

## A1.1 About Bucksmore Homelingua

Homelingua was founded in 1994 out of a passion for language learning. To learn a language properly you have to learn about the culture too. In 2014, Homelingua became a part of Bucksmore Education, a leading provider of academic Summer School courses in the United Kingdom.

Bucksmore Homelingua's home tuition courses provide this essential mix of language and culture. By living with the teacher and their family, the student is surrounded by the English language at all times. This provides the perfect environment for learning English quickly and also gaining confidence in speaking English and living in a foreign country.

The one to one nature of Homelingua English courses allow our students to learn at their own pace. Lessons are tailor made to suit the needs of each individual student so they really get what they want from their visit. This relaxed and friendly atmosphere combined with tailor made courses is a winning formula for fast and effective English learning.

Our students come to learn English with us for many different reasons. We offer adult courses in General English, Exam Preparation, Specialised English, Business Skills and Cultural Experiences. There is also a full range of Young Learner courses at Bucksmore Homelingua covering both English and Exam Preparation as well as School Subjects (Maths, Science, Business Studies etc). Our aim is for each student to meet the learning objective that they came for.

The big difference between a Bucksmore Homelingua home tuition course and learning English in a school, is that our students are surrounded by the English language at all times. They can practise what they have learnt with their teacher, host family and their friends at meal times, during excursions and rest periods.

We currently have a network of over 200 teachers home tuition teachers across the UK and Ireland but we are always looking for more to join the Homelingua family. Our teachers are at the heart of our organisation and provide the unique home tuition experience for our students. We choose our teachers for their experience, motivation and caring attitude. Our careful selection process of teachers, means that we receive excellent feedback from our students after their course.

If you are considering becoming a home tuition teacher, it is a lifestyle more than a job. It brings great rewards and friendships but requires patience and enthusiasm. We take enormous pleasure from communicating and sometimes meeting the hundreds of teachers and students who have worked or studied with our organisation and we look forward to hearing from you if you decide to enter the world of home tuition.

## A1.2 Courses offered

We offer a full range of home tuition courses to both adults and young learners. Each course is personalised to the learner's needs and study goals. You can specify which age groups you would like to teach, although some age groups require specific qualifications. Please see section [A1.4](#) for more information on qualifications. The student will live and learn with you at your home and become a part of the family during their stay

### A1.2.1 Age groups

**Adults** 18+ years old

**Junior** 10-17 years old

**Child** 5-9 years old

**Family** Parent and child

### A1.2.2 Course types

Below is a list of the main course options that students can choose from. As each course is personalised to the student's needs and study goals, the exact content of the course will differ for each student. Students can combine several of the below elements to create their personalised course. For example: IELTS Exam Preparation with Cultural Options.

During the application process, you can specify which course options you would like to teach and your suitability for teaching the chosen options will be evaluated in the interview and also from your previous teaching / professional experience.

English Immersion (General English)

Exam Preparation

Culture Course (Baking, Cooking, Flower Arranging, Painting, History, Sports etc)

Farmstay

Business English

Business Skills (Presentation, Negotiation, Sales and Marketing)

English for Finance

Medical English

Aviation English

Legal English

School Subjects (Primary, Secondary, iGCSE, A Level, IB)

## A1.3 Home teacher role

Students attending a Bucksmore Homelingua Home Tuition programme receive a combination of personalised tuition and a comprehensive activity programme, including at least one full-day, one half-day and one evening trip with the Home Tutor. Outside of this students are integrated into the family life of the teacher and there will be different activities planned for the afternoons. Students receive between 15-25 (30 for adults) hours of tuition per week and may attend the programme alone or partnered with another student.

Home tutoring is a rewarding role providing the tutor has the necessary empathy and personal skills to welcome the student into their homes. Bucksmore Homelingua is committed to safeguarding and promoting the welfare of children. The post holder's responsibilities for safeguarding the welfare of the young students for whom they are responsible will be to adhere to Bucksmore Homelingua's Child Protection Policy.

### A1.3.1 Essential skills, experience and qualifications

- Eligible to live and work in the United Kingdom or the Republic of Ireland
- A homeowner or evidence of a long-term contract for rented property
- Native or native level English speaker
- CELTA / Trinity TESOL or their equivalent, PGCE in English or Modern Foreign Language, PGCE (Primary), PGCE (Secondary for School Subject courses) or substantial EFL experience coupled with another TEFL qualification (each case considered individually)
- Excellent communication skills
- A sound knowledge of effective language teaching techniques and how these may be applied to teaching young learners
- An understanding of Child Safeguarding
- Cultural understanding

### A1.3.2 Main Duties & Responsibilities

#### A1.3.2.1 Teaching and academic matters

- Teachers accept students on a self-employed basis, the teacher is therefore responsible for their own taxation
- Teach 15 to 30 hours of lessons per week
- Prepare and deliver lessons with the aim of achieving the objectives and outcomes of the student's study goals
- Work closely with Bucksmore Homelingua head office to prepare a personalized academic timetable for the student
- To identify clear learning objectives for each lesson and to adapt Bucksmore Homelingua resources to suit the students
- Maintain a record of work to be sent electronically to head office every week
- Copies of supplementary resources used by the teacher to be sent to Bucksmore Homelingua
- Complete end of course student certificate and report

- Agree to be observed by the Bucksmore Homelingua Academic Teacher Manager as appropriate
- To not host another student at the same time unless by special arrangement with Bucksmore Homelingua

#### **A1.3.2.1 Welfare**

- To incorporate the student into the family life and routine of the teacher and to encourage them to feel at home
- To ensure the home is comfortable and safely maintained and to take responsibility for any potential hazards
- To complete the necessary risk assessments for excursions and activities
- To provide a clean, comfortable bedroom with access to a bathroom
- To provide a suitable space for teaching
- To provide a balanced, varied diet with meals taken with the teacher and their family where possible
- Accommodate student's dietary needs and allergies
- A commitment to Safeguarding for young learner and vulnerable adult students
- Adhere to Prevent regulations

#### **A1.3.2.1 Administration**

- To send weekly records of work electronically to Bucksmore Homelingua as well as a record of activities
- Maintain regular communication with Bucksmore Homelingua and to inform them immediately of any problems
- To complete a programme evaluation at the end of the student's stay
- To respond promptly and reliably to head office when supplying information
- Inform Bucksmore Homelingua promptly of any changes in family members at home, pets, renovations or alterations to the home
- Ensure that your profile text and photos are an accurate, up-to-date reflection of the current situation

This job description summarises the purpose of the job and lists its key tasks. It is not a definitive list of all the tasks to be undertaken as those can be varied from time to time. Bucksmore Homelingua will exercise this right reasonably.

### A1.3.2 Terms and conditions for courses

- a. Payment of course fees is dependent on contracted teaching hours being taught satisfactorily and services as outlined in [point b](#) being fully provided. Payment will not be made until a signed course report, covering the full course period, and completed progress report are received.
- b. The teacher agrees to provide the following:
  - A private clean bedroom with exclusive use for the student
  - Clean bedding, linen and towel
  - Laundry once a week
  - Shared bathroom facilities, unless student has paid for a private bathroom option. Where the student has paid for a private bathroom option, the bathroom must be for the sole-use of the student
  - Three meals a day and a packed lunch on full-day excursions
  - Study materials for use by the student during the course
  - All under 18 welfare obligations as listed in the teacher's manual
  - 2 half-day excursions per week and 1 full day excursion per week for courses of 2 weeks or more
  - Welcome email to the student with course timetable outline
  - A member of the family, ideally the teacher to greet the student on arrival at the teacher's house
  - Local area orientation
  - Pick up and drop off from the local railway station / coach station
  - Local area transportation for excursions
- c. If you have any homestay guests, lodgers or non-family guests staying at the house during the student's course, you must inform Bucksmore HomelinguA at the time of enquiry.
- d. No other student may be present in the house during the course, unless by prior agreement.
- e. You are responsible for ensuring the information contained on your online profile is accurate and up-to-date.
- f. Cancellation of the course: If you are unable to teach the course, you must call the Academic Teacher Manager immediately. We will then inform the student, parents and booking agent and try to find an alternative teacher or solution for the student. We understand that medical emergencies, family bereavements and other emergencies can happen at the last minute or during the course and we will make all possible arrangements to move the student as soon as possible. Moving a student after the course has been booked or started can be upsetting to the student as well as damaging to both the teacher's and Bucksmore HomelinguA's reputation. We appreciate your cooperation with this matter. Please note where no valid or satisfactory reason is provided, we will cease placing students with you.
- g. Temporary sickness during the course: Should you feel unwell during the course and are unable to teach lesson hours on a particular day, please inform Bucksmore HomelinguA and make arrangements to teach the lessons on a different day.
- h. A professional and positive attitude is expected at all times. Please remember you are representing Bucksmore HomelinguA.
- i. If there are any issues with student behaviour or the student being late for class, please contact the Bucksmore HomelinguA Academic Teacher Manager.

- j. The Academic Teacher Manager will inform you at least 2 working days before an observation. Observations are compulsory and also a part of our British Council accreditation requirements. If there are any academic concerns regarding the observation, please discuss this with the Academic Teacher Manager.
- k. Please note that it is a breach of the Teacher Code of Conduct to offer students to return for future courses without booking through Bucksmore Homelingua.

## A1.4 Qualifications required

To be considered for the role of a Bucksmore HomelinguA Home Teacher the following are required:

- First Degree in any subject (Level 6 NQF or equivalent)

One or more of the following:

- CELTA / Trinity TESOL or their equivalent with a minimum of six hours of observed classroom teaching (Level 5 NQF or equivalent)
- DELTA / DipTESOL or their equivalent (Level 7 NQF or equivalent)
- PGCE in English or Modern Foreign Language with ELT/TESOL subsidiary
- PGCE (Primary)
- PGCE (Secondary for School Subject courses)
- Master's in ELT/TESOL with at least five hours of observed classroom teaching
- Substantial EFL experience coupled with another TEFL qualification (each case considered individually)

If you have any questions about your qualifications and suitability for the role, please contact the Academic Recruiter email: [teachers@homelinguA.com](mailto:teachers@homelinguA.com) with details of your qualifications.

### A1.4.1 Specific qualifications, age groups and courses

#### Adults and Young Learners up to C2 Proficiency Level

- DELTA / DipTESOL or their equivalent (Level 7 NQF or equivalent)
- PGCE in English or Modern Foreign Language with ELT/TESOL subsidiary
- Master's in ELT/TESOL with at least five hours of observed classroom teaching

#### Adults and Young Learners up to C1 Advanced Level

- CELTA / Trinity TESOL or their equivalent with a minimum of six hours of observed classroom teaching (Level 5 NQF or equivalent)

#### Young Learners (Under 18)

- PGCE (Primary)

#### School Subject Courses

- PGCE in English or Modern Foreign Language with ELT/TESOL subsidiary
- PGCE (Primary)
- PGCE (Secondary for School Subject courses)

#### Specialised English

- Teaching qualification plus relevant experience

#### Exam Preparation

- Teaching qualification plus relevant teaching experience or training

## A1.5 Accommodation and at home provision

Teachers must treat the student as a full member of the household, eating together and sharing the common living areas and incorporating the students into family life as much as possible.

All our teachers must be able to provide the following:

- A bedroom and common areas in a proper state of repair and cleanliness
- Adequate heating and lighting
- A private bedroom for the sole use of the student
- The bedroom must be sufficiently spacious with natural light, equipped with an adequately sized bed and hanging/drawer space for clothes
- A table for private study
- Shared bathroom facilities, unless student has paid for a private bathroom option. Where the student has paid for a private bathroom option, the bathroom must be for the sole-use of the student
- Three meals a day and a packed lunch on full-day excursions
- Study materials for use by the student during the course
- English language reading materials
- Weekly laundry service
- A change of towels and bed linen each week with an adequate supply of duvets and/or blankets
- Internet access
- Home safety provisions including but not limited to: window locks for rooms that young learners have access to, fire alarm, gas alarm and gas safety certificate



## B1.1 The recruitment process

Bucksmore Homelingua is committed to recruitment procedures, practices and policies which prevent the appointment of people who may pose a risk to children. We ensure a vigorous recruitment process, including the screening of applicants, in order to deter offenders seeking employment with access to children in order to harm them.

Bucksmore Homelingua requests the understanding and cooperation from teachers and their families during the recruitment process and compliance with further requests for information and teacher home visits.

### B1.1.1 Recruitment stages

**Stage 0** – Interested candidates to read materials on the role and responsibilities available on our Teacher Portal website <http://www.home-tutor.co.uk/about-home-tuition/>

**Stage 1** – Pre-application form which checks suitability and qualifications  
<http://www.home-tutor.co.uk/apply/>

**Stage 2** – Detailed application form which will be emailed to successful candidates that have passed Stage 1.

**Stage 2a** – Submit profile text and photographs of all student areas in the house and a profile photograph of the teacher. For more information on the teacher profile, please see section B1.xx

**Stage 3** – Skype Video interview with the Academic Recruiter. This will last around 30-40 minutes and will include:

- An introduction about you and your motivation to work with us
- Your teaching background and experience including ideas for lesson planning
- Student welfare: how home tuition and hosting a student might fit around your family life and what challenges it may bring including Safeguarding

**Stage 4** – Documentation submission

**Stage 5** – Teacher home visit

**Stage 6** – New teacher induction

## B1.1.2 Teacher Profile

For all our teachers, an online and offline PDF profile is created. Students and parents will be able to browse your profile on our website and we also send your profile to partner agencies. As part of the recruitment process you will need to submit written paragraph text of no more than 75 words per section. Please grade your language to an intermediate level of English and keep it simple and to the point. The sections are:

- Introduction
- Your qualifications and teaching experience
- About your family (members living in the house only)
- Hobbies and interests
- A short description of your house and facilities
- Brief information about your local area

You will also need to submit 8 photographs of your house and the student areas, including:

- You looking ready and welcoming in the study/learning area
- The student bedroom(s)
- The bathroom
- The front of your house and the back or garden
- The kitchen
- Any communal areas e.g. Living room

Good photographs are essential and are one of the main factors when students/parents choose a teacher. Consider that a picture is worth a thousand words, especially to a foreign language student!

- Use **landscape** format, not portrait and send high-resolution images (not resized)
- De-clutter, move boxes, laundry out of the picture. Make sure the bed is well-made
- Turn on lights. Do not take photos facing the sun/sunshine. Make sure the photo is clear and bright
- Include other family members in one of the photos, either in the photo with you, or in the living room, kitchen or garden
- Pictures of the local area are sometimes interesting but not essential
- Do not send any images which may be copyright

In sending photos, you agree to give Bucksmore Homelingua the right to use these images on its website and other materials related to your profile.

### Record Keeping

In accordance with the Data Protection Act, all records relating to the recruitment and selection procedure will be retained only for as long as is necessary (generally 6 months), and will be securely destroyed thereafter. Records that relate to your account and profile will be retained. All data is held on a secure server.

## B2.1 Safer Recruitment Policy & Procedures for Home Teachers

### B2.1.1 DBS (Disclosure and Barring Service) or Garda Police Certificate

All current holders of roles involving responsibility for or substantial access to under 18s, and all new appointees to such roles, will have appropriate suitability checks, for example with the Disclosure and Barring Service (in England and Wales) or Protecting Vulnerable Groups Scheme (in Scotland) or Access NI (in Northern Ireland), or Police 'Certificate of good conduct' (outside the UK).

Bucksmore Homelingua will ensure that all members of the household aged 16 and over will have a current, clear and valid Enhanced DBS check.

Any criminal records (including spent convictions) will be considered with reference to the Rehabilitation of Offenders Act 1974 and Exceptions to the Act.

### B2.1.2 Additional measures

In addition:

- At least 2 references will be asked for and all references are followed up
- All gaps in CVs must be explained satisfactorily
- Reference requests will ask specifically whether there is any reason that they should not be engaged in situations where they have responsibility for, or substantial access to, persons under 18
- Appropriate suitability checks are required prior to confirmation of appointment and
- A declaration of convictions is required
- Proof of identity and qualifications are required (electronic copies to be sent to Bucksmore Homelingua and stored in a secure folder and original documents to be checked each home visit)
- All successful applicants have to sign the Bucksmore Homelingua Junior Declaration

Potential applicants will be informed of all suitability requirements *pre-application*.

### B2.1.3 Induction: Documentation

All Bucksmore Homelingua teachers will be supplied with the New Teacher Information Pack which also contains the following policies:

- Bucksmore Homelingua Teacher Code of Conduct
- Safer Recruitment Policy
- Whistleblowing Policy
- Bullying Policy
- E-Safety Policy
- Child Protection Policy
- Prevent Policy
- Unacceptable Student Behaviour Policy
- Health, Safety, Welfare, Excursion and Travel Policy

It is the teacher's responsibility to read all documents and policies. The Bucksmore Homelingua Academic Teacher Manager (email: [academic@homelingua.com](mailto:academic@homelingua.com) / telephone: +44 2083128075)

is the main point of contact should there be any questions about the information contained in the New Teacher Information Pack.

All documentation can be viewed on the Bucksmore HomelinguA Teacher Portal website:  
<http://home-tutor.co.uk>

If you have forgotten your password, please visit <http://www.home-tutor.co.uk/wp-login.php?action=lostpassword> or contact the Bucksmore HomelinguA Academic Teacher Manager.

#### **B2.1.4 Induction: Training**

The induction will be carried out by the Academic Teacher Manager. This will be delivered online and a certificate of training issued. A further 1:1 induction will be carried out during the home visit.

The Academic Teacher Manager is available to respond to questions during office hours (Monday – Friday 09:00 to 17:30 UK time).

Outside of office hours, a 24 hour emergency phone number is provided for teachers.

#### **B2.1.4 Changes to policies and procedures**

Bucksmore HomelinguA will email teachers about any changes to policies and procedures. Documentation is also available for viewing on the Bucksmore HomelinguA Teacher Portal website: <http://home-tutor.co.uk>

#### **B2.1.5 Family members and understanding of policies and procedures**

All teachers must ensure that all adult family members are aware of Bucksmore HomelinguA's policies and procedures with regards to the hosting and teaching of students as well as Safeguarding, Code of Conduct, Child Protection Policies and Prevent Policy. They should also be aware of the contact details of the Designated Safeguarding Lead and Prevent Lead for Bucksmore HomelinguA.

#### **B2.1.6 Recruitment of ex-offenders**

Bucksmore HomelinguA will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an applicant has a criminal record, this will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out in paragraph B2.1.7 below.

In view of the fact that all positions within the Bucksmore HomelinguA will amount to "regulated positions" within the meaning of the Protection of Children Act 1999 (as amended by the Criminal Justice and Courts Services Act 2000), all applicants for employment must declare all previous convictions (including those which would normally be considered "spent" under the Rehabilitation of Offenders Act 1974). A failure to disclose a previous conviction may lead to an application being rejected or, if the failure is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence.

Under the relevant legislation, it is unlawful for the Bucksmore HomelinguA to employ anyone who is included on the lists maintained by the Ofsted and the Department of Health of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for Bucksmore HomelinguA to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the Bucksmore HomelinguA. If:

- Bucksmore HomelinguA receives an application from a disqualified person;
- Is provided with false information in, or in support of an applicant's application; or
- Bucksmore HomelinguA has serious concerns about an applicant's suitability to work with children, it will report the matter to the Police, DBS and/or the Ofsted's Children's Safeguarding Operations Unit (formerly the Teacher's Misconduct Team)

### **B2.1.7 Assessment criteria**

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

- Whether the conviction or other matter revealed is relevant to the position in question
- The seriousness of any offence or other matter revealed
- The length of time since the offence or other matter occurred
- Whether the applicant has a pattern of offending behaviour or other relevant matters
- Whether the applicant's circumstances have changed since the offending behaviour or other relevant matters; and
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the Bucksmore HomelinguA's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any the following offences:

- Murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence
- Serious class A drug related offences, robbery, burglary, theft, deception or fraud.
- If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving within the last ten years.

### **B2.1.8 Assessment procedure**

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, Bucksmore HomelinguA will carry out a risk assessment by reference to the criteria set out above.

If an applicant wishes to dispute any information contained in a disclosure, he/she can do so by contacting the DBS direct. In cases where the applicant would otherwise be offered a position were it not for the disputed information, Bucksmore HomelinguA will, where practicable, defer a final decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information.

### **B2.1.9 Queries**

If an applicant has any queries on how to complete the application form or any other matter they should contact the Academic Recruiter

## C1.1 Bucksmore Homelingua Safeguarding and Child Protection Policy

### C1.1.1 Terminology

**OIEG** is the Oxford International Education Group (referred to in this document as OIEG). Bucksmore Homelingua is a part of the Oxford International Education Group.

**All adults working with children** is the term used in this policy to describe all adults (everyone) who will come into contact with under 18's during our home tuition programmes. This list is not exhaustive but will include: teaching and activity staff, school directors and management staff, agents, hosts school staff, transport drivers, host families and group leaders, building cleaners and contractors.

**Safeguarding** and promoting the welfare of children is:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

**Child Protection** is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Duty of Care** means that everyone is required to take reasonable care in any situation in which harm to someone else could be foreseen. **Higher Duty of Care** is the standard of care expected from someone with increased experience and specialist expertise where, through training or experience, one may be expected to visualise more clearly the results of one's actions in one's area/s of specialism. **Negligence Acts** or omissions by someone with a duty of care in which this is breached by falling below the standard of care required in the circumstances to protect others from the unreasonable risk of harm.

**OIEG Designated Safeguarding Lead (ODSL)** is the senior member of staff within OIEG who has key responsibility for raising awareness within the organisation of issues relating to the welfare of children and young people, and the promotion of a safe environment of the children and young people on Bucksmore Homelingua programmes. As a minimum, this person has completed Advanced Safeguarding Training for Designated Leads (previously referred to as level 3). The ODSL is supported by an **OIEG Deputy Designated Safeguarding Lead (ODDSL)**. The **Designated Person** is the person identified in the work situation who is usually the first point of contact for safeguarding concerns.

**Bucksmore Homelingua Safeguarding Officer (BHSO)** is the senior member of staff within Bucksmore Homelingua who has the responsibility for Child Protection in our home tuition courses and is accountable for the day to day matters, training and recording systems. As a minimum, this person has completed Advanced Level Safeguarding Training for Designated Staff (previously referred to as level 2). This person will have a named Deputy who will have completed Advanced Level Safeguarding Training for Designated Staff (previously referred to as level 2) as a minimum.

### C1.1.2 Statement

OIEG is committed to the definition safeguarding and promoting the welfare of children. This policy is written with regard to the following documents:

- *'Keeping Children Safe in Education'* (July 2015)
- *'Working Together to Safeguard Children'* (March 2015)
- *'What to Do If You're Worried a Child Is Being Abused'* (2006)
- The Children Acts 1989 and 2004
- The Education Act 2002
- Counter Terrorism and Security Act 2015
- The Prevent Strategy (June 2015)

We believe that safeguarding is the individual and collective responsibility of everyone working in the company. Our policy recognises that the welfare and interests of children are paramount in all circumstances and is committed to ensuring its safeguarding practices exceed statutory requirements and the requirements of all our various accrediting bodies.

As Part of our safeguarding policy OIEG will:

- Promote and prioritise the safety and wellbeing of children and young people;
- Ensure all adults working with children understands their roles and responsibilities in respect of safeguarding and is provided with appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people;
- Ensure children in our care, their parent/carers and overseas agents are aware of our safeguarding leads, this policy and safeguarding procedures as appropriate;
- Ensure appropriate action is taken in the event of incidents/concerns of abuse and support is provided to the individual/s who raise or disclose the concern;
- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored;
- Prevent the employment/deployment of unsuitable individuals; and
- Ensure robust safeguarding arrangements and procedures are used effectively.

The policy and procedures will be widely promoted and are mandatory for everyone involved in OIEG. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

### C.1.1.3 Entitlement

OIEG acknowledges that some children, including disabled children and young people or those from ethnic minority communities, can be particularly vulnerable to abuse and we accept the responsibility to take all reasonable and appropriate steps to ensure their welfare. The OIEG policy aims to ensure that regardless of age, gender, race, ethnicity, religion or beliefs, sexual orientation, socioeconomic background, all children:

- Have a positive and enjoyable experience on Bucksmore HomelinguA home tuition courses in a safe and child-centred environment; and
- Are protected from abuse whilst participating in our Bucksmore HomelinguA home tuition courses.



#### **C.1.1.4 Adult Responsibilities**

All adults present at the Bucksmore Homelingua teacher's house have a duty to:

- Understand, adopt, adhere to and implement the Safeguarding and Child Protections Policy;
- Respect and promote the rights, wishes and feelings of all students;
- Safeguard and promote the welfare of all students; and
- Conduct themselves in accordance with the Bucksmore Homelingua Code of Conduct.

#### **C.1.1.5 Associated Policies**

There are several policies associated with the Safeguarding and Child Protection Policy. These are listed below and will be made available to all adults working with children on Bucksmore Homelingua home tuition courses and are accessible on the Bucksmore Homelingua Teacher Portal website (<http://home-tutor.co.uk>)

- Health and Safety
- First Aid
- Fire Safety
- Risk Assessment
- IT and the Internet including social media, email and the use of photography.
- Student Code of Behaviour
- Staff Code of Conduct
- Safer Recruitment
- Tackling Extremism & Radicalisation
- Whistle-blowing
- e-Safety (local)
- Disciplinary Procedure

**C1.1.6 Policy Review**

**When:** The policy will be reviewed in March of each year and in light of new or updated guidance from the UK Government.

**How:** The OIEG Safeguarding Lead will monitor updates from the Department of Education and inform OIEG Senior Managers regarding best practice. Feedback is collected from students and staff and this will be collated, discussed and implemented.

**By Whom:** The OIEG Safeguarding Lead will be responsible for this process.

### C1.1.7 Roles and responsibilities

OIEG meets its child protection responsibilities by ensuring that all staff are trained in Safeguarding, all senior staff have additional training qualifications and that all staff adhere to the Safeguarding and Child Protection Policy.

The OIEG Safeguarding Lead has completed training to a minimum of Advanced Safeguarding Training for Designated Leads (previously referred to as level 3) and the Bucksmore HomelinguA Safeguarding Officers has completed training of Advanced Level Safeguarding Training for Designated Staff (previously referred to as level 2). This training is regularly updated. Appropriate training will also be ensured for all roles related to recruitment and selection.

Training around policy will be delivered at the following levels:

By whom	To Whom	Where	When
ODSL, ODDSL or OSL	Home Teachers, Head Office Staff	Head Office	Ongoing
BHSO	Home Teachers	During teacher induction	As part of recruitment process
Home Teachers	Family member and U18's on home tuition courses	Family meeting and during student induction	On-boarding or with each newly arriving student

### C1.1.8 Under 18's involvement

As part of 'Best Practice' all students will be made aware of the Child Protection and Safeguarding Policy and will be invited to make their own comments and contribution as appropriate during their induction.

### **C1.1.9 OIEG Code of Conduct**

It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. At OIEG we aim to create a safe school culture by ensuring all adults working with children and young people follow a Code of Conduct. This Code of Conduct endeavours to:-

- assist staff working with children and young people to work safely and responsibly and to monitor their own standards and practice;
- set clear expectations of behaviour and codes of practice relevant to the role; and
- support employers in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;

The Key Elements of the Code of Conduct are as follows:

#### **C1.1.10 Power and Positions of Trust**

As a result of their knowledge, position and/or the authority invested in their role, all people working with children, young people are in positions of trust.

A relationship between a person and a child or young person cannot be a relationship between equals.

There is potential for exploitation and harm of vulnerable young people and adults. Where a person aged 18 or over is in a specified position of trust with a child under 18, it is a criminal offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

This means that staff should not:

- use their position to gain access to information for their own or others' advantage;
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine children and young people; or
- use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.

#### **C.1.1.11 Propriety and Behaviour**

There may be times, for example, when a person's behaviour or actions in their personal life come under scrutiny from the work environment, the local communities or public authorities. This could be because their behaviour is considered to compromise their position in school or indicate an unsuitability to work with children, young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

People in contact with children and young people should therefore understand and be aware, that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

This means that staff and home teachers should not:

- Not smoke or drink alcohol whilst in the company of, or whilst responsible for, students; and
- Behave in an aggressive, violent or forceful manner which would lend any reasonable person to question your suitability to work with children and young people or act as a role model.

### **C1.1.12 Infatuations**

Occasionally, a child/young person may develop an infatuation with a staff member or home teacher. Staff or home teachers should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is above reproach. In this situation a staff member who becomes aware that a child or young person is developing an infatuation should discuss this at the earliest opportunity with a senior member of staff so appropriate action can be taken to avoid any hurt, distress or embarrassment.

This means that staff should not:

- Be in a one to one situation with the young person; or
- Encourage the obsession.

### **C1.1.13 Sexual Contact**

Staff and home teachers should clearly understand the need to maintain appropriate boundaries in their contacts with children and young people. Intimate or sexual relationships between children/young people and the people who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Any sexual activity between an adult and the child or young person with whom they work will be regarded as criminal offence and reported accordingly. Additionally, this will always be a matter for disciplinary action.

Children and young people are protected by specific legal provisions regardless of whether the child or young person consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when a person may embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or adult at risk, and manipulate that relationship so sexual abuse can take place. Adults should be aware that consistently conferring inappropriate special attention and favour upon a child might be construed as being part of a 'grooming' process and as such will give rise to concerns about their behaviour.

This means that staff or home teachers should not:

- Have sexual relations with young people;
- Any communication which could be interpreted as sexually suggestive or provocative – either verbal, letter, notes, email, text, calls or contact;
- Talk about your own sexual relationships; or
- Make sexual remarks about the young person.

Relationships should be professional, healthy and respectful at all times. Your language, demeanour attitudes and conduct all require careful thought when dealing with children and young people.

#### **C1.1.14 Dress and Appearance**

Staff and home teachers should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work. People who work with children and young people should ensure they take care to ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

Staff should wear clothing appropriate to the role:

- Not viewed as offensive, revealing or sexually provocative;
- Does not distract, cause embarrassment or give rise to misunderstanding;
- Is absent of any political or otherwise contentious slogan; and
- Is not considered discriminatory and is culturally sensitive.

#### **C1.1.15 Behaviour Management**

- All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour;
- Staff should not use any form of degrading treatment to punish a child or adult at risk. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed;
- The use of corporal punishment for children and young people is not acceptable; and
- Where a child may display difficult or challenging behaviour, a person must follow the behaviour policy outlined by their place of work, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

### **C1.1.16 Physical Contact**

There are occasions when it is entirely appropriate and proper for staff and home teachers to have physical contact with children, but it is crucial that they only do so in ways appropriate to their professional role. The general culture of 'limited touch' should be adapted and staff or home teachers should use their professional judgement at all times.

Physical contact should take place only when it is necessary in relation to a particular situation. Some of these situations are:

- During certain activities such as drama, sports and outdoor activities;
- When a child is in distress;
- Personal Care;
- For restraint and physical intervention; and
- Medical and First Aid.

This means that staff and home teachers should not:

- Use physical force as a means of punishment and discipline. The use of unwarranted physical force is likely to constitute a criminal offence;
- Never touch a child in a way which may be considered indecent; or
- Indulge in 'horse-play'.

### **C1.1.17 Communication with children and young people**

Communication between children and young people by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Staff should not share any personal information with a child or young person and should not use their personal mobile to communicate with any young person or on a personal level take photographs/videos. A person should ensure that all communications are transparent and open to scrutiny.

This means that staff should:

- Not give their personal contact details to children, young people, including their mobile or email;
- Inform the Centre Manager immediately if contacted by a young person on a personal mobile and only use equipment e.g. mobile phones, provided by organization;
- Only make contact with children for professional reasons and in accordance with any organisation policy;
- Recognise that text messaging is not an appropriate way to respond to a child;
- Not use internet or web-based communication channels to send personal messages to a child/young person; and
- Not use a social network site to complain or criticize colleague/school/child etc.

*(See also Teacher Code of Conduct and E-safety policy)*

## C1.2 Child protection guidance

### C1.2.1 How to respond to concerns

If you have concerns about a young person's safety or well-being, discuss your concerns with the Bucksmore HomelinguA Safeguarding Officer. If you still have concerns you and/or the Bucksmore HomelinguA Safeguarding Officer should contact the OIEG Safeguarding Lead (their name and contact details will be provided to you at the time of induction and their details can also be found on the OIEG website: [www.oxfordinternational.com](http://www.oxfordinternational.com)) who will have the appropriate training and expertise to support you and advise on the next stage. You should act swiftly. There should not be any time delay. If you cannot contact this person and you believe that a child may be in *imminent danger of abuse* you should contact the Police immediately.

### C1.2.2 How to respond to a child disclosure

A concern may come to light as a response of something a child says to you. Often, this disclosure can be made during casual conversation. If a child makes a disclosure to you:

- Listen to the information and accept what you hear without passing judgement or dismissing what you hear. Do not dismiss or trivialise what the student has told you. Stay calm. Be aware of your own reactions. Do not transmit shock, anger or embarrassment;
- Never enter into a pact of secrecy with the child. Assure them you will try and help but this may involve telling a more senior trained member of staff. Do not promise confidentiality but that the information will be treated with great care but reiterate you may need to share the information with a trained safeguarding person;
- Reassure and praise the child. Tell them you believe them and it is not their fault. Children rarely lie about abuse but they may have tried to tell others and not been heard or believed;
- Encourage the child to talk without leading questions. Do not put words into the child's mouth or make judgemental statements about any person. Keep your own responses short and simple and do not offer new information. Do not interrogate the child. Check you have understood what the child is telling you. Do not comment of the offender – it may be someone they love;
- Be aware the child may retract what they have told you, but it is essential to report what you have heard;
- As soon as possible afterwards (if possible during the conversation) make a detailed record of the conversation, including questions you asked. Do not add your opinion;
- **Immediately** after the meeting you should contact the Designated Child Protection Officer and report the outcome of the meeting and produce the written record of the conversation;
- Take into account the child's age, their level of understanding, their culture and level of language;
- Confidentiality: you must never discuss issues with colleagues, family or friends. The information you have received must remain between yourself and the Designated Officer;
- Any information divulged must be on a need to know basis; and
- Parents/Carers (including Group Leaders) of the child will always be informed of allegations of abuse made by a child *unless this puts the child or the subsequent investigation at risk* (e.g. if they are the subject of the allegation).



### **C1.2.3 Recording Information and Record Keeping**

#### **Why?**

- Clarifies the nature and extent of concerns
- Provides a clear record of development of concerns
- Identifies patterns of behaviour
- Assists any subsequent referrals
- Ensures consistency

#### **What?**

- Signs and Indicators
- Disclosures
- Relevant contact with parents and or other agencies

#### **How?**

- Factually - day, date, time place
- Give background information
- Record child's word verbatim
- Keep any initial notes
- Record action taken and the reasons

Secure provision is made for all records produced during any welfare discussions or disclosures at each individual centre. These records are then transferred to OIEG in Greenwich where they are held for three years. There are copies of all documents or information which may have been sent to any authority or agency.

### **C1.2.4 Recognising symptoms of abuse**

Although a child may make a disclosure of abuse to you, it is entirely possible that you will become concerned about the welfare of a child because of their behaviour or because you notice physical symptoms of abuse.

The four areas of abuse are outlined briefly in the table below: A more comprehensive appendix will be presented in all staff training with additional guidance and scenarios used for discussion and developing further awareness and understanding.

There are no absolute criteria on which to rely when judging what constitutes as significant harm. Consideration of the severity of ill-treatment may include the degree and extent the duration and frequency of all the four abuses.

**C1.2.5 What is abuse and neglect?**

These are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children and young people may be abused by a family member or in an institution or residential or community setting; by those known to them or, more rarely, by a stranger.

Type of abuse	Definition	Indicators
Physical	May involve hitting, shaking, throwing, squeezing, burning or scalding, poisoning, biting, drowning, suffocating or otherwise causing physical harm to a child.	There can be a lot of overlap between the signs and symptom of one type of abuse and another.
Emotional	Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the emotional development of the child. It may involve conveying to children they are worthless, inadequate, unloved and threatening severe punishment, preventing the child from taking part in normal activities and/or abandonment. Also verbal abuse, taunting and shouting. It may take the form of text or cyberbullying.	Indicators of abuse could be: <ul style="list-style-type: none"> <li>• Unexplained cuts, bruises, marks, abrasions, burns</li> <li>• Unwell</li> <li>• Distress</li> <li>• Self-harm or attempts at suicide</li> <li>• Withdrawn</li> </ul>
Sexual	Young people are abused by adults, those in a position of trust, adolescents or other young people who use them to meet their own sexual needs. This involves sexual intercourse, attempted sexual intercourse, fondling, and any penetrative act (oral/anal) intercourse, masturbation and exposure to pornographic material. ‘Grooming’ a child in preparation for abuse, including via the internet, is a form of sexual abuse.	<ul style="list-style-type: none"> <li>• Isolated</li> <li>• Aggressive</li> <li>• Overtly sexual behaviour</li> <li>• Unwashed</li> <li>• Bed-wetting</li> <li>• Clothes unchanged</li> <li>• Not taking part in activities</li> <li>• Not eating</li> </ul>
Neglect	Is persistent failure to meet a child’s basic physical and /or psychological needs. This can include not providing appropriate food, clothes, warmth and medical care or leaving a child unsupervised and failing to protect them from physical or emotional harm.	

### **C1.2.6 Handling allegations of abuse against staff or a home teacher**

If an allegation is made against a member of staff or home teacher, the quick resolution of that allegation is our priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be avoided.

- Any allegation of abuse by a member of staff should be reported to the Bucksmore HomelinguA Safeguarding Officer (or their named Deputy) straight away. In the absence of the Designated Person or their Deputy, or, in cases where the Designated Person or their Deputy are the subject of the allegation or concern, allegations should be reported to the OIEG Safeguarding Lead. In all cases, the OIEG Safeguarding Lead OIEG will be the Case Manager going forward.
- The OIEG Safeguarding Lead will then immediately contact their Local Safeguarding Children Board to discuss the case with the Local Authority Designated Person (LADO) and decide on strategy going forward. The OIEG Safeguarding Lead will then inform the accused person about the allegations as soon as possible after consulting the LADO.
- In response to an allegation staff suspension will not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.
- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

### **C1.2.7 Additional Guidance for all staff and home teachers:**

Also, remember to protect yourself from false allegations of abuse. Try to ensure that one-to-one interviews are in rooms with glass doors, record and have countersigned all records of conversations and never offer students lifts in your own vehicles. We always aim to be friendly with students but that can mean that professional and private boundaries can get blurred. Be particularly careful about sharing jokes, use of inappropriate language use and physical contact.

Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **C1.2.8 Handling allegations of abuse made against other students**

Where the allegation of abuse is made by a child against a student who is an adult, again, suspension will not be the default option. The student should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

At this stage, Agents or Parents may only be informed that the student has been suspended with the permission of the student. If the student briefs the agent themselves and the agent seeks clarification from us then appropriate details may be provided at this time.

Allegations that are found to have been malicious will be removed from all school records and will not be referred to in reference requests from external agencies.

'Abuse is not just an adult phenomenon' and it is not something that is necessarily committed only by an adult. Children can pose a threat to other children, either physical or sexual; and abuse may be committed

Where we have reason to suspect that a child may be suffering, or is likely to suffer, significant harm as a result of the actions of another child (or children), the response will be considered in the light of all the relevant facts and circumstances. The Bucksmore Homelingua Safeguarding Officer and/or the OIEG Safeguarding Lead will discuss the circumstances and relevant senior pastoral colleagues will be involved as appropriate. Additionally, the advice of the LADO will be sought at a very early stage. Any disclosure, allegation or concern will be referred in the usual way to the LADO.

In the event of any disclosure about student on student abuse, all the children involved, whether alleged perpetrator or victim, must be treated as being 'at risk' and this needs to inform the school's handling of the situation.

### **C1.2.9 Procedures for handling a student disclosure**

Bucksmore Homelingua is committed to ensuring that it meets its responsibilities in respect of child protection by treating any allegation seriously and sensitively.

#### **Receive**

- Carefully listen to what the student is saying and remain calm.
- Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

#### **Reassure**

- Reassure the student that they have done the right thing by telling you.
- Do not promise confidentiality. You will be under a duty to pass the information on and the student needs to know this.
- Reassure the student that the people who will be informed will be sensitive to their needs and will be looking to help protect them. Inform them that it is not in their interests to keep the disclosure confidential and it will have to be passed on to the appropriate agencies.

**React**

- You can ask questions and may need to in certain instances. However this is not an opportunity to interrogate the student and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the student is making. Any questions must be open and not leading.
- Do not criticise the perpetrator as the student may still have a positive emotional attachment to this person.
- Do not ask the student to repeat their allegation to another member of the family or staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

**Record**

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said). Do not be offended by any offensive language or words used to describe the abuse).
- Time and date your notes and do not destroy them in case they are required by a court.
- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations' or assumptions.

**Final step**

- Once you have followed the above guidelines, pass the information on immediately to the Bucksmore Homelingua Safeguarding Officer, or the Deputy Bucksmore Homelingua Safeguarding Officer, who will report this information to an appropriate agency (the Local Authority Designated Officer - LADO).
- The person to whom the disclosure was made should ensure that the child who has disclosed the information is informed about what will happen next, so they can be reassured about what to expect.
- You can report your concerns directly to the local LADO if you are not satisfied with the response from Bucksmore Homelingua or Oxford International Education Group. The contact information can be found on your Local Council website.

**C1.2.10 Suspicion of abuse or inappropriate behaviour by a member of staff, home teacher, home teacher family member, student or supplier****If it comes to your attention that the following has occurred:**

- Behaved in a way that has harmed or may have harmed a student
- Possibly committed a criminal offence against or related to a student
- Behaved inappropriately towards a student, or behaved in other ways that suggests they may be unsuitable to work with children
- Behaved towards a student or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

**The following procedures must be followed:**

- Record your concerns and report them to the Bucksmore HomelinguA Safeguarding Officer
- The Bucksmore HomelinguA Safeguarding Officer will take measures to ensure that particular person is not left in sole charge of any child
- The Bucksmore HomelinguA Safeguarding Officer will contact the Local Authority Designated Officer (LADO) to ask for advice and how to proceed and to give details of the concern
- Bucksmore HomelinguA will then follow the LADO's advice on how to deal with allegations
- Although support will be offered to the member of staff, home teacher, home teacher family member, student or supplier involved, Bucksmore HomelinguA will ensure that the agencies concerned are given all assistance in conducting investigations

**C1.2.11 Help for members of staff, home teachers, home teacher family members, students or suppliers**

Bucksmore HomelinguA is committed to fully support all members of staff, home teachers, home teacher family members, students or suppliers with our policies and procedures. The Bucksmore HomelinguA Safeguarding Officer and Oxford International Education Group Designated Lead can be contacted or if preferred the following agencies National Association for the Prevention of Cruelty to Children telephone: 0800 800 500 or Childline telephone: 0800 1111

**C1.2.12 Obligation to report**

Bucksmore HomelinguA must report all details to the Disclosure and Barring Service (DBS) when an alleged members of staff or home teacher has resigned or they have been dismissed because they have harmed or may harm children or vulnerable adults. The must be referred to the DBS as soon as it becomes known.

**C1.2.13 Child Protection, Safeguarding and Prevent monitoring and implementation**

Bucksmore HomelinguA will have a designated member of staff with the responsibility for child protection, safeguarding and prevent issues.

The designated member of staff will receive reports from members of staff, home teachers, home teacher family members, students or suppliers where there are concerns about child protection, safeguarding or prevent issues. These reports will be securely stored by the designated member of staff for 5 years. Only the designated member of staff and the Managing Director will have access to these records.

**C1.2.14 Contact procedure**

You should call the Bucksmore HomelinguA Safeguarding Officer / Child Protection Officer first to report an issue. If you think a child is in immediate danger contact the police by calling **999**. If there is no immediate danger you can call **101** (UK) and ask for the Safeguarding Coordination Unit.

## C1.3 Other safeguarding issues

Safeguarding covers a range of issues. We should do everything possible to ensure that students feel safe at all times.

### C1.3.1 Bullying

All students should have an opportunity to discuss bullying: its causes, student strategies to deal with it and the OIEG's policy on it. Increasingly bullying is about cyber-bullying and there is information available to help tackle this.

If you do become aware of a case of bullying, inform the Designated Person or their Deputy, or, in cases where the Designated Person or their Deputy are not available, to the OIEG Designated Safeguarding Lead.

Ideally we will use 'Restorative Justice' as a way of dealing with bullying rather than traditional Disciplinary methods available. Restorative Justice dispenses with the notion of victims and perpetrators and focuses on solutions to the problem based on mutual understanding and shared perceptions.

If Restorative Justice fails we will refer to the Bucksmore HomelinguA's Anti-Bullying Policy. However, it is worth pointing out that it is not possible to exclude a student permanently without clear evidence that bullying has taken place.

### C1.3.2 Female genital mutilation (FGM)

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK – over 1700 victims were referred to specialist clinics in the UK during the last 2 years. Many more cases are believed to go unreported.

OIEG takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM.

A girl or woman who's had FGM may:

- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school or college
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear

Any indication that FGM is a risk, is imminent, or has already taken place should be reported to the Designated Person or their Deputy, or, in cases where the Designated Person or their Deputy are not available, to the OIEG Designated Safeguarding Lead.

### **C1.3.3 Child sexual exploitation**

(CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. However, victims often carry two phones or one phone and two SIM cards.

If you suspect a child is at risk of CSE or that this has already taken place this should be reported to the Designated Person or their Deputy, or, in cases where the Designated Person or their Deputy are not available, to the OIEG Safeguarding Lead.

### **C1.3.4 e-Safety**

New technologies have become integral to the lives of children and young people and adults in today's society, both within schools and in their lives outside school.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil / student achievement. However, the use of these new technologies can put young people at risk.

Each setting within the OIEG group have a specific e-safety policy that should be read in conjunction with this Safeguarding Policy.

### **C1.3.5 Extremism & Radicalisation**

The Counter-Terrorism and Security Act places a duty on services providers to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Radicalisation is a form of abuse and is responded to from within our Safeguarding procedures. As a group of companies, OIEG values:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect and tolerance of different faiths and beliefs.

All OIEG staff and home teachers receive training to both support their awareness of the Prevent Strategy and their ability to identify and support individuals who are vulnerable to being drawn into terrorism. All OIEG settings will co-operate fully their Local Authority 'Channel Panel' in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.



**C1.3.6 Accommodation**

- All host accommodation for young people and vulnerable adults will be checked to ensure that all host families, landlords, landladies and all other residents staying in the home are suitable to house our students. In addition, we conduct a DBS check on all tutors who work with juniors.
- Bucksmore Homelingua will ensure that appropriate procedures and monitoring are in place for all host accommodation.
- Bucksmore Homelingua will provide guidelines to tutors outlining the requirements for hosting juniors. These include guidelines on safety, illness, free time and using the internet. Please see Teacher's Manual.

## C1.4 Welfare rules for young learners

When booking young learners on courses with Bucksmore Homelingua it is important that agents, parents, tutors and students are aware of and agree to the following stipulations, which are in the interest of safeguarding the student:

### C1.4.1 Welfare rules for students aged 9 and under

- Are not allowed out of the home alone and are completely cocooned by the teacher and host family, for which an additional supplement is charged
- If not attending a course (i.e. travelling with a parent on a course as an accompanying person), Homelingua require that independent childcare be arranged for the child
- If the parent is accompanying the child on a course, the parent is responsible for the child outside of lesson hours

### C1.4.2 Welfare rules for students aged 10 - 15

- Are required to be accompanied at all times, but may have supervised independent time in the teacher's home

### C1.4.3 Welfare rules for students aged 16 - 17

- May have controlled independent time only in the local area if they have a full orientation beforehand and must observe a 17.30 curfew
- May use public transport by themselves if agreed by the parent/guardian. However Bucksmore Homelingua may not allow this if we have concerns over safety
- May only be left alone in the teacher's home if at all, for short periods of time (to collect children from school for example) and only if the teacher is satisfied that the student is comfortable with being left home alone
- Although allowed limited independence, are often as vulnerable as students under 16. Bucksmore Homelingua and our teachers reserve the right to assess the risk to the student in relation to activities/excursions and independent time and refuse a student's request even if approved by his parent/guardian in the interests of safeguarding

### C1.4.4 Welfare rules for all young learners

- Must provide a contact email address (or that of a parent/guardian) so that the Homelingua teacher can establish contact in advance of arrival
- Are advised to bring their Parental Consent Form signed, which Homelingua will provide
- Where the request or activity is not covered by Bucksmore Homelingua policies, the teacher must seek written parental permission for the request. The Academic Teacher Manager must be copied into all correspondence
- Final discretion regarding student welfare is with the teacher

## C1.5 Excursions and activities policy

Bucksmore Homelingua will provide guidance to teachers about providing a suitable leisure programme for students, including offering students a range of activities or trips in the local area (and any costs involved) for them to choose what they want to do. Some of these activities and trips should be free of charge.

When visiting local amenities or taking part in out-of-lesson activities with the teacher

- Risk assessments are completed for visiting local amenities or tourist attractions as part of teacher diligence.
- Students are provided with a contact telephone number for the teacher in case of loss or separation, and both tutor and student should have the correct contact details for Homelingua (the head office number or the emergency out-of-hours contact number) should any issues arise.
- Teachers will take particular care when supervising students in the less formal atmosphere of an activity or excursion. When outside of the home, ensure the age guidelines about independent time are adhered to. Tutors will ensure students under the age of 16 are not left unsupervised (without written permission from parents/Homelingua to state otherwise). Students aged 16-17 may have controlled independent time if the teacher /parents deem this to be appropriate.
- Rarely, activities or excursions may include overnight stays. Teachers must inform Bucksmore Homelingua of any such proposals and careful consideration needs to be given to sleeping arrangements. Students, Bucksmore Homelingua head office staff, parents and agents (if applicable) should be informed of these prior to the start of the trip.

## C1.6 Transfer policy

When providing a transfer service for a Bucksmore Homelingua student under the age of 18, drivers must agree to take responsibility for the safety and well-being of that student from the time of collection to hand-over to the teacher or airport services. This responsibility lies both with the company and the driver as an individual.

### C1.6.1 Guidelines for students 15 and under

The assisted check in service is offered to students of any age but is required by Homelingua for students age 15 and under and from 2014 has been included in our course fees.

- If the student is departing from London St Pancras and travelling on Eurostar, the driver needs to park up and take the student to the ticket gates
- For drop-offs at all other airports, Bucksmore Homelingua will book this service with the transfer company. The driver will take the student to check-in, wait with them in the queue and ensure they are handed over to the airline staff if travelling as unaccompanied minors or taken to the security checkpoint if not travelling as an unaccompanied minor. Until hand-over takes place the driver is responsible for the student.
- Unaccompanied Minor Service may, or may not be booked by the agent/parent.
- Bucksmore Homelingua sales team will get clear information from the agent as to whether a UM service is booked or not booked, and will inform the Homelingua airport rep/driver.

### C1.6.2 Guidelines for students 16 -17

- Driver assistance to Terminal. This service is for students aged 16 -17 and included in the course fee. The driver must park up, take the student to the terminal and show them the correct check in area.
- The driver should never drop and go with a young learner and should only leave the student when he/she is satisfied that they are safe and confident in making their way independently.

### C1.6.3 Independent transfers policy

Students under the age of 16 must travel to / from the teacher's house by car taxi transfer service from a licenced operator or be accompanied by a parent / guardian. Students under the age of 16 are not permitted to / from travel to the teacher's house on their own. Bucksmore

Students aged 16-17, with parental permission, are allowed to take public transport to / from the teacher's house.

### C1.6.3 Supplier and driver criteria

- Bucksmore Homelingua provides a managed car transfer service with one of our carefully selected car transfer companies. Drivers must have a valid PCO licence or Irish equivalent, which includes a DBS / Criminal background check.
- Drivers must wear smart attire and the vehicle be in good condition and road-worthy
- Drivers must speak clearly and slowly and be mindful that English is not the student's first language

- Drivers must hold a sign board with the student's name and Bucksmore Homelingua clearly written
- If the driver is having any difficulties locating the student on arrival, they must contact the student or the Bucksmore Homelingua emergency number +44 7773389143
- Drivers must not leave the teacher's house until the passenger, regardless of age, has met the teacher
- Drivers are obliged to follow Bucksmore Homelingua and Oxford International Education Group's Safeguarding policy and Tackling Extremism and Radicalisation Policy. They must report any concerns to the Bucksmore Homelingua Safeguarding Officer

## C1.5 Designated Contact Person for Safeguarding and Child Protection issues

The role of the Designated Person is to take lead responsibility for managing child protection issues and cases. This involves providing advice and support to other staff, making referrals to and liaising with the local authority and working with other agencies.

Within Bucksmore Homelingua, the Academic Teacher Manager will take the lead on child protection issues and cases. He has completed training of Advanced Level Safeguarding Training for Designated Staff (previously referred to as level 2). This training is regularly updated. All staff members at the Bucksmore Homelingua head office have completed the Introduction to Safeguarding Children Training Course (formerly referred to as Level 1 Safeguarding) and Bucksmore Homelingua Course Consultants have completed Advanced Level Safeguarding Training for Designated Staff (previously referred to as level 2). Staff involved in recruitment of home tuition teachers have completed Safer Recruitment training and Risk Assessment training.

To report an issue, contact the Bucksmore Homelingua Safeguarding Officer. If the issue is related to the Bucksmore Homelingua Safeguarding Officer, contact the Bucksmore or OIEG Designated Safeguarding Lead (ODSL), see next page. If you are not satisfied with the response from either the Bucksmore Homelingua Safeguarding Officers or the Bucksmore / OIEG Designated Safeguarding Leads, contact your Local Authority Designated Person (LADO) for Safeguarding.

**If there is immediate danger, contact the emergency services on 999.**

### **Bucksmore Homelingua Safeguarding / Child Protection Officer**

**Name: David Goodier**

**Email: [academic@homelingua.com](mailto:academic@homelingua.com)**

**Telephone: +44 208 312 8075 (Office hours)**

**Telephone: +44 777 3389143 (24/7)**

### **Deputy Bucksmore Homelingua Safeguarding Officer**

**Name: Julian Keith**

**Email: [julian@homelingua.com](mailto:julian@homelingua.com)**

**Telephone: +44 208 312 8075 (Office hours)**

**Telephone: +44 777 3389143 (24/7)**

Bucksmore (BDSL) / OIEG Designated Safeguarding Lead (ODSL) and the OIEG Deputy Designated Safeguarding Lead (ODDSL) can also be contacted if the issue or case relates to one of the Bucksmore HomelinguA Safeguarding Officers or if you are not satisfied with the response from the Bucksmore HomelinguA Safeguarding Officers. They are also the Child Protection Officers for Bucksmore HomelinguA. The Bucksmore HomelinguA Safeguarding Officers will also liaise with the OIEG ODSL and ODDSL when reports are made.

**Bucksmore Designated Safeguarding Lead (BDSL)****Name: Peter Grieve****Email: peter@bucksmore.com****Telephone: +44 20 3128060 (Office hours)****Telephone: +44 777 3389143 (24/7)****OIEG Designated Safeguarding Lead (ODSL)****Name: David Wilkins****Email: dwilkins@oxfordinternational.com****Telephone: +44 20 8293 1188 (Office hours)****Telephone: +44 777 3389143 (24/7)****OIEG Deputy Designated Safeguarding Lead (ODDSL)****Name: ?****Email: ?****Telephone: +44 208 312 8075 (Office hours)****Telephone: +44 777 3389143 (24/7)**

## D1.1 Bucksmore Homelingua Bullying Policy

Bullying is not classified as a form of child abuse however it can be a significant factor in other types of child abuse and can have equally detrimental consequences for a child.

Bullying is anything done with the intention of hurting, intimidating, frightening or upsetting another person. Bullying is not always physical but it results in distress to the victim. It is important to note that bullying does not just occur through face to face contact. Instances of bullying can occur between young people but also from adult to young person. Bullying can be prejudiced based (e.g. disablist, racist, homophobic etc.), if this is the case it is important that this is addressed when responding to bullying behaviour.

### D1.1.1 Forms of Bullying

Bullying can include:

- Physical e.g. hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack.
- Damage to or taking someone else's belongings may also constitute physical bullying
- Verbal e.g. offensive name calling, insults, racist remarks, sexist or homophobic jokes, teasing, threats, using sexually suggestive or abusive language
- Sexual e.g. abusive sexualised name calling, inappropriate sexual innuendo
- Indirect e.g. spreading nasty stories/rumours about someone, intimidation, exclusion from social groups
- Cyberbullying e.g. sending hurtful messages or using videos and images to humiliate, leaving malicious voicemails, a series of silent calls, writing hurtful comments on social networking sites

### D1.1.2 Indicators of Bullying and what Bullying can lead to

The damage inflicted by bullying can be frequently underestimated. It can cause considerable distress to young people, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

There are a number of signs that may indicate that a young person or disabled person is being bullied:

- Behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctant to go to lessons or excursions
- A drop off in performance during lessons
- Physical signs such as stomach-aches, head-aches, difficulty in sleeping, bed-wetting, scratching and bruising, damaged clothes and bingeing for example of food, cigarettes and alcohol
- Being ignored or left out
- The person becoming depressed or feeling anxious

Bucksmore Homelingua does not tolerate the bullying of other people in any form whatsoever and all incidents reported to Bucksmore Homelingua will be investigated and acted on.



At all times Bucksmore HomelinguA students, staff and teachers and their family must:

- Behave and speak in a courteous and respectful way
- Respect the property and belongings and do not to take anything without permission
- Do not ignore someone being bullied, try to get help and tell a responsible adult
- You should ask for help if you are being bullied

#### **D1.1.3 If you are being bullied**

- Contact your teacher, parent, the Bucksmore HomelinguA Academic Teacher Manager, your Agency or someone else you trust. If the first person you speak to doesn't help you, speak to someone else.
- It might help to write down what has happened or what the person bullying you said to you and also write down how you feel. You can show this to the person who is helping you.
- Call the Bucksmore HomelinguA Academic Teacher Manager in Head Office +44 208 3128075 or +44 7773389143 or email [support@homelinguA.com](mailto:support@homelinguA.com)
- For more information about anti-bullying, please visit Bullying UK at [www.bullying.co.uk](http://www.bullying.co.uk)
- The most important thing is to do something. It is possible that the bullying stops quickly but if you do nothing it may mean that the bullying continues which could lead to the person being seriously hurt or upset.

## E1.1 E-Safety Policy

### E1.1.0 Introduction

The Bucksmore Homelingua's e-Safety policy applies takes account of the DfE's 2014 paper *Cyber bullying: advice for teachers and activity staff.*

Bucksmore Homelingua believes that the Internet is a vital tool for modern education; it is a part of everyday life for academic work and social interaction in Oxford International schools, and consequently Bucksmore Homelingua has a duty to provide students with quality Internet access as part of their learning experience. Given that they also use the Internet widely outside of Bucksmore Homelingua, students need to learn how to evaluate online information and to take care of their own safety and security as part of their broader education.

The purpose of Internet use in Bucksmore Homelingua premises is to raise educational standards, promote student achievement, develop initiative and independent learning, foster imagination and knowledge, support the professional work of staff and enhance Bucksmore Homelingua's management functions. For international students, the Internet is, along with the mobile phone, also a crucial means of keeping in touch with home and family.

The aims of this policy are to:

- Enable students to take full advantage of the educational opportunities provided by e-communication;
- Inform and educate students as to what constitutes appropriate and inappropriate internet usage;
- Safeguard students and to protect them from cyber-bullying and abuse of any kind derived from e-sources;
- Help students take responsibility for their own online safety;
- Ensure that the copying and subsequent use of internet-derived materials by staff and students complies with copyright law; and
- Help students use technology safely and appropriately.

### E1.1.1 Terminology

**Cyberbullying** is the deliberate use of information and communication technology (ICT), particularly mobile phones and the Internet, to hurt or upset someone else.

**E-Safety** means limiting the risks to which students are exposed when using technology, so that all technologies are used safely and securely.

### E1.1.2 Student responsibility

Students are responsible for their actions, conduct and behaviour when using the Internet, in the same way that they are responsible during classes or at other times in the working day.

Use of technology should be safe, responsible and legal. Any misuse of the Internet, inside or outside of Bucksmore Homelingua, will be dealt with under the Bucksmore Homelingua's behaviour policy. Sanctions will also be applied to any student found to be responsible for any

material on his or her own or another website, Facebook, for instance, that would be a serious breach of Bucksmore Homelingua rules in any other context.

### **E1.1.3 Online activities which are not permitted**

No Intranet or Internet user at Bucksmore Homelingua or at a Bucksmore Homelingua teacher's property is permitted to:

- Retrieve, send, copy or display offensive messages or pictures
- Use obscene or racist language
- Harass, insult or attack others
- Damage computers, computer systems or computer networks
- Violate copyright laws
- Use another user's password or account
- Trespass in another user's folders, work or files
- Use the network for commercial purposes
- Download and install software or install hardware onto a Bucksmore Homelingua or teacher's computer, whether legitimately licensed or not
- Intentionally waste limited resources, including printer ink and paper
- Copy, save or redistribute copyright-protected material without approval
- Subscribe to any services or order any goods or services unless specifically approved
- Use Internet chat rooms
- Use the network in such a way that its use by other users is disrupted (for example: downloading large files during peak usage times; sending mass email messages)
- Publish, share or distribute any personal information about any other user such as home address, email address, telephone number, etc.
- Engage in any activity that breaks a Bucksmore Homelingua rule.

### E1.1.4 Bullying

Students must not use their own or the Bucksmore Homelingua, including teacher's technology to bully others either inside or outside the confines of Bucksmore Homelingua or teacher's buildings. Bullying incidents involving the use of technology will be dealt with under the Bucksmore Homelingua's anti-bullying policy.

If a student thinks s/he or another student has been bullied in this way, they should talk to a teacher or member of staff about it as soon as possible.

### E1.1.5 If you are bullied online

- You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.
- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
- Where the perpetrator is known to be a current student or colleague, the majority of cases can be dealt with most effectively through the Bucksmore Homelingua's own mediation and disciplinary procedures.
- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments. If they refuse, it should be an organisational decision what to do next – either Bucksmore Homelingua or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies such as *The UK Safer Internet Centre*.
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the Bucksmore Homelingua may consider contacting the local police. Online harassment is a crime.

### E1.1.6 Responses to cyber-bullying

Cyber-bullying can be defined as “the use of Information Communication Technology, particularly mobile phones and the internet, deliberately to hurt or upset someone.” (DCSF 2007). Many young people and adults find using the Internet and mobile phones a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. When children are the target of bullying via mobiles phones, gaming or the internet, they can often feel very alone, particularly if the adults around them do not understand cyber-bullying and its effects. A once previously safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety. It is essential that young people, Bucksmore Homelingua staff, teachers and parents and carers understand how cyber-bullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

The DfE and Childnet have produced resources that can be used to give practical advice and guidance on cyber-bullying. See: <http://www.digizen.org/cyberbullying>

Cyber-bullying (along with all forms of bullying) will not be tolerated at OTC, whether the bullying originates inside or outside of the Bucksmore HomelinguA or teacher's property. Activities conducted outside of Bucksmore HomelinguA or teacher's premises that in our opinion constitute cyber-bullying will also be covered by this policy. Instances of Cyber-bullying will be dealt with according to the Bucksmore HomelinguA's anti-bullying policy. All incidents of cyber-bullying reported to the Bucksmore HomelinguA will be recorded.

Bucksmore HomelinguA will take reasonable steps to identify the person(s) responsible for any instances of cyber-bullying such as examining system logs, identifying and interviewing possible witnesses and contacting the service provider and the Police if necessary.

Sanctions may include:

- informing parents/guardians
- the withdrawal of privileges e.g. to use a phone or to use the Bucksmore HomelinguA teacher's internet facilities
- the person(s) responsible being instructed to remove any material deemed to be inappropriate
- temporary or permanent exclusion in the most serious cases
- the Police being contacted if a criminal offence is suspected

### **E1.1.7 Abuse**

If there is a suggestion that a student is at risk of abuse from his or her involvement on the Internet, the matter will be dealt with under Bucksmore HomelinguA's policy for safeguarding and protecting the welfare of children. If any student is worried about something that they have seen on the Internet, they must report it to a teacher or member of staff about it as soon as possible.

### **E1.1.8 Responses**

All e-safety complaints and incidents will be recorded by Bucksmore HomelinguA on the Incident Log, together with actions taken. Breaches of regulations will be dealt with according to the Bucksmore HomelinguA's disciplinary and Child Protection procedures. Any instances of cyber-bullying will be treated in accordance with the Bucksmore HomelinguA's anti-bullying policy and will be dealt with thoroughly and appropriately. In such cases, the Academic Teacher Manager will apply any sanction that is deemed appropriate and proportionate to the breach including, in the most serious cases, asking a student to leave Bucksmore HomelinguA course. Misuse may also lead to confiscation of equipment in accordance with the Bucksmore HomelinguA's policy on behaviour and discipline.

### E1.1.9 Managing email

Modern life is all but impossible without; it is an immensely valuable tool for educational communication. However, it can also be a channel for cyber-bullying, abuse and defamation. Spam, phishing and virus attachments can also make email dangerous. As a consequence:

- All emails must be professional in tone and content
- Students must notify a member of staff if they receive offensive email
- Students must not reveal personal details of themselves or others in email communication, or arrange to meet anyone not known to them without specific permission
- Social email use during lessons day can interfere with learning and will be discouraged
- Email sent to external organisations should be written carefully and authorised before being sent, in the same way as a letter written on Bucksmore Homelingua headed paper
- Sending or replying to anonymous messages and chain letters is not permitted
- Staff should use Bucksmore Homelingua email accounts to communicate with students on professional matters only

### E1.1.10 Managing Social Media and Social Networking sites

Parents, students and teachers need to be aware that the Internet has emerging online spaces and social networks which allow unmonitored content to be published. Students should be encouraged to think about the ease of uploading personal information, the associated dangers and the difficulty of removing an inappropriate image or information once published. All staff should be made aware of the potential risks of using social networking sites or personal publishing either professionally with students or personally. Examples include: blogs, wikis, social networking, forums, bulletin boards, multi-player online gaming, chatrooms, instant messaging and many others.

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, teacher's address, IM and email addresses, full names of friends/family, specific interests and clubs, etc. Similarly students are advised not to place personal photos on any social network space. They should think about how public the information is and consider using private areas.

Staff or teachers official blogs or wikis should be password protected. Staff or teachers are advised not to run social network spaces for student use on a personal basis.

Students should be advised on security, encouraged to set passwords and to deny access to unknown individuals and be instructed in how to block unwanted communications. Students should be encouraged to invite known friends only and deny access to others by making profiles private. Students are advised not to publish specific and detailed private thoughts, especially those that may be considered threatening, hurtful or defamatory. Posts that, in the reasonable opinion of the Bucksmore Homelingua, could be deemed offensive or defamatory to individuals or to Bucksmore Homelingua will be regarded as a serious breach of discipline and will be dealt with in the context of the Bucksmore Homelingua's behaviour policy.

### **E1.1.11 Managing mobile phones**

Students are permitted to bring mobile phones onto Bucksmore HomelinguA teacher's premises but they remain the responsibility of their owners at all times. Bucksmore HomelinguA or the teacher cannot be held responsible for any theft, loss of, or damage to, such. All phones must not be switched on or used for any purpose in any lesson or other formal Bucksmore HomelinguA occasion unless given clear permission by the teacher.

Phones may not be used to bully, harass or insult any other person inside or outside Bucksmore HomelinguA either through voice calls, texts, emails, still photographs or videos. Cyber-bullying of this nature will bring severe penalties in accordance with the Bucksmore HomelinguA's behaviour policy. Any misuse of the Internet through Internet-enabled phones, such as downloading inappropriate or offensive materials or posting inappropriate comments on social networking sites, will be dealt with in accordance with the Bucksmore HomelinguA's behaviour policy.

Phones must not be used to take still photographs or videos of any person on Bucksmore HomelinguA teacher premises without their express permission. Even if such permission is obtained they must under no circumstances be used to ridicule, harass, bully or abuse another person in any way. Any unacceptable use of mobile phones will be dealt with in accordance with the Bucksmore HomelinguA's behaviour policy.

Bucksmore HomelinguA reserves the right to confiscate for a fixed period the phone of any person contravening these protocols.

### **E1.1.12 Managing photography and video capture on Bucksmore HomelinguA or the teacher's premises**

Use of photographic material to harass, intimidate, ridicule or bully other students or staff members will not be tolerated and will constitute a serious breach of discipline.

Phones must not be used to take still photographs or videos of any person on Bucksmore HomelinguA or the teacher's premises without their express permission. Even if such permission is obtained they must under no circumstances be used to ridicule, harass, bully or abuse another person in any way.

Indecent images taken and sent by mobile phones and other forms of technology (sometimes known as 'sexting') is strictly forbidden by Bucksmore HomelinguA and in some circumstances may be seen as an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988. Anyone found in possession of such images or sending them will be dealt with by the authorities. If a student thinks that they have been the subject of 'sexting', they should talk to a member of staff about it as soon as possible.

The uploading onto social networking or video sharing sites (such as Facebook or YouTube) of images which in the reasonable opinion of Bucksmore HomelinguA may be considered offensive is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material.

Students, if requested, must allow staff or teacher reasonable access to material stored on phones and must delete images if requested to do so in any situation where there is any suspicion such images contravene Bucksmore Homelingua regulations.

If Bucksmore Homelingua has reasonable grounds to believe that a phone, camera, laptop or other device contains images, text messages or other material that may constitute evidence of criminal activity, Bucksmore Homelingua reserves the right to submit such devices to the police for examination. Such misuse of equipment will be dealt with according to Bucksmore Homelingua behaviour policy and may involve confiscation and / or removal of the privilege of using such devices on Bucksmore Homelingua or the teacher's premises on a temporary or permanent basis.

### **E1.1.12 Managing other electronic equipment – e.g. laptops, PDAs and tablet computers**

Students are permitted to bring other electronic devices such as laptops, PDAs, tablet computers and mp3 players onto Bucksmore Homelingua or teacher's premises with permission but they remain the responsibility of their owners at all times. They must keep them with them at all times and they must ensure that they are appropriately made secure via passwords. Bucksmore Homelingua cannot be held responsible for any theft loss of, or damage to, such devices.

No electronic device should be misused in any way to bully, harass or intimidate another person whether through text or images. Any such abuse will be dealt with in accordance with Bucksmore Homelingua's behaviour policy.

No electronic device should contain inappropriate material such as violent or explicit videos or photographs, pornography or any material that could be considered offensive and / or inappropriate.

### **E1.1.13 Licensed software, distributing files / MP3s and Warez**

No computer programs (executables), MP3s, pornography, or copyrighted material may be distributed over the network. This includes the sending of files via email, as well as setting up 'servers' on students laptops and using them as a means of sharing software. Also, students should not download copyrighted material or non-shareware programs and should not be using their laptops as a means to view films, images, or graphics which are deemed inappropriate.

### **E1.1.14 Games**

Computer games should never be played during study time or excursions. Any game played should be age appropriate and not contain offensive material in the form of images, sounds or graphics. Students will be asked to remove them if they are deemed inappropriate.

### **E1.1.13 Privacy**



Bucksmore Homelingua reserves the right to examine the hard drive on a student's personal laptop if there is reasonable suspicion that a computer is being used for inappropriate or dishonourable purposes.

#### **E1.1.14 Consequences**

Students found in breach of these rules may have their Internet privileges removed, the privilege of using their laptop, netbook, PDA or tablet PC at Bucksmore Homelingua or teacher's premises removed either permanently or temporarily, and, depending on the seriousness of the breach, they may also have other sanctions imposed in accordance with Bucksmore Homelingua's behaviour policy.

#### **E1.1.15 Teacher conduct**

- Behave responsibly and professionally at all times on the internet and on social networking sites and keep up to date with privacy policies
- Communication with students, especially young learner students is clear and professional within the context of the student's course
- Thoroughly read and familiarise themselves with the e-Safety policy and cooperate in implementing this policy
- Use professional judgement if no specific guidance or policy article exists. If in any doubt, please contact the Academic Teacher Manager
- Do not take photographs or videos of students without parental permission of the student
- Guide and supervise young learner students' usage of the internet
- Ensure there is provision for filtering inappropriate content by using parental control software on the wifi router for young learner students
- Internet usage during lessons must be for education purposes only and reinforce the lesson content
- Ensure all materials downloaded from the internet comply with copyright and other laws

#### **E1.1.16 Young learner students conduct**

- Must give electronic devices to the teacher at bedtime if requested by the teacher
- The teacher may turn off internet access at night
- The teacher may limit internet or electronic device usage at any time

#### **E1.1.17 Bucksmore Homelingua conduct**

- Will not use digital photographs or videos without permission
- No personal address or contact information of either the teacher or student will be published on the company's website or marketing materials
- Photographs used in marketing materials or websites of young learners will be appropriate and parental permission sought prior to publishing
- Full names of the teacher or student will not be published

## F1.1 Tackling Extremism and Radicalisation Policy

This policy should be read with the following documents and guidance papers:

PREVENT Strategy HM Gov  
Keeping Children Safe in Education DfE 2016  
Working Together to Safeguard Children HM Gov 2013

### F1.1.1 Policy Statement

Bucksmore Homelingua is fully committed to safeguarding and promoting the welfare of all its students. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they may be and outlining support strategies.

### F1.1.2 Other policies

The Bucksmore Homelingua Tackling Extremism and Radicalisation Policy links to the following policies:

- Safeguarding;
- Behaviour Policy
- e-Safety Policy

The following national guidelines should also be read when working with this policy:

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE 2016
- Working Together to Safeguard Children HM Government 2013.

### F1.1.3 Aims and Principles

The OIEG Extremism and Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All Directors, Managers, Teachers and other non-teaching staff will have an understanding of what radicalisation and extremism is and why we need to be vigilant in our schools;
- All staff will know what the policy is on tackling extremism and radicalisation and will follow the policy guidance should issues arise;
- All agents and the parents/carers of students will be made aware that we have policies in place to keep students safe from harm and that we regularly review our systems to ensure they are appropriate and effective. The key policies will be published on our website.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here

and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

#### **F1.1.4 Definitions and Indicators**

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours which may indicate a student is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with an extremist group
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology
- Using insulting to derogatory names for another group
- Increase in prejudice-related incidents committed by that person. These may include:
  - Physical or verbal assault
  - Provocative behaviour
  - Damage to property
  - Derogatory name calling
  - Possession of prejudice-related materials
  - Prejudice related ridicule or name calling
  - Inappropriate forms of address
  - Refusal to co-operate
  - Attempts to recruit to prejudice-related organisations
  - Condoning or supporting violence towards others

#### **F1.2 Procedure for Referrals**

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practice;

- All staff are trained in Safeguarding and Child Protection and all staff are aware of the Bucksmore HomelinguA Safeguarding Officer and also Oxford International Education Group Safeguarding Lead and the routes for making referrals.
- The Bucksmore HomelinguA Safeguarding Officer will discuss the most appropriate course of action on a case- by-case basis and will decide when a referral to external agencies is needed (see Appendix 1 – Dealing with referrals)

- As with any child protection referral, staff and home tuition teachers must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do so by the Designated Safeguarding Lead.

### **F1.3 The Bucksmore HomelinguA Safeguarding Officer (BHSO), their deputies and staff**

- The Bucksmore HomelinguA Safeguarding Officer (BHSO) and their designated deputies are the leaders for referrals relating to extremism and radicalisation. In the unlikely event that neither are available, the Oxford International Education Group Designated Safeguarding Lead or their deputies are to be contacted.
- Staff and home tuition teachers will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student, or if they need to discuss students whom they consider to be vulnerable to radicalisation or extremist views.
- The Bucksmore HomelinguA Safeguarding Officer (BHSO) and their designated deputies and any relevant member of staff concerned will work with external agencies where necessary to decide the best course of action to address concerns which arise.

### **F1.4 Additional Points**

#### **F1.4.1 The role of the curriculum**

Bucksmore HomelinguA home tuition teachers should ensure that the curriculum for the personalised course is broad and balanced as well as promoting respect, tolerance and diversity. Students are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

#### **F1.4.2 Staff training**

Through training opportunities in head office, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our students are resilient and able to resist involvement in radical or extreme activities.

#### **F1.4.3 Home teacher training**

Home teachers must familiarise themselves with the Tackling Extremism and Radicalisation Policy. This will also be reviewed during the home teacher induction and also subsequent training sessions should there be any policy or guideline changes.

#### **F1.4.4 e-safety**

- Home teachers ensure sites known to be unsafe cannot be accessed via internet provision in the home (Parental Control software).

### **F1.4.5 Policy Review**

The Tackling Extremism and Radicalisation Policy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

### **F1.5 Appendix 1 – Dealing with referrals**

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Bucksmore HomelinguA Safeguarding Officer (BHSO), their Deputy or the Oxford International Safeguarding Leads
- All incidents will be fully investigated and recorded in line with the Behaviour Policy and records will be kept in line with procedures for any other safeguarding incident;
- Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the Safeguarding files;
- The Bucksmore HomelinguA Safeguarding Officer (BHSO) will follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further discussion with parents/cares would be held if there is not a significant positive change in behaviour; and
- In the event of a referral relating to serious concerns about potential radicalisation or extremism we will contact.

### **F1.6 Appendix 2 - Additional materials**

(Available by searching online)

- The Prevent Strategy, GOV.UK – Home Office
- Keeping Children Safe in Education DfE 2016
- Working Together to Safeguard Children HM Gov 2013
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of
- Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education

**F1.7 Prevent Lead and contact information**

If there is immediate danger, contact the emergency services on 999.

**Bucksmore Homelingua Prevent Lead**

Name: David Goodier

Email: academic@homelingua.com

Telephone: +44 208 312 8075 (Office hours)

Telephone: +44 777 3389143 (24/7)

**Deputy Prevent Lead**

Name: Julian Keith

Email: julian@homelingua.com

Telephone: +44 208 312 8075 (Office hours)

Telephone: +44 777 3389143 (24/7)

**Bucksmore Designated Safeguarding Lead (BDSL)**

Name: Peter Grieve

Email: peter@bucksmore.com

Telephone: +44 20 3128060 (Office hours)

Telephone: +44 777 3389143 (24/7)

**OIEG Designated Safeguarding Lead (ODSL)**

Name: David Wilkins

Email: dwilkins@oxfordinternational.com

Telephone: +44 20 8293 1188 (Office hours)

Telephone: +44 777 3389143 (24/7)

**OIEG Deputy Designated Safeguarding Lead (ODDSL)**

Name: ?

Email: ?

Telephone: +44 208 312 8075 (Office hours)

Telephone: +44 777 3389143 (24/7)

## G1.1 Student behaviour incident policy

All students and accompanying parents or children have to abide by the Bucksmore Homelingua code of conduct. It is Bucksmore Homelingua's responsibility to ensure the code of conduct has been informed to students, parents and booking agents prior to the course commencing and they agree to abide by the code of conduct. All participants, their parents and booking agents must also be clear about the consequences of any breaches of the Bucksmore Homelingua Code of Conduct.

The Bucksmore Homelingua Code of Conduct is included in the Student Orientation Guide sent with the Course Confirmation email and also the Enrolment Document email and is available on the homelingua.com website.

Bucksmore Homelingua defines behavioural misconduct as any breach or infraction of the rules and regulations defined in the Bucksmore Homelingua Code of Conduct. It can also include any *house rules* the teacher has set, which must be informed to the student during orientation.

Bucksmore Homelingua reserves the right (without refund of fees) to remove any student from a course in the case of criminal offence or persistent antisocial or unacceptable behaviour. Bucksmore Homelingua will not be liable for any resulting costs in the case of expulsion.

Behavioural misconduct will be reported by the teacher or member of the teacher's family to the Academic Teacher Manager who will then help and support the teacher.

### G1.1.1 Recording of behavioural incidents

All incidents or cases must be reported to the Bucksmore Homelingua Academic Teacher Manager. A written report can be sent by email to the Bucksmore Homelingua Academic Teacher Manager including details of the incident(s), date(s), time(s) and any actions the teacher has taken.

Where the reporting of an incident takes place by telephone or in-person, the Bucksmore Homelingua member of staff will write notes of the conversation and add these to the student's record in Salesforce.

All reports will be stored confidentially in Salesforce.

### G1.1.2 Behavioural incidents stages

Initial and minor behavioural incidents will be managed by the student's teacher. Serious breaches or subsequent incidents will be managed by the Academic Teacher Manager. The below stages should be followed sequentially, except for serious or gross misconduct incidents.

Stage	Procedure	Reporting	Follow on action
<b>1 – Minor behavioural incident or issue</b>	<p><b>Informal discussion</b>            Managed by the teacher with the student / accompanying participant.</p> <p>Should be handled at the time of the incident and the student reminded about the code of conduct and given the opportunity to reflect</p> <p>It is important to note that the minor behavioural issue maybe related to home sickness or initial <i>settling in</i> difficulties. This should be closely monitored and if appropriate additional welfare support provided</p>	Teacher should make a written log of the incident, in case there is a future occurrence.	Teacher monitors
<b>2 – First breach</b>	<p><b>Verbal warning</b> – Teacher gives a formal verbal warning to the student and informs the Academic Teacher Manager</p> <p>Academic Teacher Manager will speak to the student and also inform parents / guardian / booking agent</p> <p>Academic Teacher Manager reviews code of conduct with student and parents / guardian / booking agent and explains subsequent steps should there be any more behavioural incidents</p>	Teacher makes written log and informs Academic Teacher Manager	Academic Teacher Manager monitors situation with teacher



<p><b>3 – Second breach</b></p>	<p><b>Written warning</b> – The Academic Teacher Manager will issue a written warning to the student which will be sent to the parents / guardian / booking agent</p> <p>Sanctions against the student may be applied such as exclusion from family activities</p>	<p>Teacher provides written incident report and Academic Teacher Manager will add action points / notes and then add to student’s record in Salesforce</p>	<p>If reoccurs, move to stage 4</p>
<p><b>4 – Third breach</b></p>	<p><b>Behaviour meeting</b> – The Academic Teacher Manager will meet all parties</p> <p>A final written warning issued by the Academic Teacher Manager to the student which will be sent to the parents / guardian / booking agent</p>	<p>Academic Teacher Manager will record meeting notes and any action points. Added to student’s record in Salesforce</p>	<p>If reoccurs, move to stage 5 / May be requested to leave the course</p>
<p><b>5 – Serious incident</b></p>	<p><b>Serious incident meeting</b> – The Academic Teacher Manager will meet all parties</p> <p>Written report will be issued by the Academic Teacher Manager with notes, action plan and/or sanctions sent to the parents / guardian / booking agent</p> <p>In the case of the student being requested to leave the course, the Academic Teacher Manager will issue a written official notification and parents / student asked to make travel arrangements</p>	<p>Academic Teacher Manager will record meeting notes and any action points. Added to student’s record in Salesforce</p>	<p>May be requested to leave the course</p>
<p><b>6 – Serious second incident</b></p>	<p>The Academic Teacher Manager will issue a written official notification that student is required to leave the course</p> <p>Parents / student / booking agent asked to make travel arrangements</p>	<p>Academic Teacher Manager will record meeting notes and any action points. Added to student’s record in Salesforce</p>	<p>Required to leave the course</p>

<p><b>7- Gross misconduct or criminal offence</b></p>	<p><b>Serious incident meeting</b> – The Academic Teacher Manager will meet all parties and if applicable local authorities</p> <p>The Academic Teacher Manager will issue a written official notification that student is required to leave the course</p> <p>Parents / student / booking agent asked to make travel arrangements</p>	<p>Academic Teacher Manager will record meeting notes and any action points. Added to student’s record in Salesforce</p>	<p>Required to leave the course and/or reported to local authorities</p>
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### G1.1.3 Behavioural incident reports

For Stage 2 / First breach the teacher writes report / log of the incident and the verbal warning given including what behavioural corrections or changes the student must make and if applicable, possible sanctions imposed if their behaviour does not improve.

The teacher should explain clearly to the student why their behaviour is not acceptable and allow the student the opportunity to explain their actions. The teacher should explain the consequences of any further breaches of the Bucksmore Homelingua Code of Conduct and try to get the student to verbally acknowledge that they will improve their behaviour.

For Stages 3 – 7 the Academic Teacher Manager must complete the behaviour incident form. This will contain the teacher's written log of the incident(s), action points, any sanctions imposed as well as the student / parents / guardian / booking agents input.

A copy of the behaviour incident report will be sent to the teacher, student, parents, guardian, booking agent as appropriate for the student's age and the situation.

### G1.1.4 Gross misconduct, criminal offence or repeated serious incident

Bucksmore Homelingua may take the following action(s) depending on the nature of the incident(s) and the situation.

- Inform the student they have to leave the teacher's house. Where the safety and welfare of the teacher or the teacher's family is assured the following will happen. Student, parents, guardian, booking agent as appropriate for the student's age informed they have 48 hours to leave the teacher's house. Relevant parties must inform Bucksmore Homelingua of the progress in making transport arrangements. Where appropriate Bucksmore Homelingua offer support in assisting with local transport arrangements.
- Report the incident to the police / local authority where the incident involves a criminal offence. In this instance, Bucksmore Homelingua will follow the advice and regulations of the police / local authority.
- Remove the student from the teacher's house immediately if the teacher or the teacher's family are in danger or there is a strong concern about their safety or welfare. In this instance adult students (18+) will be asked to leave immediately and informed to make arrangements transport arrangements or stay at a hotel. Where appropriate Bucksmore Homelingua will offer help in finding a hotel. For young learner students, the parents will be asked to find an immediate flight home. If there are no flights that day, a flight must be purchased for the following day. In this instance the student will be removed from the teacher's house and taken to the nearest Bucksmore Summer centre if during the summer or if outside of that period or alternative temporary accommodation that meets Safeguarding, welfare and regulatory rules and standards. This may be with an experienced Bucksmore Homelingua teacher who will be fully briefed about the situation and head office support provided throughout the time the student is there.

## H1.1 Student Code of Conduct

The following Student Code of Conduct is applicable to all participants of a Bucksmore Homelingua course including non-studying accompanying participants. Breaches of the Student Code of Conduct will be dealt as outlined in G1.1 Student Behaviour Incident Policy.

### Some simple rules

- Behave and speak in a courteous and respectful way to your teacher and their family
- Respect the teacher's property and belongings and do not take anything without the teacher's permission
- Please do not eat in the bedroom
- You may only use the home telephone with the permission of your teacher
- Your teacher may restrict internet access, especially at night
- Keep safe
- Please keep your student ID card with you at all times. You can find this in your arrival pack when you get to your teacher's home
- If you break anything by accident, tell your teacher

By attending a Bucksmore Homelingua programme, all participants agree to be bound by the following rules and regulations:

- Treat all students, Bucksmore Homelingua staff, teacher and teacher's family members equally, with respect and courteously
- Not to damage, vandalise or graffiti property of the teacher and the teacher's family, or the property of any Bucksmore Homelingua students
- To follow instructions given by the Bucksmore Homelingua teacher or Bucksmore Homelingua staff
- Attend all lessons on-time
- If you are under 18, do not leave the teacher's house
- Do not go into the teacher's bedroom or other family members' bedrooms without permission
- Not to be in possession of a weapon of any kind.
- Not to be in possession of alcohol or tobacco if you are under 18  
*Please note that it is illegal in the United Kingdom and the Republic of Ireland to purchase or consume alcohol and / or tobacco under the age of 18*
- Not to be in possession of drugs
- Not to bully any other student, teacher, teacher's family member or Bucksmore Homelingua staff, physically, verbally or emotionally
- Bucksmore will not tolerate any discrimination based on race, religion, gender or sexual orientation

Failure to follow any of these rules may result in expulsion from the programme. Bucksmore Homelingua reserves the right to send any students / participants home early for illicit behaviour.

Bucksmore Homelingua has a zero tolerance policy on drugs. Any young learner student found under the influence of, or in possession of alcohol will be sent home immediately.

No refund shall apply in these circumstances and Bucksmore Homelingua shall not be liable for any cost to the student that arises from expulsion from the course.