

# **Leeds Language Academy Safeguarding Procedures and Policy**

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**Extremism, Prevent Duty and  
Promoting British Values**

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**Female Genital Mutilation (FGM)**

**\*\*\***

**Disabilities Policy and Procedure**

Date Policy revised: 09/02/2018



## Safeguarding Procedures and Policy

Designated Safeguarding Lead (DSL): Darren Aydin (*Managing Director*)  
Designated Safeguarding Person (DSP): Hakan Aydin (*Financial Director*)

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Produced by: Darren Aydin (*Managing Director*), Hakan Aydin (*Financial Director*)

Date Policy reviewed: 1 March 2018

Reviewed by: Darren Aydin (*Managing Director*), Hakan Aydin (*Financial Director*) and Daniela Prativiera (*DoS*)

Date Policy to be reviewed: 1 September 2018

Reviewed by: Darren Aydin (*Managing Director*), Hakan Aydin (*Financial Director*) and Daniela Prativiera (*DoS*)

This policy applies to all students of Leeds Language Academy. All employees should read this policy in conjunction with our Staff code of Conduct and the Teachers' Standards.



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## Legal Status

This policy complies with Part 3, paragraphs 7 (a) and (b) of the Education (Independent School Standards) (England) Regulations 2014 and in force from the 5<sup>th</sup> January 2015.

*Keeping Children Safe in Education (KCSIE) Information for all school and colleges* (DfE: July 2015) incorporating statutory guidance, *Disqualification under the Childcare Act 2006* (February 2015) and also refers to non-statutory advice for practitioners,

*What to do if you're worried a student is being abused* (HM Government: March 2015)  
*Working Together to Safeguard Students (WT)* A guide to inter-agency working to safeguard and promote the welfare of students (HM Government: 2015) which also refers to non-statutory advice, *Information sharing* (HM Government: March 2015)

The policy is also consistent with any other relevant and current regulations issued by the government and any other guidance concerning Safeguarding Students to which schools are obliged to have regard.

### **This policy applies to**

This policy applies to the whole academy and all other activities provided by the academy, inclusive of those outside of the normal academy hours; all staff (teaching and support staff), contractors, supply staff, agency staff, students on placement, the Proprietors and volunteers working in the academy. Although Leeds Language Academy does not accept students under 18, it is important to safeguard young adults who are potentially vulnerable and away from home.

This policy has been compiled in conjunction with and reference to the following related documents which are available on the Leeds Language Academy website and also on request from the Office; Anti-bullying; Designated Safeguarding Lead – Job Specification; First aid; Educational Visits and Off-site activities; Whistle blowing and Staff Code of Conduct.

### **Availability**

This Policy is made available to parents, staff and students via the academy's website and on request a copy may be obtained from the academy's office.

### **Definition**

*Keeping Students Safe in Education (KCSIE)* (DfE) July 2015 defines *Safeguarding* as, 'protecting students from maltreatment; preventing impairment of children's health or development; ensuring that students grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all students to have the best outcomes. Students include everyone under the age of 18.'



## DSL and DSP

Designated Safeguarding Lead (DSL) and Designated Safeguarding Person (DSP) who are the Prevent Officer and Deputy Prevent Officer for the whole academy have lead responsibility for student protection and are also the Prevent Officer and Deputy Prevent Officer responsible for the prevention of radicalisation, extremism and being drawn into terrorism. Both are members of the Senior Leadership Team (SLT) and have the status and authority within the academy to carry out the duties of the post. This includes student protection referrals, raising awareness, training, liaising with the local authority children's agencies as appropriate, committing resources and supporting and directing staff. Their telephone numbers are prominently displayed in the academy. In all matters relating to student protection the academy will follow the procedures laid down in this policy.

## Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Director of Studies, Daniela Prativiera, Designated Safeguarding Lead (DSL), Darren Aydin, and Designated Safeguarding Person (DSP), Hakan Aydin. The management will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

**Date:** 3 October 2017

**Signed:**

Darren Aydin  
Vice Principal and DSL



## The role of the designated person (DSL and DSP)

DSL and DSP provide support to staff members to carry out their safeguarding duties. They also will liaise closely with other services. DSL and DSP, who are the members of the senior leadership team, have the lead responsibility for student protection.

### *Referrals*

- Recognise signs of abuse and when to refer
- Understand the LADO role (Local Authority Designated Officer)
- Be a point of contact in multi-agency child protection cases
- Liaison with head or principal
- Refer cases of dismissal or concern to DBS

### *Training*

- Trained in basics, multi-agency working; and specifics of the role.
- Plan and deliver/commission/advise on safeguarding training during induction.
- Ensure that all staff has basic awareness training at least every 3 years.

### *Raising Awareness*

- Ensure that the child protection policy is updated and reviewed annually.
- Ensure staff familiarity and awareness of the policy, using meetings, briefings etc. to update awareness.
- Ensure that the policy is promoted and available to the public-explicit reference to safeguarding responsibilities
- Link with LSCB to ensure training and local policy updates are cascaded.
- Resources available <https://esat.nspcc.org.uk/about.aspx>

### **Designated Safeguarding Lead (DSL):**

**Darren Aydin**, Managing Director is the Designated Safeguarding Lead (DSL) for the whole academy.  
Contact details: mobile: **07447 774722** (24 Hours), Email: **admin@leesacademy.com**

### **Designated Safeguarding Person (DSP):**

**Hakan Aydin**, Financial Director, is the Deputy Designated Safeguarding Lead (DDSL or DSP) for the whole academy.  
Contact details: mobile: **07870582313** (24 Hours), Email: **admin@leesacademy.com**

### **The Local Authority Designated Officer (LADO)**

The role ensures that all allegations or concerns about professionals or adults working or volunteering with children are recorded appropriately, monitored and progressed in a timely and confidential way. This is so children are protected from those who might harm them. It gives all agencies, whether from the statutory, private or voluntary sector, a central point of contact for them to discuss and make notifications falling within the above criteria.



## Safeguarding Procedures and Policy

All cases will be subject to an initial evaluation and where appropriate involvement of other sectors including the police, social care, employers and regulatory bodies. The initial evaluation will focus on the nature of the concern, safeguarding for the particular child and appropriate consideration for the member of staff/volunteer concerned. Inter-agency Allegations Management Meetings are also convened by the LADO to manage specific situations.

### ***Who Should Contact the LADO?***

Anybody who has concerns about professionals or volunteers working with children should inform the LADO. The majority of notifications made within the city come from Education and Social Care but an increasing number are now made by other sectors including Independent Fostering Agencies, Early Years setting, secure residential provision, the Prison Service and others.

### ***Where is the LADO based?***

The Local Authority Designated Officer role is based at:  
Integrated Safeguarding Unit  
2 Great George Street  
Leeds  
LS2 8BA

### ***Who are the Key Contacts?***

**Carolyn Hargreaves**, Local Authority Designated Officers  
Contact details: telephone: **0113 2478652** Monday to Friday between them they operate a duty system for LADO notifications, Email: [carolyn.hargreaves@leeds.gov.uk](mailto:carolyn.hargreaves@leeds.gov.uk)

**Ted O'Sullivan**, Local Authority Designated Officers  
Contact details: telephone: **0113 2478652** Monday to Friday between them they operate a duty system for LADO notifications, Email: [ted.o'sullivan@leeds.gov.uk](mailto:ted.o'sullivan@leeds.gov.uk)

### **Urgent child protection concerns should be discussed directly**

- 1.) Members of the public should contact Children's Social Work Service on **0113 2224403** between 08:30 to 17:00.
- 2.) Professional people involved with the child or family should contact, Duty and Advice Team on **0113 3760336**
- 3.) Enquires outside normal office hours, contact the Social Care Emergency Duty team on **0113 2409536**
- 4.) Police: **999**(For urgent action if a child or vulnerable adult is at immediate risk from any form of abuse)

### **Responding to allegations of abuse**

The following procedures apply to all staff, including the principal and volunteers.



## Safeguarding Procedures and Policy

In order to prevent any possible delay, all staff recognise that safeguarding is everyone's responsibility and know that they can make a referral to the DSL, DSP or the LADO directly if they wish. All unnecessary delays should be eradicated. In borderline cases, this can be done informally and without giving names in the first instance. Leeds Language Academy will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the police are informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the student/students.

The DSL will immediately, or at least within 24 hours, make a referral to the LADO Safeguarding Manager.

- If an allegation is made against anyone working at Leeds Language Academy (inclusive of volunteers), the DSL must be informed and he will contact the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action.
- If an allegation is made against the DSL, DSP or Principal, then contact will be made by the Director of Study (DoS) to the LADO without contacting or notifying the DSL, DSP or Principal.
- If the allegation is made against the any proprietors, the Principal, Ken Cook, will, without informing the proprietors in question, contact the LADO.

Leeds Language Academy will carefully consider whether the circumstances of the case warrant suspension, or whether alternative arrangements should be put in place. LLA gives due weight to the views of the LADO and to the school policy when making a decision about suspension. LLA will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers. These restrictions apply up to the point where the accused person is charged with an offence. The National College for Teaching and Leadership (NCTL) publishes information about an investigation or decision in a disciplinary case.

### **Purpose (reached this point when proof reading)**

Leeds Language Academy fully recognises its responsibility to safeguard and promote the welfare of students at the academy. The purpose of this policy is to provide staff, volunteers and the proprietors with the guidance they need in order to keep students safe and secure in the academy and to inform students (and guardians where applicable) how we will safeguard them whilst they are in our care.

### **Context**

Leeds Language Academy recognises that students and young people have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm students either by direct acts or failure to provide proper care, or both. Students may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All students have a right to be protected from abuse. Leeds Language Academy reserves the right to contact Children's Social Care or the Police, without notifying guardians/parents if this is in the student's best interests. Our students have the right to respect and protection from abuse, regardless of age, gender, religion, race, nationality, sexuality, culture or disability.





Our safeguarding *Student Protection Policy* is also dovetailed with the *Behaviour Management* and *Anti-bullying Policies*.

We are committed to creating an environment where staff feels able to raise concerns (in accordance with locally agreed inter-agency procedures) and to feel supported in their safeguarding role. *Keeping Students Safe in Education* (DfE: 2015) makes it clear that anybody may make a referral to external agencies, if necessary. While it would be more common for the Designated Safeguarding Lead (DSL) to make referrals to external agencies, it is most important that all adults understand that our threshold for taking action is not placed unnecessarily high; perhaps leading to a failure to react to borderline cases. Our safeguarding policy document gives advice on actions our staff should take when receiving a disclosure – including avoiding asking leading questions and explaining that confidentiality cannot be promised. Advice on the need to keep clear notes, and to reassess concerns where situations do not seem to be improving, to share information quickly, or where there is inaction, is included in this policy. Staff should also be familiar with the protections provided by the *Whistle Blowing Policy* (which is on the school website) and the information contained in the *Code of Conduct*. In preparing this policy we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding and to be aware of issues arising from anti-radicalisation.

## Aims

This policy, inclusive of the procedures, applies to all staff, the Proprietor and volunteers working at LLA. We work in full compliance with *Keeping Students Safe in Education* (DfE: July 2015) and Independent School Standards Regulations. The aim of Leeds Language Academy procedures is to prevent students being abused and to safeguard and promote the welfare of students at the academy by:

- Raising awareness of student protection and safeguarding roles and responsibilities with Staff, and the Proprietors, and volunteers.
- Developing, implement and review procedures in our academy that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with their agreed student protection plan.
- Differentiating between safeguarding students who have suffered or are likely to suffer significant harm 'students at risk' and those who are in need of additional support from one or more external agencies 'students in need.' The former will be reported immediately to the Safeguarding Managers (DSL or DSP); the latter will lead to inter-agency assessment using the Common Assessment Framework (CAF).
- Recognising our duties both to students in need and students at risk.
- Ensuring the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with students.
- Establishing a safe environment in which students can learn and develop.
- Ensuring that allegations or concerns against staff are dealt with in accordance with DfE and local guidance.
- The decision to seek support for a student in need, by the DSL, would normally be taken in consultation with the parents and the student. However, parental consent is not required for a referral when there are reasonable grounds to believe that the student is at risk of significant harm.



## Staff Responsibilities

Leeds Language School will;

- Establish and maintain an environment where students feel secure, are encouraged to talk and are listened to.
- Ensure students know that there are adults in the academy whom they can approach when they have concerns.
- Ensure policies and procedures are applied with due common sense and sensitivity.
- Treat all disclosures with the strictest confidence.
- Notify any parent/guardian of our concerns, and provide them with opportunities to change the situation, where this does not place the student at greater risk.
- Develop effective links with the Safeguarding Manager and cooperate as required with their enquiries regarding student protection matters including attendance at Student Protection Case Conferences.
- Liaise with other agencies that support pupils through normal referral routes.
- Respect the right of students to differing opinions/beliefs, but not tolerate oppressive/anti-social behaviour.

## Induction and On-Going Training for all staff, volunteers and the Principal

Induction training for all new employees (including temporary staff and volunteers) takes place either before or on the day the person starts at Leeds Language Academy. This includes the identity and the function of the DSL, Safeguarding Policy and Procedures, Staff Code of Conduct and Teachers' Standards (including the whistle blowing procedure), and the School Prevent Policy. Leeds Language Academy ensures that sufficient relevant staff is trained in safer recruitment processes. Our induction training enables staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. Additionally, refresher training is undertaken for all every three years.

## Extremism, Prevent Duty and Promoting British Values

In the government guidance for England Keeping Children Safe in Education (DfE, 2016) radicalisation is defined as, 'the process by which a person comes to support terrorism and forms of extremism.' It covers all types of extremism, e.g. extreme right wing, animal rights, openness to other religions.

## Statutory guidance and advice

Schools in England and Wales have a duty under section 26 of the Counter-Terrorism and Security Act 2015 (HM Government, 2015) to identify vulnerable children and young people and prevent them from being drawn into terrorism.

The Prevent Duty guidance (HM Government, 2015) for schools in England and Wales was issued under section 29 of the Act and states specifically what action schools should take to prevent and respond to concerns about radicalisation. For schools in England it should be used alongside Keeping Children safe in Education (DfE, 2016).



## What is Leeds Language Academy required to do under the Prevent Duty?

The Prevent Duty guidance (HM Government, 2015) highlights that protecting children and young people from being drawn into terrorism should be part of a schools wider safeguarding responsibility and should be included in school policies. Other requirements for schools are summarised in four general themes in the Prevent Duty guidance:

- Risk assessment
- Working in partnership
- Staff training
- E-safety policies

### *Risk assessment*

As stated in the Prevent Duty guidance (HM Government, 2015), risks of radicalisation of children and young people may vary from area to area. It is important that our academy understand these risks so they can respond in an appropriate way.

Channel Duty guidance (Home Office, 2015) provides a vulnerability framework that can be used to identify those who may at risk of becoming radicalised. It also provides a list of possible indicators, some of which include:

- A person changing their style of dress or personal appearance to accord with the group.
- A person's day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause.
- A person being in possession of material or symbols associated with an extremist cause.

Online radicalisation through social media and the Internet is a particular concern. The Home Office and DfE have published a briefing for schools in England 'The use of social media for online radicalisation' (2015)

### *Working in partnership*

As stated in the Prevent Duty guidance (HM Government, 2015) schools should follow the local safeguarding arrangements, policies and procedures of their Local Safeguarding Children Board (LSCB). The Home Office funds dedicated Prevent coordinators to work with communities and schools.

### *Staff training*

The Prevent Duty guidance (HM Government, 2015) states school staff should attend training so they are aware of possible signs that a child may be at risk of becoming radicalised and clear on what action to take. The Home Office has developed a core training product for this purpose: *Workshop to Raise Awareness of Prevent (WRAP)* and there should be professionals within local authorities who are WRAP trained facilitators. Details of WRAP can be found in the Channel Duty guidance (Home Office, 2015) paragraphs 92-95. Channel also has a free online awareness course about extremism that may be useful for staff to complete.



## ***E-safety policies***

Three key aspects:

- Content – being exposed to illegal and harmful material.
- Contact – being the subject of harmful or hurtful interaction online.
- Conduct – own behaviour in the virtual world that increases risk.

The Prevent Duty guidance (HM Government, 2015) requires schools to ensure they have suitable Internet filtering software in place to block children from viewing extremist material. Internet safety should be integral to school ICT curriculum and can also be embedded in PSHE and citizenship lessons.

### **1. Prevent Duty**

The Proprietors, Principal and staff are fully aware of their duty of assessing the risk of students being drawn into terrorism and fundamentalism. It is incumbent on us to be vigilant in ensuring that our students are safe from extremist and terrorist material when accessing the Internet. Integral to our e-safety strategy is ensuring that appropriate filtering is in place. This is achieved through the curriculum, our management of e-safety, being aware of student behavioural changes, being alert to any attempted external influences on the academy and of course through staff training. Whilst we intend to access training recommended by the local authority, the training (on-line) opportunities through the *Channel Preventing Radicalisation* programme is to be accessed. Leeds Language Academy promotes young people in making positive choices about their lives and endorses the Channel early intervention scheme for students who could be at risk of radicalisation. The on-line training for the Designated Safeguarding Officer and Deputy Safeguarding Officer is to be extended to all staff.

#### ***What LLA staff must know and do***

If a member of staff has a concern that a pupil may be at risk of becoming radicalised they should follow the school's normal safeguarding procedures and if necessary make the appropriate referral to Children's Social Care, the Police or Channel as advised in the Prevent Duty guidance (HM Government, 2015).

The Department for Education (DfE) also has a dedicated telephone helpline for England for non-emergency concerns about extremism 020 7340 7264 – <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a>
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#### ***Resources and links***

College of Policing & Metropolitan Police Service (2014) Channel Training  
DfE (2016) Keeping Children safe in Education  
HM Government (2015) Prevent Duty  
Home Office (2015) Channel Duty

Home Office, DfE, (2015) the use of social media for online radicalisation NSPCC:0808 800 5000-help@nspcc.org.uk
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## 2.) Promoting British Values

This is non-statutory advice from the Department for Education. Maintained schools have obligations under section 78 of the Education Act (2002), which requires promoting the spiritual, moral, cultural, mental and physical developments of pupils at the school and of society. British values are a set of five values introduced to help keep children safe and promote their welfare.

### Democracy

- We are all involved in decision making
- We have a say in our learning environment
- We have a say in where we go and what we do
- We give our parents/carers the opportunity to be involved in our education

### Mutual Respect

- Student of the Week, class rules, school rules, working relationships.
- Culture beliefs, celebrate Diwali, Chinese New Year, Shrove Tuesday, Mother's Day, Father's Day, St George's Day, Bonfire Night, Harvest Festival, Remembrance Day, Christmas Nativity and Eid
- We show respect to each other. We help each other.

### Liberty

- We listen to the views of everyone
- We learn to understand the views of everyone
- We learn to give our own views in a fair way
- We make individual choices about where we work in the class

### Tolerance

- We provide positive relationships
- We promote tolerance of other cultures
- We share and take turns
- We help and support each other
- We wait for our turn when speaking to others

### Rule of Law

- We understand our School Rules
- We decide the class rules
- We follow the rules to keep us safe
- We understand the rules to keep us safe during visits

## Resources and links

### Prevent Strategy

<https://www.gov.uk/government/publications/prevent-strategy-2011>

### Teachers Standards

<https://www.gov.uk/government/publications/teachers-standards>

### Equality Act 2010 Advice for Schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>



## Female Genital Mutilation (FGM)

FGM is a severe form of gender-based violence, and where it is carried out on a girl, it is an extreme form of child abuse. Illegal since 1985 to perform, assist, or remove to country of origin. Countries of FGM are 28 North African countries, Middle East and Asia. Leeds Language Academy, including teachers, has the most regular and on-going interaction with young people outside of their homes. They are in best position to detect the warning signs that a girl maybe at risk of FGM. It is vital that LLA staff has an awareness of these indicators, and know when to refer the matter the children's social care and police.

### Resources and links

If someone is in immediate danger contact the Police by dialling 999  
If you are concerned that someone may be at risk, contact the  
NSPCC help line on 0800 028 3550 or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

### Indicators of Abuse

A form of maltreatment of a child or young adult, somebody may abuse or neglect a young adult or a child by inflicting harm, or by failing to act to prevent harm. Children and young adults may be abused in a family or in a institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abuse by an adult or adults, or another child or children. There are main four categories of abuse and neglect. Neglect, emotional abuse, physical abuse and sexual abuse, each has its own specific warning indicators, which should be alerted to; working towards safeguard children (2015) statutory guidance sets out full description.

#### 1.) Neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more students are registered to the category of neglect on student protection plans than to the other categories. As with abuse, the number of students experiencing neglect is likely to be much higher than the numbers on the plans.

NSPCC research has highlighted the following examples of the neglect of students under 18:

- Frequently going hungry; frequently having to go to school in dirty clothes.
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse; being abandoned or deserted; living at home in dangerous physical conditions.
- Not being taken to the doctor when ill and not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: students who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the student. The duty to safeguard and promote the welfare of students (*What to do if you are worried a student is being abused* 2006) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a student continuing to suffer until it



reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/student protection co-ordinator.

### ***Indicators of neglect***

The following is a summary of some of the indicators that may suggest a student is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a student is being abused. Each student should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

#### **Physical indicators of neglect include:**

- constant hunger and stealing food; poor personal hygiene – unkempt, dirty or smelly;
- being underweight; wearing dress unsuitable for weather; poor state of clothing;
- Illness or injury untreated and looking sad, false smiles.

#### **Behavioural indicators of neglect include:**

- constant tiredness; frequent absence from school or lateness; missing medical appointments;
- becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and
- Having destructive tendencies.

## **2.) Emotional Abuse**

Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Students can be harmed by witnessing someone harming another person – as in domestic violence. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their students, by the way that the adults are speaking to, or behaving towards students. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

### ***Indicators of Emotional Abuse***

#### **Developmental issues include:**

- Delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

#### **Behaviour:**

- acceptance of punishment which appears excessive.
- over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc).



- neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts.
- drug/solvent abuse; running away; compulsive stealing, scavenging.
- acting out; poor trust in significant adults; regressive behaviour – e.g. wetting.
- Eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

**Social issues:**

- Withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

**Emotional responses:**

- extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”).
- fear of parents being contacted; self-disgust; low self-esteem; unusually fearful with adults.
- Lack of concentration, restlessness, aimlessness; extremes of passivity or aggression.

### 3.) Physical Abuse

Most students collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor

injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no student should be asked to remove clothing by a member of staff of the academy.

***Indicators of physical Abuse/Factors that should increase concern:***

- multiple bruising or bruises and scratches (especially on the head and face);
- clusters of bruises – e.g. fingertip bruising (caused by being grasped);
- bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- bruises on the back, chest, buttocks, or on the inside of the thighs;
- marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks;
- deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries;
- recurrent injuries, burns or bald patches;
- having broken bones or unexplained bruising, burns or welts in different stages of healing;
- Being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.





In the social context of the academy, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury;
- the explanation uses words or phrases that do not match the vocabulary of the student (adults words);
- no explanation is forthcoming; the student (or the parent/carer) is secretive or evasive or
- The injury is accompanied by allegations of abuse or assault.

***You should be concerned if the student or young person***

- is reluctant to have parents/carers contacted; runs away or shows fear of going home;
- is aggressive towards themselves or others; flinches when approached or touched;
- is reluctant to undress to change clothing for sport; wears long sleeves during hot weather;
- is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or
- Admits to a punishment that appears excessive.

#### **4.) Sexual Abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the student—e.g. relatives, family friends, neighbours, babysitters, people working with the student in school, faith settings, clubs or activities. Students can also be subject to Student Sexual Exploitation. Most people who sexually abuse students are men, but some women sexually abuse too.

***Characteristics of student sexual abuse***

- it is often planned and systematic – people do not sexually abuse students by accident, through sexual abuse can be opportunistic;
- grooming the student – people who abuse students take care to choose a vulnerable student and often spend time making them dependent;
- grooming the student’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

***Behavioural observations***

- Sexual knowledge inappropriate for age; Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity; Hinting at sexual activity, inexplicable decline in school performance



## Safeguarding Procedures and Policy

- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness; Socially isolated or withdrawn
- Overly-compliant behaviour; Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults; Regressive behaviour
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures; Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed; Trying to be 'ultra-good' or perfect; overreacting to criticism.

### ***What our staff must know and do***

All cases of suspected student abuse should be given the highest priority. The following sequence of events should be adhered to. Where you think there might be reasonable grounds for suspecting abuse:

LISTEN to what the student has to say and take them seriously; reassure the student but advise that you cannot promise to keep a secret. If there is a requirement for immediate medical intervention, assistance should be called for.

RECORD in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the student and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure.

YOU MUST NOT INVESTIGATE THE INCIDENT, ASK LEADING QUESTIONS OR REPEATEDLY QUESTION/ASK THE STUDENT TO REPEAT THE DISCLOSURE OVER AND OVER.

- REPORT all suspicions, concerns, instances and allegations of actual or suspected student abuse or neglect immediately to our Designated Safeguarding Lead (DSL): Darren Aydin (*Managing Director*). In the absence of the DSL inform the Deputy DSL: Hakan Aydin (*Director*)
- REMEMBER – speed is essential - The SAFEGUARDING OFFICER will then provide advice, instruction and direction as irrelevant.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a Child's life from the foundation year through to the teenage years. (Working together to safeguard children 2015)

### ***Responding to allegations of abuse***

The following procedures apply to all staff, including the Principal and volunteers. In order to prevent any possible delay, all staff recognise that safeguarding is everyone's responsibility and know that they can make a referral to the SAFEGUARDING OFFICER or the LADO directly if they wish. All unnecessary delays should be eradicated. In borderline cases, this can be done informally and without giving names in the first instance. Leeds Language Academy will not investigate allegations without first gaining the agreement of



the LADO. In the case of serious harm, the police are informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the student/students.

The DSL will immediately, or at least within 24 hours, make a referral to LADO;

- If an allegation is made against anyone working at Leeds Language Academy (inclusive of volunteers), the DSO must be informed who will contact the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action.
- If an allegation is made against the DSL or the Principal, then contact will be made by the DoS to the LADO without contacting or notifying the DSO or Principal.
- If the allegation is made against the any proprietors, the Principal will, without informing the directors in question, contact the LADO.

Leeds Language Academy will carefully consider whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. We give due weight to the views of the LADO and to our policy when making a decision about suspension. LLA will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers. These restrictions apply up to the point where the accused person is charged with an offence. The DfE/NCTL publishes information about an investigation or decision in a disciplinary case.

## Purpose

Leeds Language Academy fully recognises its responsibility to safeguard and promote the welfare of students at the academy. The purpose of this policy is to provide staff, volunteers and the directors with the guidance they need in order to keep students safe and secure in the academy and to inform students (and guardians where applicable) how we will safeguard them whilst they are in our care.

## Context

We recognise that students and young people have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm students either by direct acts or failure to provide proper care, or both. Students may suffer neglect; emotional, physical or sexual abuse or a combination of such types of abuse. All students have a right to be protected from abuse. Leeds Language Academy reserves the right to contact Children's Social Care or the Police, without notifying guardians/parents if this is in the student's best interests. Our students have the right to respect and protection from abuse, regardless of age, gender, religion, race, nationality, sexuality, culture or disability.

Our safeguarding *Student Protection Policy* is also dovetailed with the *Behaviour Management* and *Anti-bullying Policies*.

We are committed to creating an environment where staff feels able to raise concerns (in accordance with locally agreed inter-agency procedures) and to feel supported in their safeguarding role. *Keeping Students Safe in Education* (DFE: 2015) makes it clear that anybody may make a referral to external agencies, if necessary. While it would be more common for the Designated Safeguarding Lead to make referrals to external agencies, it is most important that all adults understand that our threshold for taking action is not



placed unnecessarily high; perhaps leading to a failure to react to borderline cases. Our safeguarding policy document gives advice on actions our staff should take when receiving a disclosure – including avoiding asking leading questions and explaining that confidentiality cannot be promised. Advice on the need to keep clear notes, and to reassess concerns where situations do not seem to be improving, to share information quickly, or where there is inaction, is included in this policy. Staff should also be familiar with the protections provided by the *Whistle blowing Policy* (which is on LLA staff handbook and has free access from the office at anytime) and the information contained in the *Staff Handbook*. In preparing this policy we have been attentive to the nature, age range and other significant features of LLA in the provisions made for safeguarding and to be aware of issues arising from anti-radicalisation.

## Aims

This policy inclusive of the procedures applies to all staff, the Director/Directors and volunteers working at LLA. We work in full compliance with *Keeping Students Safe in Education* (DFE: July 2015) and Independent School Standards Regulations. The aim of Leeds Language Academy procedures is to prevent students being abused and to safeguard and promote the welfare of students at the academy by:

- Raising awareness of student protection and safeguarding roles and responsibilities with Staff, and the Proprietors, and volunteers.
- Developing, implement and review procedures in our academy that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with their agreed student protection plan.
- Differentiating between safeguarding students who have suffered or are likely to suffer significant harm 'students at risk' and those who are in need of additional support from one or more external agencies 'students in need'. The former will be reported immediately to the Safeguarding Manager; the latter will lead to inter-agency assessment using the Common Assessment Framework (CAF).
- Recognising our duties both to students in need and students at risk.
- Ensuring the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with students.
- Establishing a safe environment in which students can learn and develop.
- Ensuring that allegations or concerns against staff are dealt with in accordance with DFE and local guidance.
- The decision to seek support for a student in need, by the DSO, would normally be taken in consultation with the parents and the student. However, parental consent is not required for a referral when there are reasonable grounds to believe that the student is at risk of significant harm.

## Whole Staff Responsibilities

Leeds Language Academy will:

- Establish and maintain an environment where students feel secure, are encouraged to talk and are listened to.
- Ensure students know that there are adults in the academy whom they can approach when they have concerns.



## Safeguarding Procedures and Policy

- Ensure policies and procedures are applied with due common sense and sensitivity.
- Treat all disclosures with the strictest confidence.
- Notify any parent/guardian of our concerns, and provide them with opportunities to change the situation, where this does not place the student at greater risk.
- Develop effective links with the Safeguarding officer and cooperate as required with their enquiries regarding student protection matters including attendance at Student Protection Case Conferences.
- Liaise with other agencies that support pupils through normal referral routes and the CAF process.

## Induction and On-Going Training for all staff, Volunteers and the Principal

Induction training for all new employees (including temporary staff and volunteers) takes place either before or on the day the person starts at Leeds Language Academy. This includes: identity and function of DSO, safeguarding policy and procedures, Staff Handbook and teachers' standards (including the whistle blowing procedure), and the school Prevent policy. Leeds Language Academy ensures that sufficient relevant staff is trained in safer recruitment processes. Our Induction training enables staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. Additionally, refresher training is undertaken for all every three years.

All Leeds Language Academy staff should be aware of the signs of abuse and neglect so that they are able to identify cases of students who may be in need of help or protection. Staff members working with students are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a student, staff should always act in the interests of the student. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure they should always speak to the Designated Safeguarding Officer (DSO), Darren Aydin, who will consult with the local LADO.

## Missing Students

A student going missing from an education setting is a potential indicator of abuse or neglect. Our staff will follow the academy's procedures for dealing with students who go missing, particularly on repeated occasions. There could also be implications for such students regarding radicalisation and exposure to extremist views and possible terrorism. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

## Use of mobile telephones, cameras

In general, staff should not use mobile telephones in the presence of students. The recording of images of pupils by any means is a particularly sensitive subject and one which staff, volunteers and the Directors are made aware of for both the pupils' and their own safety. Any images or recordings should only be edited or stored on LLA computers unless with the express permission of the Principal. Personal mobile telephones should never be used for these purposes, and photographs or recordings should only be made where there is a legitimate LLA purpose. A student's privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties



without permission of the Principal or parents of the student involved. This guidance also applies to all students.

### **Allegations of abuse by one or more students on another student**

In circumstances where there is an allegation of abuse by one or more students against another student, it is essential that all students involved, whether perpetrator or victim, are treated as being 'at risk'. The procedures for dealing with such abuse, where there is 'reasonable cause to suspect that a student is suffering or likely to suffer, significant harm' are that the allegation or disclosure must be reported to the DSL immediately, but at least within 24 hours of it becoming known. We will refer student-on-student abuse to an external safeguarding agency where there is a risk of significant harm. The DSL will report to the LADO as above.

### **Safer Recruitment and Employment of Staff and Single Central Record**

Dealing with Allegations of Abuse against Teachers and Other Staff (2012) is a statutory guidance from the DfE. Schools, Local Authorities and FE colleges should have regard to it when carrying out duties relating to handling allegations against teachers and other staff. At Leeds Language Academy we operate safe recruitment procedures, particularly pre-appointment checks on staff including Disclosure and Barring Service (DBS) checks, but also pre-appointment checks on volunteers, staff of contractors and other individuals that are not academy staff or supply staff. Leeds Language Academy follows the Government's recommendations for the safer recruitment and employment of staff that work with students.

The *Single Central Register (SCR)*, often referred to as the *Centralised Record*, is rigorously maintained. All employees and volunteers are checked in accordance with the full requirements of the SCR before starting work.

#### ***Contractors***

Contractors (such as building and maintenance) engaged by or on behalf of Leeds Language Academy and undertaking works on site will be made aware of this policy and expected to adhere to it. Their compliance will be monitored. Long-term contractors will be asked to provide their consent for DBS checks to be undertaken if a check is required for them coming into contact with students. Contractors for whom an appropriate DBS check has not been undertaken will be risk assessed and supervised if there is contact with students.

#### ***Visitors***

Visitors are required to produce identity and to wear a LLA visitor identity badge. Unidentified visitors will be challenged by staff or reported to the Principal.

#### ***Records***

Written notes will be kept of all incidents relating to individual students. This information may be shared with other agencies; the views of the student who is the subject of the concern will be taken into account but staff will be alert to the dangers of keeping "secrets". All contact with parents and external agencies will be logged and kept in



Student Protection records which are kept separate from educational records and can only be accessed by designated people within LLA. The content of Student Protection reports will be shared with the parents/guardians/carers in advance of the meeting.

The detailed, accurate written records (inclusive of concerns and referrals) are kept and stored securely and separately from the main student file and use these records to assess the likelihood of risk. If a student is withdrawn from LLA, all efforts will be made to identify the school to which the student is being admitted; their confidential educational and student protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to the LSCB. If educational records are sent to LLA concerning a student who is not registered by the parent, they will be returned and the school advised to refer to their Local Authority Education Welfare Service. A student's name will only be removed from LLA's Admission Register in accordance with the Student Registration Regulations. LLA requires documentary identity proof of students presented for admission and if this gives cause for any doubt, advice will be sought from the local authority and other statutory agencies. We maintain accurate records of those with Parental Responsibility and emergency contacts. Students will only be released to the care of those with Parental Responsibility or a person acting with their written consent.

### ***Confidentiality***

We regard all information relating to individual student or adult protection issues as confidential and we only pass information on to appropriate persons. Our staff listen to and support students but it must be made clear to the student that the person confided in must tell someone else so that the abuse can be dealt with. If the student then refuses to talk, staff should ensure that they talk.

### **Consent Communication of Parents/Referral to other agencies**

Everyone working with children and families should...

- All contact with parents and external agencies will be logged and kept in Student Protection records, which are kept separate from educational records and can only be accessed by designated people within LLA. The content of Student Protection reports will be shared with the parents/guardians/carers in advance of the meeting.
- Be familiar with and follow LLA procedures and protocols for promoting and safeguarding the welfare of children in your area.
- Remember that an allegation of child abuse or neglect may lead to a criminal investigation.
- Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for disabled children and for children whose preferred language is not English.
- Where concerns arise as a result of information given by a child it is important to reassure the child but not to promise confidentiality.
- Record full information about the child at first point of contact, including name(s), address (es), gender, date of birth, name(s) of person(s) with parental responsibility (for consent purposes) and primary carer(s), if different, and keep this information up to date. In LLA, this information will be part of the pupil's record.

**If you have concerns about a child:**



## Safeguarding Procedures and Policy

- Discuss your concerns with DSO. If you still have concerns, you or DSO without necessarily identifying the child in question, discuss your concerns with senior colleagues in another agency in order to develop an understanding of the child's needs and circumstances.
- In general, seek to discuss your concerns with the child, as appropriate to their age and understanding, and with their parents and seek their agreement to making a referral to children's social care unless you consider such a discussion would place the child at an increased risk of significant harm. (Appendix 1 sets out six key points on information sharing reproduced from Information sharing: Practitioners' guide (HM Government 2006) – Section 4 of this information sharing guidance provides more in-depth guidance on consent, confidentiality and information sharing. See [www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing))
- If you make your referral by telephone, confirm it in writing within 48 hours. Children's social care should acknowledge your written referral within one working day of receiving it, so if you have not heard back within 3 working days, contact children's social care again.

## What should happen later in the child protection process?

- Social workers lead on the assessment and planning processes, ensuring planned interventions are carried out and the child's developmental progress reviewed, and provides support or specific services to the child or member of the family as part of an agreed plan.
- Police officers investigate any allegations of crime or suspected crime and use the information gained to assist other agencies in understanding the child's circumstances, in the interests of the child's welfare. Investigate the criminal history of any known or suspected offender and where appropriate refer to the multi-agency public protection arrangements (MAPP) so that any future risk of serious harm can be properly assessed and managed.
- Provide relevant information to children's social care or the police about the child or family members. Contribute to initial or core assessments and undertake specialist assessments, if requested, of the child or family members.

## If you need further information

Framework for the Assessment of Children<sup>[SEP]</sup> in Need and their Families

Website: [http://www.dh.gov.uk/PublicationsPolicyAndGuidance/PublicationsPolicyAndGuidanceArticle/fs/en?CONTENT\\_ID=4003256&chlc=fss1lca](http://www.dh.gov.uk/PublicationsPolicyAndGuidance/PublicationsPolicyAndGuidanceArticle/fs/en?CONTENT_ID=4003256&chlc=fss1lca)

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children.

Website: <http://www.everychildmatters.gov.uk/resources-and-practice/IG00060/>

What To Do If You're Worried A Child Is Being Abused.

Website: <http://www.everychildmatters.gov.uk/search/?asset=dowmeat&id=17378>

Information sharing: Practitioners' guide. Website:

<http://www.ecm.gov.uk/deliveringservices/informationsharing>





The Common Assessment Framework for Children and Young People: practitioners guide.  
Website: <http://www.ecm.gov.uk/caf>

The Exemplar Records for the Integrated Children's System  
Website: <http://www.everychildmatters.gov.uk/ics>

### **School Website Safeguarding Statement**

To ensure the privacy and safety of students at LLA, only students' first names are used. Leeds Language Academy follows a policy of seeking parent, guardian or carer's permission before using images which show students on the website or in the local press. No private information about students is published on the website such as surnames or contact details.

#### ***Whistle blowing***

Our whistle blowing policy is integrated into training and Staff Handbook. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within LLA and to external agencies where necessary. This is one part of the way in which we establish in LLA, a positive safeguarding culture. We have a culture of safety and raising concerns. There are procedures for reporting, handling concerns and provision for mediation and dispute resolution where necessary.

#### ***Co-operation with the Local Authority***

We cooperate entirely with any investigation involving the LADO, in conjunction with the police. Our policy is in accordance with the guidance provided in KCSIE (DfE: July 2015) paragraphs 141 – 147. Therefore suspension is not an automatic response and if immediate suspension is considered necessary, the rationale and justification for such a course of action is to be agreed and recorded by the DSO/Principal and the Directors, with advice having been taken from LADO. Suspension is not an indication of admission that the alleged incident has taken place, but is to protect the staff member as well as students and families throughout the process.



**Key Contacts**

Ofsted: Piccadilly Gate, Store Street, Manchester, M1 2WD  
Telephone: 03001234234  
Email: [enquiries@ofsted.gov](mailto:enquiries@ofsted.gov) - Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Independent Schools Inspectorate: CAP House, 9-12 Long Lane London, EC1A 9HA  
Telephone: 0207 600 0100  
Email: [info@isi.net](mailto:info@isi.net) - Website: [www.isi.net](http://www.isi.net)

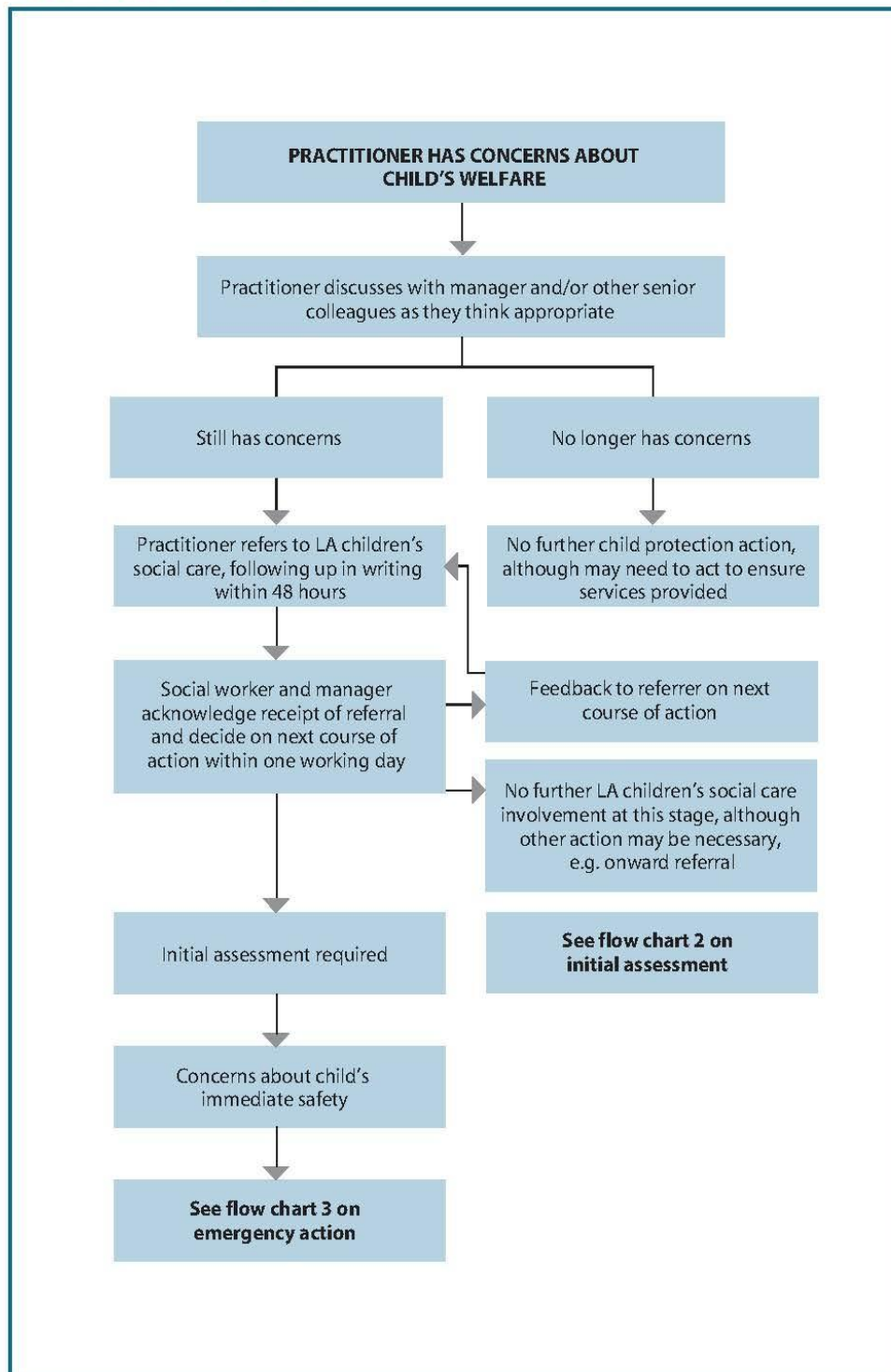
Disclosure and Barring Service: PO Box 181, Darlington, DL1 9FA  
Telephone: 01325 953 795  
Email: [customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk)

NSPCC Student Protection Helpline: 0808 800 5000  
Student Line: 0800 1111 – Website: [www.studentline.org.uk](http://www.studentline.org.uk)

Common Assessment/ Early help in Leeds (Integrated Processes team): 0113 245 6830

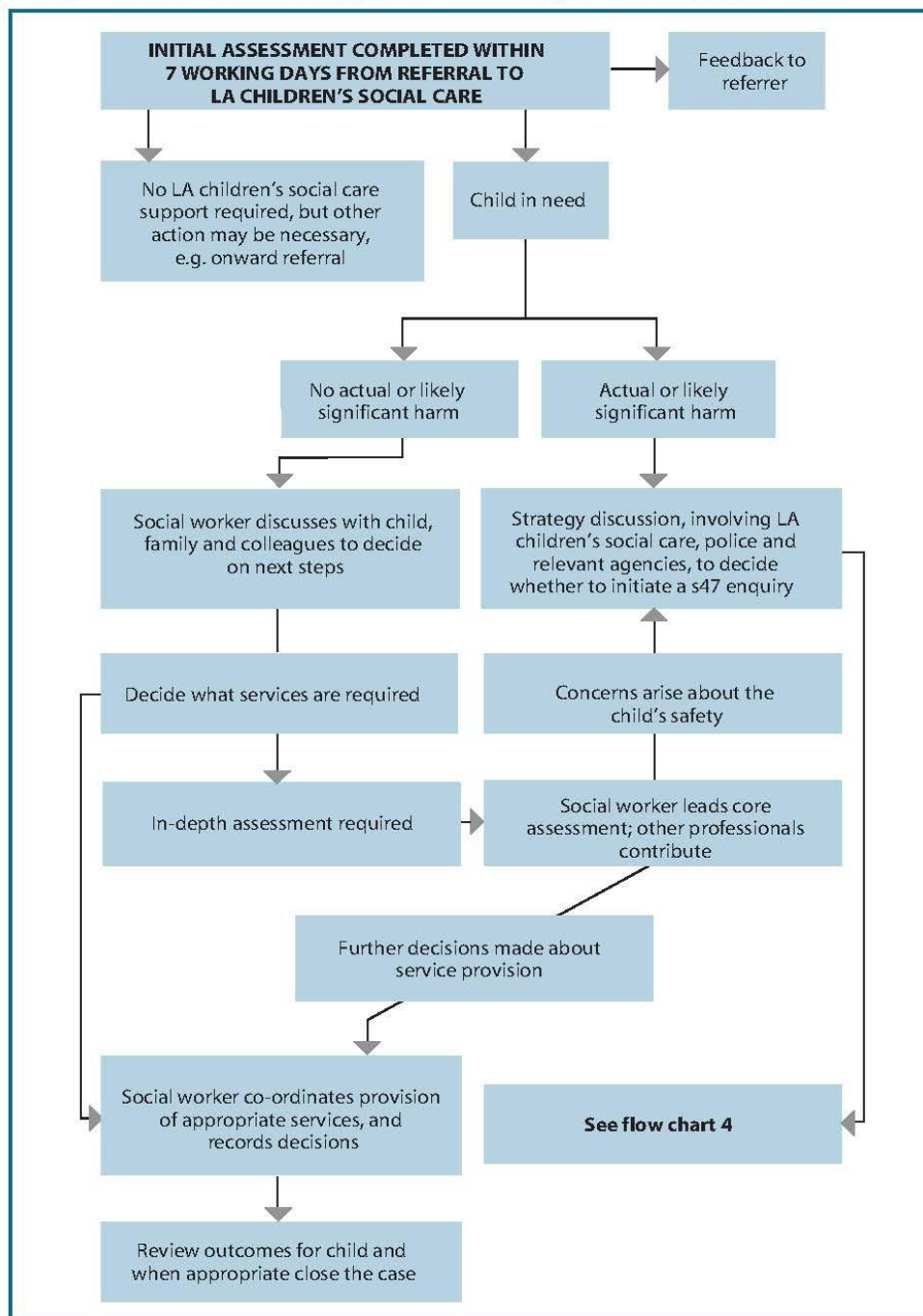


### Flow chart 1 – Referral



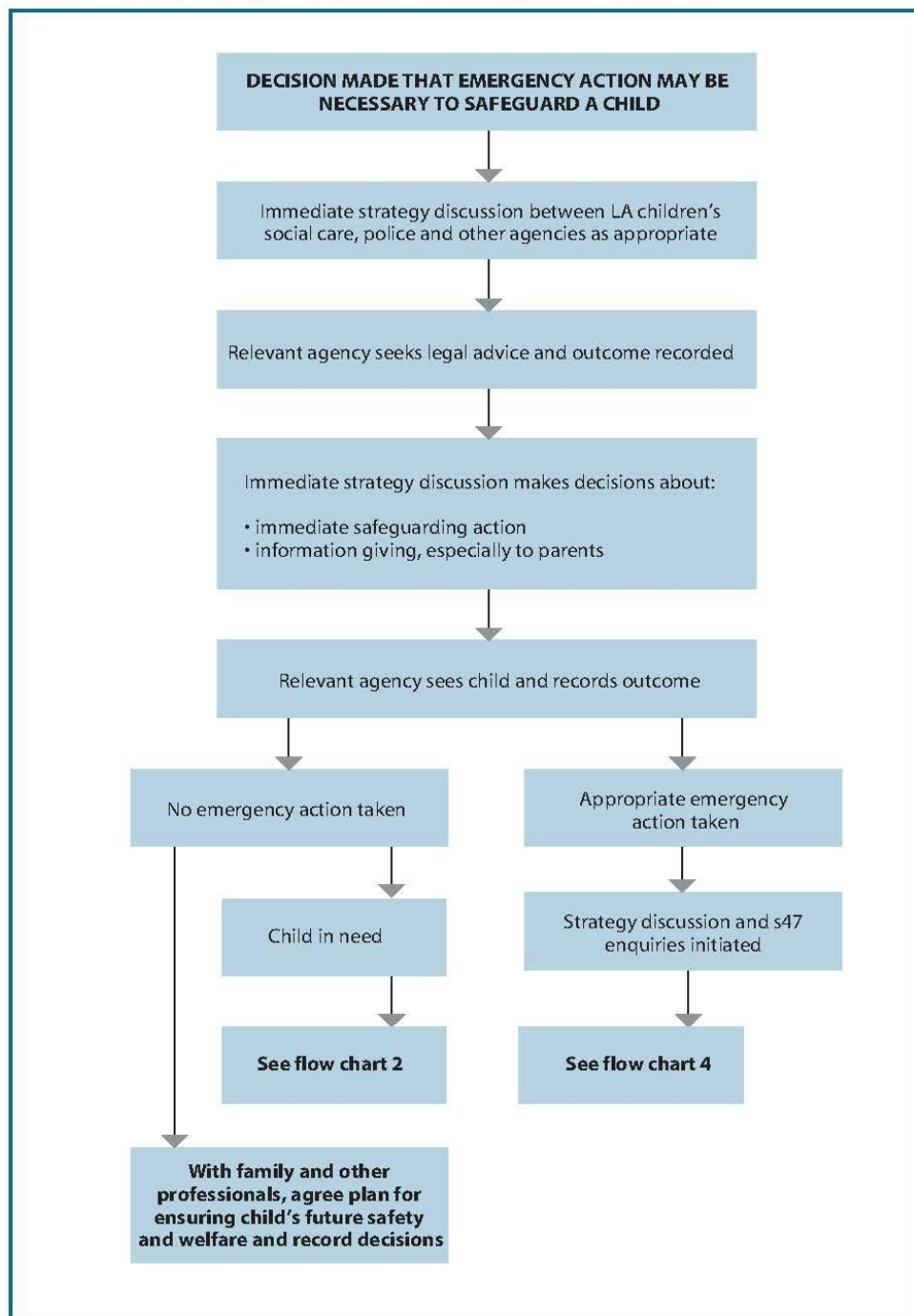


**Flow chart 2 – What happens following initial assessment?**





### Flow chart 3 – Urgent action to safeguard children





## Disabilities Policy and Procedure

A disability is defined as “A person has a disability if they have physical or mental impairment that has substantial or long term adverse effects on their ability to carry out every day activities.” (Equality Act 2010).

At Leeds Language Academy, we are committed to the safety and welfare of any disabled student in our school. We are committed to the abolition of unlawful abolition of discrimination of disabled persons as outlined in the Equality Act 2010.

LLA endeavours to accommodate disabled persons within our school in an appropriate manner, within the parameters of what we can realistically provide. These parameters are dictated by the size of the school, the facilities available, the members of staff and the practicality and cost-effectiveness of changes that can be made to accommodate students.

A full list of disabilities that Leeds Language Academy cannot accept due to safety and welfare concerns is provided below. Any student who is found to have one of these conditions that was purposefully not disclosed during the application process may not be eligible for a refund of fees paid, especially where deception is involved. Where a student has not been aware of a disability or a new disability has come about suddenly and recently, LLA will endeavour to help that student to continue their studies and provide curtailment/refund advice on a case by case basis.

### Procedures

#### Access to 14a Woodsley Road

Due to the nature of the building at 14a Woodsley Road, there is a step to access the building, a step to access the main student area, and two large steps to access the fire exit to the rear of the building (please see the separate floor plan).

Students who cannot physically use these steps without help will not be to be accommodated into LLA, as their presence might cause issues during an emergency situation. If a student has a physical disability, but is able to use these steps without help will be able to be accommodated into the school.

If a student who has applied from abroad is found to have a severe physical disability that would restrict their ability to exit the building that was not disclosed clearly during their application, LLA reserves the right to refuse them entry onto their course and, where appropriate, refuse refunds for any fees paid.

#### Access to external sites

LLA sometimes hire external sites for courses and bookings. In these cases, student enrolment will be based on the students' ability to access and safely exit that facility. For example, whilst 14a Woodsley Road is not wheelchair accessible, a prospective student in a wheelchair may be accepted onto the course if they can access the building where their course, provided that they meet all other criteria.

#### Visual/hearing disability



## Safeguarding Procedures and Policy

Students with a visual and/or hearing disability require specialist aid in order to learn. This might be a dedicated learning assistant, specialist materials or/and significant changes to the syllabus of a course.

LLA reserves the right to refuse a student that they do not believe they can accommodate. This is to ensure that all students are adequately supported during their studies. LLA will evaluate each individual case on its own merit and, dependent on the severity of the impairment and availability of provision, will endeavour to include these students where possible.

### **Learning disabilities**

LLA does not accept vulnerable adults, as these individuals require specialist care and provision that cannot be provided. LLA cannot allow individuals with these disabilities onto the premises.

If a student who has applied from abroad is found to have a learning disability that was not disclosed clearly during their application, LLA reserves the right to refuse them entry onto their course and, where appropriate, refuse refunds for any fees paid.

### **Students with disabilities**

Students with disabilities attending courses at LLA must be treated equally and given the same opportunities as non-disabled students, whilst also having their particular needs recognised and taken into account. If there should be any situation in which a disabled student cannot access a service or activity, a full explanation must be given.

Students with non-visible disabilities should disclose their disability to the school management, who will not repeat this information unless an emergency. The only exception is when the student wishes to disclose this information themselves.

### **Staff with disabilities**

LLA is an equal opportunities employer and strives to make the academy a friendly and suitable work environment for staff of all abilities. Staff members can expect the same procedural rules as students, except that they must disclose any disability upon employment to ensure their safety and care throughout their employment. Again, this will only be disclosed to others in an emergency.

LLA will not terminate employment of any disabled individual on the basis of their disability and will always endeavour to make suitable adjustments to ensure their continued employment in the academy.

### **List of Disabilities that LLA cannot safely accommodate**

This list is not exhaustive, as LLA reserves the right to reject any students with additional needs based on a case by case assessment. This is to ensure that LLA can meet the needs of everyone involved.

- Angelman Syndrome (AS)
- Severe Anxiety Disorders
- Aphasia



## Safeguarding Procedures and Policy

- Apraxia
- Severe Autism
- Auditory Processing Disorder (APD)
- Severe Emotional and Behavioural Difficulties (EBD)
- Borderline Personality Disorder (BPD)
- Severe Cerebellar Ataxia
- Severe Cerebral Palsy, where severe learning difficulties are also present
- Severe Epilepsy
- Fragile X Syndrome
- Profound or severe deafness
- Profound or severe blindness
- Deaf blindness
- Mowat-Wilson Syndrome
- Severe Multi-sensory impairment
- Severe muscular dystrophy
- Oppositional Defiant Disorder (ODD)
- Profound and Multiple Learning Disabilities (PMLD)
- Prader-Willi Syndrome
- Severe Learning Disabilities
- Severe Speech and Language Disorder
- Smith-Magenis Syndrome
- Severe Tourette's Syndrome
- Severe and chronic depression
- Severe ME (Chronic Fatigue Syndrome)
- Williams Syndrome
- Severe Acquired Brain Injury (ABI)
- Paralysed limbs





#### Safeguarding Procedures and Policy

- Severe mobility issues
- Severe bipolar disorder
- Severe eating disorder eg. anorexia nervosa or bulimia nervosa
- Schizophrenia
- Severe Obsessive Compulsive Disorder (OCD)
- Severe Post-Traumatic Stress Disorder (PTSD)
- Severe chronic illnesses