing where/how to access relevant information iv) Contact details of local medical services (NHS and non NHS, e.g. opticians, chiropodists, dentists, chiropractors, etc.) must be kept up-to-date and be accurate.
2	The NHS website has everything the students need to know; is a link to that sufficient?	Does a website link meet the needs of your students, especially any low-level learners?
3	How can longer-term students 'be encouraged to register with a local GP'?	<p>It is better to get students registered with a GP before they have a medical problem.</p> <ul style="list-style-type: none"> i) explain the GP system and how it connects to the wider NHS, and that requesting female or male doctors is OK ii) provide information and choices on local GPs

		<ul style="list-style-type: none"> iii) welfare staff / homestays / residential staff to support the student in registering – whatever level of support is required (e.g. accompanying students to the medical centre) iv) in welfare tutorials, check that students have joined and press those who haven't
4	What 'medical services' should be available to students in an ELT organisation?	<p>Situation dependent: e.g.</p> <ul style="list-style-type: none"> i) a rural young-learner residential course may have a qualified nurse in residence/on 24 hour call; whilst a small provider with only 18+ students in a city may have a First Aid appointed person, a First Aid box and a lot of information ii) the provider must do a risk assessment to decide the level and type of medical services that are appropriate for their situation/students. iii) providers must collect medical information from students (allergies, serious conditions etc) and need robust systems for <ul style="list-style-type: none"> (a) checking medical information about students, usually on arrival (b) storing medical information securely (c) sharing it amongst stakeholders on a 'need to know basis' iv) for under 18s, <ul style="list-style-type: none"> (d) medicines to be kept locked away (to protect other under 18s from taking the medicines by mistake) (e) need tight systems for administering medication (usually by very few people) to ensure students are not given extra doses, with detailed recording of what has been given, when and by whom.
5	What constitutes an appropriately trained member of staff required in residential accommodation for medical / first aid purposes?	<p>Situation dependent: see above points.</p> <ul style="list-style-type: none"> i) resident qualified nurses would be highest level ii) visiting qualified nurse must be supported by First Aid trained resident staff iii) on call qualified nurse must be supported by First Aid trained resident staff iv) there must be sufficient trained resident staff to always have cover for absence (days off, sickness etc) <p>St John's Ambulance offer extensive First Aid training for a range of different situations http://www.sja.org.uk/sja/first-aid-training-courses.aspx.</p>
6	Why is 'full access' to medical and welfare services mentioned in the requirements?	<ul style="list-style-type: none"> i) providers to ensure their medical and welfare services are easy for students / representatives to access, so services to be clearly identified and communicated in age / level appropriate way ii) student / representative to be told that some medical / dietary information is needed by the provider to ensure student is properly looked after; particularly important for under 18 students iii) giving and gathering medical information, therefore, needs to be clearly and prominently presented <ul style="list-style-type: none"> a) in the provider's literature, b) during the booking process, c) during induction and d) around the campus / in homestay information

		so that everyone knows what is required and what is available iv) in FE / HE full access to services needs to be for all students, whether full or part-time.
7	How does a risk assessment help?	<ul style="list-style-type: none"> i) Process makes provider think about what health care would be appropriate for their students and the residential situation(s), and also what provision might be needed in unusual circumstances ii) Expectation is not that provider must always supply health care themselves, i.e. with on-site nurse; however, they must ensure students know where and how to get quick medical advice / treatment and support them where necessary (see point 6 above). iii) If required, providers should seek advice from properly trained medical / First Aid staff to ensure their levels of provision are adequate (see also points 3 and 4 below) iv) Completed risk assessment is evidence if ever needed, e.g. in the event of a serious incident and legal claims of negligence
8	What is the legal situation on First Aid and health provision?	<ul style="list-style-type: none"> i) Law requires employer to provide first aid for employees, but not others / public, e.g. students. ii) However, HSE strongly recommends that non-employees are included in an assessment of first-aid needs and that provision is made for them iii) Provider working with under 18 students has a legal Duty of Care to look after them
9	What sort of provision is needed in residential accommodation, either the provider's own or managed by a landlord?	<p>Exact provision will depend on size of the accommodation, type / age of students etc.; however, typical minimal provision will include:</p> <ul style="list-style-type: none"> i) first aid box ii) identified first aid staff with 24x7 availability iii) information on student's medical conditions for identified staff on a 'need to know' basis iv) lockable facilities for medication (fridge may be required) v) proper equipment for dealing with and disposing of (a) bodily fluids and (b) medical equipment, e.g. a 'sharps' box for used needles if any students need to injections vi) current information on accessing local emergency medical care, presented in a way that international students can easily access
10	What additional provision is needed working with under 18s?	<ul style="list-style-type: none"> i) Provider must care for under 18s 'as a responsible parent', which in residential accommodation means: <ul style="list-style-type: none"> - signed parental consent, in English, for emergency medical treatment should it be required (Must be signed by parent. Group leader or agent signatures not acceptable.) - full medical information on students - checking student's medication on arrival; (a) some students bring drugs that are illegal in the UK and should not be administered (b) if a student needs treatment, doctors will want to know exactly what medication student has been taking - keeping medication locked away (to protect other under 18s from taking the medicines by mistake) - systems for administering medication (usually by only a few people) and for recording details of medication given, when and by whom

		<ul style="list-style-type: none"> - arrangements with at least one local medical centre to accept under 18s needing consultations - staff available to accompany under 18s to medical appointments / treatment - staff available for monitoring / caring for sick students confined to bed ii) Residential centres for under 18s may have resident / regular visiting / on call qualified nurses to provide health care iii) Providers would normally inform parents of under 18s of any medical consultations / treatments
11	Surely group leaders do most of the things listed for under 18s in point 4?	Expectations of the group leader role must be clarified in writing before the group leader arrives; this includes their involvement in their students' health care.
12	NHS and other services available to international students	Residential students do not have access to a homestay host who can provide information on local medical services; the provider must ensure that residential students can access this information easily and quickly.

Practical help

- * NHS information page for overseas visitors www.nhs.uk/NHSEngland/AboutNHSservices/uk-visitors/Pages/accessing-nhs-services.aspx . This page gives some information and has links to access more useful information to cover everything international visitors need to know.
- * the Citizens Advice website <http://www.citizensadvice.org.uk/healthcare/help-with-health-costs/nhs-charges-for-people-from-abroad/> presents the information in a different way
- * more information on First Aid at work available from HSE website <http://www.hse.gov.uk/firstaid/index.htm>
- * [Document 9 Sample First Aid and Medical Policy](#)
- * [Document 10 Fire Action Sign incl. CCTV and First Aid](#)