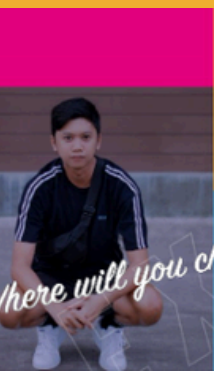




STAFF INFORMATION BOOKLET 2025



ADVENTURES
in ENGLISH

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MISSION STATEMENT

Our mission is to educate, inspire and safeguard our students to help them enjoy their courses, empowering them with confidence to realise their personal potential.

THIS IS HOW WE DO IT

- We create and provide English language courses with activities and cultural excursions for children and young people from overseas.
- We aim to provide a secure environment with active and effective lessons, enjoyable on-site activities, and informative and fun excursions. During and outside the class, our students will be encouraged to use the English language in communications with other international students on campus, and with the local community on excursions.
- We will provide high standards of student care, making sure that students are well looked after and that they enjoy their stay in a safe, supportive and non-threatening environment.
- Our teams will take responsibility for the welfare of all students and will actively promote the treating of all young people and children with respect. As a result of this environment, we aim to create, we hope to teach children how to live, study and play together in harmony within an international community. This will give them a clearer understanding of other cultures and values, alongside the values we ourselves promote in the UK.





1. WELCOME TO STAFFORD HOUSE

Welcome to Stafford House

Welcome to Stafford House! Thank you for choosing to work with us. We hope that you will have an enjoyable and rewarding summer.

Working in a summer school can be very busy, and at times, hectic. However, it will also be, or should be, fun – both for you and for the students. You will have your own way of coping with a sometimes busy and fast-paced environment, and there are tips in this handbook, but remember that students come here to enjoy themselves, and it is our responsibility to ensure that they learn a lot and have a wonderful time in a safe and supportive environment. The easiest way of ensuring this is to get to know everyone at the centre by interacting with them at every opportunity, for example at meal times, or on activities and excursions. Find out their likes and dislikes. Talk to them about life in the UK. Encourage them to mingle with other nationalities. You may even learn something new!

For many students, this is their first trip to the UK and they expect staff to be enthusiastic and motivated. It also represents a hefty investment on the part of their parents. All our students are entitled to the same level of customer service, whether they come at the beginning of the summer or at the end, when many members of staff may be feeling tired. We have to constantly think of the customer (not only the students, but also the Group Leaders who come with the students) and think of ways of making their stay as productive and enjoyable as possible without compromising our high standards of student welfare and safety.

Summer School

Our Summer School courses usually provide 15 hours of English language tuition, onsite activities, one full-day excursion per week and one or two half-day excursions per week. Students normally stay in residences situated on campus or, at some locations, with host families. We usually provide a full programme of daytime and evening activities and arrange for transfers to and from the airports.

Life at a summer school is very different to life in a year-round school. Students and staff share accommodation blocks and spend a large part of their day in each other's company. This demands a high standard of personal conduct, and also means that you have responsibility for those around you: a responsibility not only for their well-being, but also to make their stay in this country as rewarding as possible. We provide students with a mixture of English lessons, activities and excursions, and they also meet people from a wide range of different countries and backgrounds. We are here to make sure that our English language lessons and activities are effective and that our students have a good time, learn a bit about Britain, and above all, are well looked after.

Our Aims

- To provide an enjoyable study holiday within a safe and caring environment
- To develop the student's use and knowledge of English, according to their level, via classroom lessons and extra-curricular activities
- To create a community in which students of different nationalities can live together and communicate in a common language, discover mutual interests and establish friendships
- To promote knowledge and experience of British culture and traditions via organised visits and excursions and, if possible, via contact with local people

Every effort is made to create an environment where English is the natural language of communication. Children are grouped partly by age and partly by ability. Particular attention is given, throughout the course, to converting a passive knowledge into an active one, and special emphasis is placed on communication i.e. listening and speaking. This is achieved by taking into account the student's level of English, while at the same time appealing to their interests, knowledge and intellectual ability.

Who Does What in a Summer School?

This is a brief description of who does what at the centre. Please check your job description for a complete picture.

Centre Director (CD)

- Reports to: Head Office
- In overall charge of the centre
- Chief liaison person with the venue
- Main link between the centre and Head Office
- Responsible for ensuring that HR Procedures are followed and that all staff are happy, motivated and appreciated
- Manages Director of Studies, Activities Manager, Welfare and Accommodation Managers (if applicable) and Student Welfare Officers
- Ensures levels of customer service throughout the centre are consistently high
- Manages the centre budget, including Soldo cards and payroll
- Directly responsible for all staff and student discipline issues
- Supervises the provision of student supervision/welfare, and ensures that relevant staff participate in night-time/meal-time supervision
- Responsible for Health & Safety of all staff and students on site. Main contact for any Health & Safety queries/reports
- Responsible for data protection at the centre

Director of Studies (DOS)

- Reports to: CD
- Manages academic programme
- Direct line manager of teaching staff for academic and general issues
- Maintains a high standard of EFL teaching
- Organises Trinity Exams (where applicable)
- Conducts observations and teacher appraisals
- Leads teaching workshops for teachers and Group Leaders
- Maintains discipline of staff and students in academic areas
- Co-operates with AM and WAM/SWO to design duty rota and ensure participation of teaching staff in activities and welfare duties

Assistant Director of Studies (ADOS - selected centres only)

- Reports to: DOS
- Supports the DOS in all areas of academic management
- Takes responsibility for Trinity Exams (where applicable)
- Holds Group Leader workshops and staff workshops as requested
- Offers support to teachers
- Teaches and leads excursions/activities when necessary

Welfare and Accommodation Manager (WAM – selected centres only)

- Reports to: CD
- Second in command at larger centres
- Assigned specific area of responsibility such as managing accommodation / student supervision / student welfare / liaison with particular groups (e.g. Red Stars Football programme)
- Oversees Senior Student Welfare Officers and Student Welfare Officers
- Co-operates with AM and DOS to design duty rota

Assistant Welfare and Accommodation Manager (AWAM – selected centres only)

- Reports to: Welfare & Accommodation Manager & CD
- Supports in overseeing Senior Student Welfare Officers and Student Welfare Officers
- Deputising for WAM

Accommodation & Venue Manager (AVM - selected centres only)

- Reports to: CD
- Responsible for all aspects of accommodation
- Managing with venue regarding catering, cleaning and Health & Safety

Welfare & Office Manager (WOM - selected centres only)

- Reports to: CD
- Coordinating arrivals, producing weekly rotas and deputising for CD

Senior Student Welfare Officer (SSWO)

- Similar to Student Welfare Officer as below but with more autonomy as directed
- Supervise other Student Welfare Officers
- Maximum of 52 hours per week

Student Welfare Officer (SWO)

- Reports to CD / WAM (where applicable)
- Maximum of 48 hours per week
- Organises provision of student welfare and supervision
- Liaises with venue staff on local accommodation issues, such as maintenance and laundry
- Assists CD with centre administration. Some specific duties will be assigned to the SWO for the duration of the course
- 4 lights-out and night duties each week (10pm to 1am) and meal supervision duties on a rota basis
- Acts as Group Leader for individual students
- Actively participate in activities and welfare duties when needed
- Co-operates with AM and DOS to design duty rota (if no WAM present)

Student Welfare Officers with Transfers (SWOT)

- Carry out transfer duties at ports and airports as directed by HO
- If time, carry out SWO duties as above at the designated centre
- Maximum of 48 hours per week

Residential and Non-Residential Senior Teachers

- Report to: DOS / AM
- Teach 15 to 30 hours a week according to the needs of the centre, plus allocated time for admin
- Assist DOS/ADOS in academic support, including testing, placement, exam preparation, teacher support, syllabus and materials development and preparation of teacher and Group Leader workshops
- Actively participate in activities and welfare duties when needed

Residential and Non-Residential Senior Teachers - 15 to 30 teaching hours per week

- Report to: DOS / AM
- 15 to 30 hours of teaching per week, plus activities and/or excursions, welfare and admin duties – maximum of 42 hours per week
- Teach EFL lessons to a high standard, according to the Stafford House syllabus
- Actively participate in activity and excursion programme, reporting to AM
- Actively participate in student welfare/supervision, reporting to CMT (see Staff Handbook and Job Description for details)
- Maintain academic reports and paperwork to a high standard, and assist DOS with administrative duties
- Attend meetings as arranged by the DOS

Part Time Teachers

- Teach 15 or 30 hours a week plus allocated time for admin
- No additional duties involved

Specialist Teachers (STEM/Bloomberg/IELTS/Academic)

- Reports to DoS and Academic & Training Manager
- Delivers specific course subjects within our varied academic programmes

Activities Manager/Excursions Manager (AM/EM)

- Reports to: CD
- Organises and supervises activity and excursion programmes, maintaining high standards throughout
- Liaises with Group Leaders and staff to develop the leisure programme
- Line Manager for Activity Leaders and for Teachers/SWOs on activity/excursion duties
- Conducts observations and appraisals for Activity Leaders
- Co-operates with DOS and WAM/SWO to design duty rota

Assistant Activities Manager (AAM - selected centres only)

- Reports to: AM/EM
- Deputises for AM/EM

Residential and Non-Residential Senior Activity Leaders (SAL)

- Report to: AM
- Assist the AM in planning and implementing the activities programme, deputising when necessary
- Supervise other Activity Leaders
- Actively participate in activity and excursion programme
- Actively participate in student welfare/supervision, reporting to SWO/CMT (see Staff Handbook and Job Description for details)

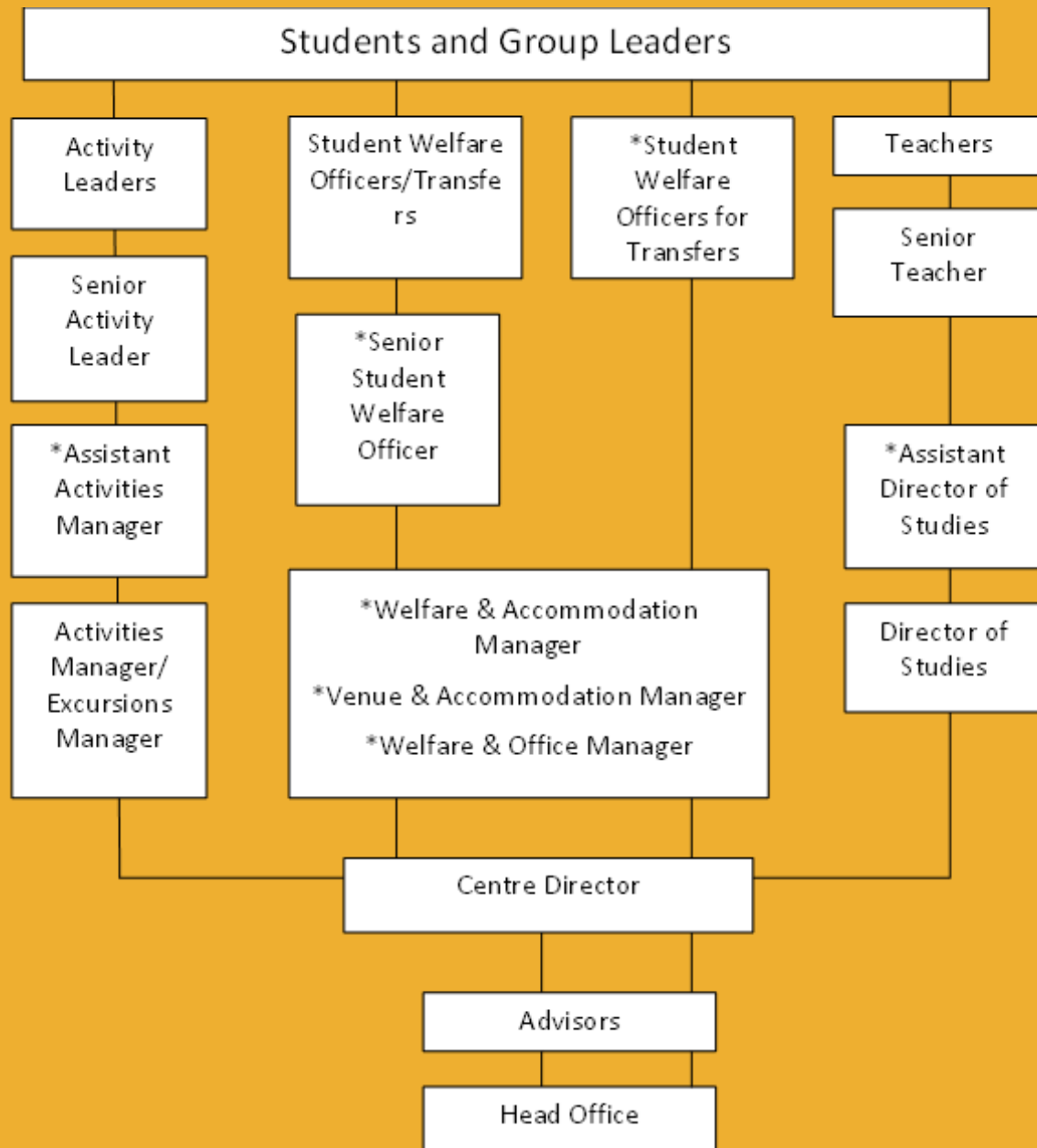
Residential and Non-Residential Activity Leaders (AL)

- Report to: AM
- Maximum of 48 hours per week
- Assist the AM in planning and implementing the activities programme
- Actively participate in activity and excursion programme
- Actively participate in student welfare/supervision, reporting to SWO/CMT (see Staff Handbook and Job Description for details)

Group Leaders (NB: not Stafford House staff)

- Provide Duty of Care for the students in their group (as do Stafford House staff)
- Work with CMT to ensure that their students gain as much as possible from their stay
- Supervise their students during activities/excursions and in the accommodation, with co-operation of Stafford House staff
- Assist Stafford House staff at lights-out to help to ensure student safety and the smooth running of the centre
- Responsible at night for the safety and well-being of their students, in addition to ensuring that all students follow school rules

Management Structure



Stafford House Head Office

Head Office Opening Hours: Monday – Friday 08:30 to 17:30

Saturday – Sunday 08:30 to 14:00 (July only)

Main landline number 01227 787730

For 24/7 urgent support outside these hours, call **07854 998757**

Unless your query is urgent, please use email or send a message on Teams

Please use landline telephone numbers if possible during office hours.

Type of Query	Person/Department to contact
Customer care and customer service issues, Group Leader and Agent management	Director of Sales: Juniors and Groups – Ruth Fenton Email: rfenton@staffordhouse.com Tel: 01227 811501 or 07831 381 796
Finance and budgets, British Council compliance, student welfare, student disciplinary procedures/incidents, emergencies HR/employment policies, staff conduct and welfare issues, CMT management issues, staffing issues, staff, staff complaints <i>Designated Safeguarding Lead Team member, Emergency Response Team (ERT) member</i>	Head of Young Learners – Mel Judge Email: mjudge@staffordhouse.com Tel: 01227 811 508 (DDI) or 07917 451 810
Centre management and operational procedures, accommodation, finances, health & safety, student welfare, student disciplinary procedures/incidents, emergencies <i>Designated Safeguarding Lead Team member, Emergency Response Team (ERT) member</i>	Operations Manager – Michael Grove Email: shshoperations@staffordhouse.com Tel: 01227 811 503 (DDI) or 07854 998 700 EmergencyResponseTeam@staffordhouse.com
On-site activities, excursions and entrances, optional bookings Hiring Manager for Activities Team	Programme Team: Emily McTaggart, Claire Scullion Email: programmes@staffordhouse.com Tel: 07854 998739
Student services Accommodation planning, support for individual students, welfare issues Designated Safeguarding Lead Team Member Hiring Manager for Welfare Team	Student Services Manager – Sarah Deenihan Email: sdeenihan@staffordhouse.com Tel: 07853 998732
Academic materials and syllabus, Trinity Exams, Group Leader workshops, teacher observations and appraisals, academic management and support Hiring Manager for Academic Team	Academic Department – David Baker Email: dbaker@staffordhouse.com Tel: 01227 811 506 (DDI) – office hours Tel: 07854 998754
Operational advice on the ground Centre visits to ensure smooth running of programmes Monitor quality of the programme offered	Senior Summer Operations Advisor – Ying Foord Email: yfoord@staffordhouse.com Tel: 07854 998709

Queries on bookings, student/group numbers/details, agent/GL declarations, customer service (agents)	Reservations Department Groups – Matteo Marioni, Carol Barnfather, Miles Gallan, Email: reservations@staffordhouse.com Tel: 01227 787730 (DDI) – office hours Matteo Marioni – Customer Relationship Manager Tel: 07919 021 626 Carol Barnfather – Reservations Manager
Queries on bookings for individual students, agent/GL declarations, customer service (agents)	Reservations Department Individuals - Adam Coppins, Megan Robertson Queries on bookings relating to individuals Email: reservations@staffordhouse.com Tel: 01227 787730 (DDI) – office hours
Pre-employment checks, first day documents (please speak with HR relating to contract queries)	Talent Team - Kim Bartley, Laura Pullen, Andra Dragan, Cosmina Stancu Email: recruitment@staffordhouse.com
Invoices and taking payments Soldo support	Finance Team - Grace Pritchard, Elliot Reed Email: finance@studyholidays.com Tel: 01227 477 903 (DDI)
Payroll enquiries/P45/payslips	Payroll Team shshpayroll@catsglobalschools.com
Contract queries. Please speak with your Hiring Manager initially with	SHSH HR team SHSHHR@catsglobalschools.com



2. STARTING WORK WITH STAFFORD HOUSE

Your First Day

The Talent Team will have emailed you a list of EXACTLY which documents you must bring with you on your first day, if you have not already arranged sighting of these, prior to starting. Your first day could be your in-person training date or your start date, whichever is soonest. You must bring the original documents with you which were used as part of your pre-employment checks. If you do not bring them, you will not be able to start work or stay with us.

As always, we will support you in good time to help you to prepare which documents to pack. So, keep an eye on your emails. Please don't guess what we need, bring what we email you. Pop them in your suitcase now and keep them safe! For example, this will include your right to work, proof of address, original DBS certificate, qualifications and/or overseas police check (if applicable)

If you have any questions or concerns, please contact your Talent Coordinator.

Please note that your documents will be dealt with in accordance with GDPR May 2018 and a copy of our privacy policy is available at: <https://catsglobalschools.com/info/privacy-notice/>

Report to the Centre Office by 10am on the first day of your contract (unless otherwise agreed with Head Office). You will need to present your proof of right to work before you can begin work, so keep it in an easily accessible place. The management team will then take you through the welcome and induction processes. If you are residential, you will be checked into your room at the end of induction.

At the start of a course, staff usually arrive 1-5 days before the first students arrive, and a typical set-up schedule looks like this, though this will vary by centre depending on availability of accommodation during the set up period at the centre, as well as centre needs.

5 days before students arrive	Management, assistant managers. Everyone is involved in setting up the office, and carrying out other tasks required during set-up.
3 days before students arrive	Senior SWOs, SWOs and STs arrive. Everyone is inducted and helps in continuing with the set up as well as checking the accommodation.
2 days before students arrive	Set-up continues Activity Leaders arrive and are inducted. They help with set up tasks afterwards.
1 day before students arrive	Teachers arrive and are inducted. There may be some more set-up tasks to do after induction.
Students arrive	Everything should be ready to welcome the first student arrivals

Staff Induction

You will receive a full induction programme which is designed to help you settle in and prepare for the course.

Aims of Staff Induction Programme

- Fulfil statutory Health & Safety requirements
- Reinforce staff responsibilities
- Explain student welfare procedures
- Give training directly relevant to summer school work e.g. activities, testing
- Complete human resources administration tasks and pass on payroll information

- There are several parts to the induction schedule:
- General and H&S Induction
- Activities and Excursions Inductions
- Job Specific Induction – Teachers / Activity Leaders / Welfare Team
- Student Welfare Induction

Staff Induction Checklists

At the start of the Induction, you will be given a copy of the Staff Induction Checklist, which you will be required to complete during the various sessions.

Example Checklist:

The image shows two examples of Staff Induction Checklists for Summer 2019. The left checklist is titled 'General and Health & Safety' and the right is titled 'Student Welfare and Safeguarding'. Both checklists have columns for 'Name', 'Centre', and 'Signed'. The left checklist includes sections for: Introduction, Health & Safety, Fire Safety, First Aid, Emergency Procedures, and Safeguarding. The right checklist includes sections for: Professional Standards, Safeguarding, Health & Safety, and Student Welfare. Both checklists have a 'Signed' column at the bottom.

- Fill in your name and the centre name at the top of the page.
- As you listen to the Induction, tick off each part of the session when you understand what you have been told. If you don't understand something, ask! If you have any remaining doubts, put a cross, make a note, and ask again at the end of the session.
- At the end of the session, ask any questions you still have, with the aim of converting any crosses into ticks. If you still aren't comfortable, the CD will look into the problem and give you a written answer from Head Office.
- The completed and signed checklists will be stored in your Personnel file, but please feel free to ask for a photocopy.

Note: The use of these Checklists is mandatory, and their correct usage will be audited during the course.

Information given to staff on arrival

On arrival at the centre you will receive the following:

- Induction programme details
- Campus map
- Timetable (meal times, etc)
- Teaching schedules (teachers only)
- Activity programme
- List and details of excursions
- List of staff and their responsibilities
- T-shirt (if doing excursions/activities), ID badge and lanyard

Any outstanding payroll details and tax forms will be collected by the CD during induction day. Failure to hand them in promptly may result in tax being deducted at the basic rate.

It is mandatory for all staff to wear ID badges and lanyards whilst on duty or on site, and the provided company T-shirt (and hoodie if necessary) whilst on excursions and transfers. This is for the protection of juniors in our care; non-compliance may lead to disciplinary procedures.

Staff Payroll and Payroll Dates

Staff are paid their basic pay every month, directly into their UK bank account (or a nominated UK account). It is the employee's responsibility to ensure that HO has their correct bank details. P45s, where available, should be sent back to HO as soon as possible to avoid over-taxation.

Staff Payroll Information Sheets are sent out with the contract and should in most cases have already been returned to HO before starting work. Otherwise, completed Payroll Information Sheets must reach HO no later than midday on the final Friday of the first pay period.

Most staff will not need to complete a tax form before starting work as the relevant information can be gathered using our Payroll Information Sheet. Any tax forms that are needed can be found on www.hmrc.gov.uk for download and completion. They should be sent back to HO as soon as possible to avoid over-taxation (details on tax forms can be found later in this section).

Any information received later than the dates specified will not be processed until the following pay run. Any queries regarding your tax and national insurance must be made to the relevant tax authority; contact details can be found later in this section.

Note: Holiday pay will be paid in your final payroll for the summer. P45s will be issued at the end of the summer, with the company final payroll (usually late September), unless requested earlier.

Dates worked between corresponding colours, represent your pay day

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	PAID
JUNE	2	3	4	5	6	7	
	9	10	11	12	13	14	27/06/2025
	16	17	18	19	20	21	
	23	24	25	26	27	28	11/07/2025
JULY	30	1	2	3	4	5	
	7	8	9	10	11	12	25/07/2025
	14	15	16	17	18	19	
	21	22	23	24	25	26	08/08/2025
AUGUST	28	29	30	31	1	2	
	4	5	6	7	8	9	22/08/2025
	11	12	13	14	15	16	
	18	19	20	21	22	23	05/09/2025
	25	26	27	28	29	30	
SEPTEMBER	1	2	3	4	5	6	19/09/2025

Eg. If you work from 16th June to 28th June, you will be paid on 11th July 2025

Completing the Staff Payroll Information Sheet

All members of staff need to fill in a payroll information sheet with their bank details and National Insurance details. Please complete correctly and double check before it is sent to Talent. Incorrectly completed forms may result in a delay in payment.

Please supply the correct details of your UK bank account. If the details are incorrect or missing, payment will be delayed. The majority of payment problems are caused by incorrect bank account details.

Payslips

Payslips will be emailed to your personal email address and will be password protected. The password is as follows:

Your date of birth in the following format of eight digits: DDMMYYYY

Example:

27th July 1995 would be 27071995

All payroll/payslip enquiries should be directed to shshpayroll@catsglobalschools.com.

Tax Forms

Please note that full information and all tax forms can be found on the HMRC website: www.hmrc.gov.uk

It is no longer necessary for everyone to send a tax form to Head Office, as long as your payroll information sheet is completed fully and accurately and has been signed by you. If you have a valid P45, you will still need to send this to us, otherwise you may be overtaxed.

Tax forms for claiming back overpaid tax

Should I submit a P85?

If you are planning to leave the country after your employment with us and would like to claim your tax back, please complete a P85 at the end of employment and send it to HMRC at the address below.

Should I submit a P50?

If you are returning to full time education after your employment with us, or you know you will not be working again in the same tax year for any other reason, please complete a P50 at the end of employment and send it to HMRC at the address below.

What if I've been taxed too much but am planning on working again before the end of the tax year?

- You will be issued with a P45 at the end of your employment with us. Give parts two and three of this to your next employer and any adjustments to your tax payments will automatically be made through them.
- If you are unemployed for more than four weeks, you can still use a P50 to claim back tax, although you may start paying tax again once you re-start work.

If you feel you are being taxed too much during your employment, or for any further tax enquiries, you will need to talk to someone at HMRC. Please be aware that Stafford House has no direct control over the tax code that you are given or the amount of tax that is deducted.

HMRC

Pay As You Earn

PO Box 1970

Liverpool

L75 1WX

Tel: 0845 3000 627

Tel from abroad: 0044 1355 359 022

www.hmrc.gov.uk

Rota Allocations & Days off

Days off

Staff are allowed one period of 24 hours off per week, which is usually at the weekend for Teachers, and weekdays for Activity Leaders and Student Welfare Officers. Requests for a specific day/s off (e.g. for a graduation ceremony or interview) should be submitted before the course starts, and although we try to accommodate all reasonable requests, we cannot guarantee that your request will be met.

Weekly Rota Allocations

Activity Leaders and Student Welfare Officers work 48 hours per week, while Senior Teachers work 32/42 hours a week, and Teachers work 16/32/42 hours per week depending on their contract. If absolutely necessary, by mutual consent, this can be extended one week, as long as it is compensated by fewer hours the following week. The following are suggestions only. You may be asked to substitute one task for another, depending on need at the time.

Teachers

Teaching	15 – 30 hours
Admin including attending meetings and updating teaching records	2 hours
Lights out (residential staff only; except when teaching 30 hours)	2 hours
Other duties including activities, excursions, meal and supervision duties, academic support (Senior Teachers only), airport transfers, etc	to make up to 42 hours per week

Non-residential teachers in selected centres.

Teaching	15 – 30 hours
Admin including attending meetings and updating teaching records	1 or 2 hours
Other duties including activities, excursions, meal and supervision duties	to make up to 16/32 hours a week

Activity Leaders/Senior Activity Leaders

Planning, organising and leading activities and excursions	42 hours
Other duties including meal and supervision duties, lights out duty (residential staff only), airport transfers, etc	6 hours

Senior Student Welfare Officers/Transfers & Student Welfare Officers

Night Duty (10 pm to 1 am)	12 hours (4 x 3 hours a week)
Other duties as directed	36 hours

General Duties for All Staff

Your duties will depend on the position you have applied for, but you may be asked to perform any of the following tasks:

Arrivals:

All staff may be required to collect groups from the airport, welcome the students, help them settle into their accommodation, give campus tours, etc

Activities:

Both Activity Leaders and Teachers are contracted to organise, lead and supervise activities such as sports, arts and social activities

Excursions:

Most members of staff will take part in one or more excursions per week

Welfare duties:

All residential staff are contracted to do some welfare and supervision duties on a rota basis. Non-residential staff may also have some supervision duties.

Office duties:

All staff may be required to perform administrative duties, such as planning activities, assisting the DOS/AM, photocopying and answering the centre office telephone

Departures:

At the end of the course, there are specific duties concerned with packing up, such as inventories and checking rooms for damages, in addition to airport duties

Note: All staff have student welfare responsibilities and must read their Job Description, , relevant manuals and handbooks, and this handbook for a complete list of duties.

Staff Welfare

Short intensive residential courses are hard work, but a lot of fun and very rewarding! Summer school is a 24/7 business – you are usually around students all day, whether you are on duty or not.

Tips for dealing with tiredness and stress:

- Get organised! Use your time wisely and don't let things accumulate
- Read your manual carefully in advance and refer to it regularly during the course
- Ask for help from returning staff and the Centre Management Team (CMT) – they will be able to provide moral support and expertise
- Enjoy the activities and excursions – they should be fun, and a great form of stress relief!
- Use our resources – there are lots available to you, so don't try to re-invent the wheel!
- Share resources – work is much easier if you work as a team: pool resources with colleagues to reduce everyone's workload

- Plan in advance – check your timetable carefully at the start of the week and plan roughly what you’re going to do and when e.g. when are you are going to do your lesson planning, laundry, shopping, etc. If there is a particularly busy time, don’t be afraid to ask the CMT for support or help
- Don’t try to do too much when you’re not on duty – it’s easy to fall into the trap of burning the candle at both ends
- Don’t be afraid to ask for help. For Teachers, Senior Teachers and the DOS are an invaluable source of lesson ideas and other tips. For Activity Leaders, Senior Activity Leaders and the Activities Manager (AM)/Excursions Manager (EM) will be able to help you. For Student Welfare Officers, there are Senior Student Welfare Officers and/or a Welfare and Accommodation Manager (WAM) to help you, as well as the Centre Director (CD).

General Information for Staff

Staff Feedback

You should feel able to comment at staff meetings or in private with senior staff on all aspects of the course. Your opinions will be sought at the beginning and the end of the course. However, this should not stop you talking and contributing to changes during the course.

If you feel that you cannot approach a member of the CMT, or if the issue is personal and you would rather not approach them, you can contact the Head of Student Experience at HO directly by telephone, email or letter. Details are on the back cover of this handbook. All correspondence to Head Office will be treated with the strictest confidence if you so wish.

Entitlement for Medical Care in the UK

The United Kingdom has reciprocal medical agreements with other countries to provide state-funded medical cover to people visiting the UK. The level of cover provided varies from country to country; please check you are entitled to this care before you come to the UK. Citizens from European Union countries qualify for state-funded medical cover, but should bring a valid European Health Insurance Card (EHIC).

Stafford House recommends that all staff from abroad purchase travel insurance before they come to the United Kingdom, which should cover medical and repatriation expenses as a minimum.

Personal Property

Employees are responsible for the care and safekeeping of their personal property during the course of employment. It is recommended that any unnecessary valuables are not brought on to campus, and employees are expected to make their own insurance arrangements for their personal property. Stafford House is unable to accept any responsibility for any personal items that are lost, stolen, damaged or destroyed.

Vehicles

Any vehicle brought on-site is the sole responsibility of its owner. We do not guarantee that parking is available for staff, and where parking is available, it is at the discretion of the venue – please check in advance.

For legal reasons, no-one is allowed drive the company hire cars (where provided) or their personal car on behalf of the company unless the relevant policy has been read and the relevant form has been completed and subsequently approved by the Operations Department at HO. Without this official clearance, **the driver may be breaking the law**, and may invalidate their insurance policy. Please contact the Centre Director or the Operations Department for more details.

Drivers of company hire cars must be registered with the car hire company, who require evidence of a clean driving licence. The hire car agreement requires drivers to be over 25 years old.

For further information on any of these issues, please contact the Operations Team at HO.

Attendance & Sick Pay

Attendance

There may be occasions when you are either unexpectedly late or are prevented from coming to work due to sickness or another justifiable reason.

Reporting Absence

Absence must be reported on your first day of absence by telephone to your line manager or if unavailable, the next most senior person or a team member at least one hour prior to your start time. Teaching staff should report their absence by 7.30 am.

Other Information

- Only in exceptional circumstances should a message be left; in these instances you must call back later and speak with the relevant person.
- Only in very exceptional circumstances should you ask someone else to contact your line manager/reception on your behalf.
- Text messaging or email will not be an accepted as a form of contact.

Employees must provide as much notice as possible that they will not be attending work, to allow the line manager the greatest opportunity to reorganise staffing. You should be prepared to discuss the following information with your line manager:

- the reason for the absence;
- the likely duration of the absence;
- whether they have visited their General Practitioner (GP) or taken medical advice; and
- when you will next make contact with your line manager.

Statutory Sick Pay

Statutory Sick Pay (SSP) is paid to you via payroll, and can be paid for a period of up to 28 weeks, subject to your earnings being high enough to pay National Insurance Contributions and meeting minimum earnings requirements. SSP begins from your fourth day of absence. Please contact Payroll as soon as possible if you think you qualify.

Notice periods

You are required to provide written notice to your line manager as detailed below. If the Company decides to terminate your contract of employment for any reason other than summary dismissal, you are entitled to receive the notice as stipulated in your contract of employment. During your notice period, holiday entitlement may only be taken with the prior agreement of your line manager.

Stafford House will give one week's notice of termination of employment after the first 4 weeks of employment. During the first 27 days, the notice period applied by us is 48 hours.

Staff Training and Development

At Stafford House we are committed to the development of all staff, regardless of the length of their contract. You have a responsibility for your own professional development, but we offer opportunities for further training.

- The aims of our training policy are to:
- Help you develop the skills and knowledge necessary to do the job for which you have been recruited
- Equip you for promotion should the possibility arise
- Increase the effectiveness of each member of staff, and therefore of the company as a whole
- Pre-arrival, you should have already been sent the following training documents. Please let us know if you didn't receive any of this.
- Basic online safeguarding course with Accreditation UK. Please send us the e-certificate if you haven't already done so.
- Pre-course induction presentation.
- For some of you, introductory or advanced safeguarding course. Please send the e-certificate for this if you haven't already done so.
- Presentations and video of previous staff workshops held earlier in the year. [Click here](#)

Staff Induction

We provide an induction for all staff. You will be fully prepared for the work ahead of you, and equipped with the skills and knowledge that you need to do it effectively. More information on staff inductions is provided in this handbook.

Staff Training

Training sessions and/or workshops will be provided on a regular basis throughout the summer, depending on the workload. For Activity Leaders and Student Welfare Officers, topics could include tips on how to manage large groups of teenagers or how to talk to students whose first language is not English. For teachers, topics will be more academic and could include classroom behaviour management skills or how to make lessons more communicative.

Job Performance – probation period, observations and feedback

There is a one-week probation period for all staff.

- We expect all staff to fulfil the requirements of their Job Description and Contract with enthusiasm and closely following company procedures. We also expect that line managers will actively appraise staff at every opportunity, not just during the observation feedback session, giving constructive feedback whenever possible. Feedback discussion should always be cordial, with the aim of improving staff performance and recognising good practices.
- As part of our policy of staff training and appraisal, all staff members must be observed at least twice during the course of their employment with us.
- **The first observation** will take the form of a 15-minute drop-in observation, and should take place in the staff member's first week. These observations should be carried out by a member of the CMT. Planning documents will not be required to be submitted, and informal feedback will be given. This observation will assist the CMT with supporting staff, as well enabling us to deal with any quality assurance issues in a timely fashion.
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- The second observation will be a full observation (lasting 30-60 minutes) and will be carried out during the second or third week of each staff member's contract. This will be a scheduled observation, the staff member will be required to submit their planning documents, and full feedback will be given. The line manager should organise an observation schedule and post it in the staff room at least 48 hours in advance, to give staff time to prepare.
- It is at the line manager's discretion to carry out further observations if they feel it necessary, for example if the second observation gives cause for concern, or if the staff member requests a third observation.
- Full instructions on how to carry out a full observation can be found in the of the CRG.

Causes for Concern

- If the observation/feedback session or the staff member's overall performance raises any issues or concerns, the line manager will take the following steps:
- The member of staff will be called to a meeting to discuss their performance and will be given the opportunity to present their views
- An action plan will be agreed and a date set for review
- If there is an improvement, no further action will be necessary and no written record will be kept
- If no further improvement is observed, or if the improvement is not sustained, then HO will be contacted and further action may be taken

Important Notes

- Please note that, although we do not discourage line managers from giving character references, we would like all professional references to come from HO, so please inform staff of this.
- Make a copy of the Observation Feedback Form for the staff member and one for your centre records, for use in the final appraisal.

Storage of observation documents

- All observation documentation is strictly private and confidential between the employee, CMT and Head Office.
- All hard copies of observations documents are scanned and uploaded to a secure file on Sharepoint. After you have used your copy for the appraisal and these have been sent to HO, the documents will be shredded.



3. Our Policies

Stafford House Staff Code of Conduct

You are responsible to the Centre Director and management at Head Office for the fulfilment of your contractual obligations.

You are expected to adhere to the highest standards of professional conduct and integrity, and to identify with the stated objectives of Stafford House Study Holidays in all respects. These standards are laid out in the Job Description, contract of employment and in this handbook.

You must abide by the terms of the Equal Opportunities Act and the Children Act of 1989 and Keeping Children Safe in Education (KCSIE, 2025). Failure to do so may result in disciplinary action and, if necessary, referral to outside authorities.

All staff have a Duty of Care towards students and are required to maintain high standards of personal behaviour, for example:

- To uphold at all times our standards of performance, with the aims of promoting a safe, happy and successful working environment and helping to promote a favourable image of Stafford House
- To show due courtesy to students, Group Leaders, management, colleagues and venue staff, in order to promote a productive and harmonious campus
- Display tact, diplomacy and cultural sensitivity when in the company of staff, customers, students and the general public
- To not use offensive language or make inappropriate or discriminatory comments, or any other remarks that may cause offense to peers and students (including political or religious comments)
- Present a positive image of the Stafford House to third parties (e.g. venue staff, staff at attractions and the general public)
- When off duty, be aware of how your behaviour might be perceived by students and third parties (e.g. behaviour when returning from a night off)
- To observe the company dress code (see next section) at all times (including the wearing of company uniform at the required times) and display a reasonable level of personal hygiene
- Mobile phones should not be used whilst in class or on any other duty, both on and off campus (unless on company business or in an emergency)
- Relationships with students must be professional at all times
- Staff must not make contact with students by telephone, email or any form of social media, either during or after the course
- Visitors are not permitted on campus or to stay in staff bedrooms overnight
- Drinking alcohol in the presence of students or while on duty is not permitted. Also, any drinking of alcohol while off-duty which may be deemed detrimental to the performance of your professional duties, will result in disciplinary action
- Smoking/vaping is not allowed whilst on duty. All of our sites are non-smoking and you will be required to leave the site if you wish to smoke. This includes vaping.
- The committing of any criminal act, for example the possession of illegal drugs, will be reported to the relevant authorities and will result in instant dismissal
- To be familiar with, and uphold the company's Privacy Policy with regards to working alongside children and adults

Breach of the above may be considered gross misconduct. In the case of disciplinary action for gross misconduct, staff will normally be suspended and/or subject to instant dismissal (see disciplinary procedure in Stafford House SHSH Hub).

Stafford House Staff Dress Code

Our clients are from many different countries, where dress may play a cultural or religious significance. It's important that we present a professional and acceptable appearance to both students and Group Leaders, and not unintentionally cause offence. Furthermore, it is a mandatory requirement for all posts that staff are visible and identifiable to the students in our care. Therefore, we require staff to adhere to the Stafford House dress code at all times.

Activity	Mandatory Dress	Recommended Dress	Not Acceptable
Teaching	ID badge and lanyard	'Smart casual' Jeans (not ripped)/trousers /skirt of suitable length Top with sleeves, e.g. shirt, smart T-shirt, etc	Shorts (in very hot weather, shorts to the knees permitted) Flip flops Vest tops/strappy tops/dresses Low cut/revealing clothing Ripped/torn or dirty clothing Any item with logos that may be considered offensive
Participating in Activities	ID badge and lanyard Company T-shirt	Tracksuit bottoms/shorts Company hooded sweatshirt* or jumper (can go <u>under</u> company T-shirt if cold)	Vest tops/strappy tops/dresses Low cut/revealing clothing Ripped/torn or dirty clothing Any item with logos that may be considered offensive
Participating in Excursions	ID badge and lanyard Company T-shirt	Jeans/trousers/skirt of suitable length Company hooded sweatshirt* or jumper (can go <u>under</u> company T-shirt if cold)	Vest tops/strappy tops/dresses Low cut/revealing clothing Ripped/torn or dirty clothing Any item with logos that may be considered offensive
Supervision	ID badge and lanyard Company T-Shirt (SWOs and	Jeans/trousers/skirt of suitable length Company hooded sweatshirt* or jumper (can go <u>under</u> company T-shirt if cold)	Vest tops/strappy tops/dresses Low cut/revealing clothing Ripped/torn or dirty clothing Any item with logos that may be considered offensive
Transfers	ID badge and lanyard Company T-shirt	Jeans/trousers/skirt of suitable length Company hooded sweatshirt* or jumper (can go <u>under</u> company T-shirt if cold)	Vest/strappy tops/dresses Low cut/revealing clothing Ripped/torn or dirty clothing Any item with logos that may be considered offensive

*When wearing a hooded sweatshirt, the hood must be kept down so that the face is visible when on duty or in front of customers.

Personal Use of Social Media

- Employees should be aware of and understand the potential risks and damage to the company that can occur, either directly or indirectly, from their personal use of social media, and should comply with this policy to ensure that any risk to the company or staff is minimised.
- Employees are personally responsible for content published in their personal capacity on any form of social media platform. When in doubt, employees can seek guidance from the Recruitment Department at Head Office on how to comply with the following obligations:

Staff should never:

- Post comments about peers or management that could be perceived as hurtful and/or false/libellous
- Comment or post any material that might cause damage to the company's reputation
- Post material that is, or might be construed as, threatening, harassing, bullying or discriminatory towards another employee or third party member (for example venue staff, Group Leaders) associated with the company
- Use or disclose any confidential information or personal information obtained in their capacity as an employee
- Imply that they are authorised to speak as a representative of the company, nor give the impression that their views expressed are those of the company
- Post material that is offensive, obscene, defamatory, threatening, harassing, bullying, discriminatory, hateful, racist, sexist, infringes copyright, constitutes a contempt of court, breaches a court injunction or is otherwise unlawful.

Stafford House has official Facebook and Instagram pages. Whilst we welcome your interaction and comments on these pages, please be aware that these pages are viewed by students, parents, Group Leaders and agents. Any inappropriate comments may result in disciplinary action.

Intellectual Property Rights

Any documents, including teaching materials, activity/excursion materials and other documents pertaining to your employment with us, which are produced during your paid employment time with us, remain the property of Stafford House.

Stafford House Smoking Policy

The Law in the UK

Smoking in enclosed public places and workplaces is prohibited under British law. The aim of this law is to reduce the harmful effects of passive smoking.

Under the regulations, employers are responsible for ensuring that workplaces are smoke free, and all individuals (employees and the general public) will be responsible for observing the new laws. Fines can be levied by local authorities against either individuals or organisations. This includes E- cigarettes (AKA ‘vaping’).

Smoke-/Vape-free Sites

Smoking/vaping is not permitted in any building used by Stafford House Study Holidays. This includes offices, classrooms, accommodation buildings, staff rooms, toilets, corridors, lifts, outside areas, etc. Those wishing to smoke will need to do so off-site.

Tampering with fire safety equipment (including covering smoke alarms) is illegal under British law, and anyone in breach of this law will be disciplined.

Management Responsibilities

The Centre Director is directly responsible for ensuring that the SHSH smoking policy is implemented and enforced, with the assistance of the CMT and the SWO.

Employee Responsibilities

Staff must not smoke whilst on duty or otherwise in the presence of students.

Smoking is not permitted in any vehicle provided by the company. Staff using their own vehicle for business purposes are exempt from this restriction if travelling alone, but may not smoke when carrying any passengers, either colleagues or clients.

Staff are not allowed to smoke in a public place while displaying company uniform or company logos in any other form (e.g. T shirts, hooded sweatshirts, excursion bags, umbrellas, folders).

Anyone found breaching these policies may be subject to our disciplinary.

Student Smoking Policy

As with staff, students are not permitted to smoke/vape anywhere on site, or during organised activities/excursions. .

British law prohibits anyone under the age of 18 from buying tobacco. Anyone found attempting to buy tobacco under this age, or providing tobacco to people under this age, faces Stafford House disciplinary action, and possibly state prosecution. Furthermore, anyone actively encouraging students to smoke will face disciplinary procedure.

Reporting Breaches of Policy

All staff are responsible for enforcing this policy. Should a situation arise where smoking rules are being broken (by staff, students or Group Leaders), the following steps should be followed:

- Ask them to stop smoking
- Explain that they can only smoke off-site
- Escalate to CMT (or SWO in case of students) as necessary

Stafford House Leave Policy

All staff are entitled to 28 days' leave (which includes bank holidays) for each full year of continuous employment.

As our contracts are fixed term and of 2-8 weeks duration only, our policy is that we ask staff to take their due leave at the end of their contract. This is to minimise the disruption that may be caused to the smooth running of the programmes.

The finish date on your contract will be your last working day. Any unspent leave will be paid on top of this, and will show on your contract as holiday entitlement due. Employees will be paid on a pro-rata basis for any unspent leave.

We do not provide accommodation for any unspent leave, and residential staff are required to check out of their room on their final working day (see Accommodation Policy for details).

*More information can be found in the CATS Global Schools (CGS) Handbook

Staff Absence Policy

Summer school is an intensive period of work over a very short space of time. We staff our centres in accordance with student numbers, which means that absence can have an impact on the smooth running of the programme.

In dealing with individual absence issues, the company aims to act reasonably at all times, taking account any extenuating factors. All genuine cases will be dealt with sympathetically.

Absences relating to the disability of an employee or to pregnancy will be kept separate from sickness absence records. We refer employees to our Equal Opportunities Policy.

If you think you are going to be late, or if you will be absent, you must inform your line manager at least 1 hour prior to the start of your duty so that cover can be arranged. You should inform your line manager by telephone and not by text or email.

If you are absent on a regular basis, or consistently late to duties, and no valid reason is provided, then we consider this unacceptable. We consider regular absence to be absent from more than one full duty per week, or late for two or more duties in a week.

If this is the case, an informal discussion will take place on your return to work. We would hope that the majority of cases will be resolved at this point. However, if there is no further improvement, the disciplinary procedure may be invoked (please see section in this Handbook for full details).

Under the terms of your contract there is no company sick pay (you will not be paid for work you don't do) and no concept of overtime or time off in lieu is applicable to this employment. You may, however, be eligible for Statutory Sick Pay (see section in this handbook).

Stafford House Accommodation Policy

Residential Staff

We provide accommodation for all residential staff; this includes all meals and accommodation, but does not include items of a personal nature such as laundry or snacks.

While we endeavour to accommodate staff in single rooms, in certain cases, this may not be possible and staff may have to share rooms for a short period of time. However, we would try to rectify this as quickly as possible, normally within 48 hours.

You may also be required to change rooms during the course of the programme for a variety of reasons, including changed supervision needs and fluctuating student numbers.

Accommodation is provided from the first day stated on the contract until the last working day of your contract. Staff are expected to check out of their accommodation by 10 am on this day. If you do not check out on time, you may be liable for any additional accommodation costs.

Accommodation is not provided for the leave period at the end of your contract, and nor is it provided for extended periods of leave or illness (i.e. two or more days).

Staff are responsible for any damage to their rooms and for lost room keys. Any damage and replacement keys must be paid for onsite. If payment is not received, a deduction will be made from your final payroll. If any of the above causes hardship, please contact Head Office.

Residential Staff

Non-residential staff receive lunch when working, and dinner if they are rostered for an evening activity. Under no circumstances must non-residential staff stay overnight unless it has been agreed in writing with the Head of Student Experience in advance.

Residential staff staying off-site overnight

Due to fire regulations and accounting for staff in the event of any emergency, any residential member of staff who is not staying in the residence on a particular night must inform a member of the Centre Management Team.

Staff Transfers Policy

Normally, we would try not to transfer staff during their contract as we appreciate the disruption this may cause. However, there are circumstances where there is no other alternative, e.g. if student numbers fall dramatically at one centre due to student cancellations or if another centre has an urgent need for extra staff.

In the case of a 'forced' transfer, e.g. it's not part of the original contract and it falls within the period of the original contract, we would count the journey to the other centre as part of the working hours. Therefore, staff would still be eligible for any days off that they are entitled to.

In the case of a voluntary transfer, e.g. an extension of the original contract, or the staff member was originally employed to work at different centres, or the staff member has asked to be transferred to another centre, the transfer time does not count towards the working hours and must be undertaken on a day off.

In either case, staff may be asked to accompany a group which may take them closer to their destination. In this case, this counts as working hours. For example, a group who are travelling to London for a full day excursion would need a staff member to accompany them. With the permission of the Centre Director and/or Excursions/Activities Manager, the person transferring would accompany this group to London, conduct the walking tour, see them back on to the coach, but stay in London to travel on to Uxbridge (bearing in mind that the group will still need at least one staff member to accompany them back to the centre. Normally, there are 2 staff members per coach anyway.).

Travel expenses are paid only for a forced transfer. The Centre or HO will arrange to buy the ticket for you.

Green Policy

Stafford House is committed to reducing our impact on the environment, both at Head Office and at the centres we use in the summer.

What we expect of our staff at summer school:

- Think carefully about the resources you are using.

For example:

- Don't make extra photocopies when you know how many students there are in your class/on the excursion
- Think about what the students need to use/keep – can two students share a photocopy between them?
- Photocopy double-sided where possible
- Re-use the back of paper that has already been used, if possible
- Use recycling facilities wherever possible
- Try to use crockery rather than plastic/paper cups/plates
- Try to reduce the amount of car trips that you make, if possible. If several people need to go somewhere, car share or delegate one person to do all of the tasks
- If you are the last person to leave a room, please turn off lights and close windows
- When you are finished with a computer/laptop, make sure you switch everything off rather than leaving it in standby mode
- Don't leave phone chargers plugged into the mains if they are not charging anything – it wastes electricity as the current is still running through the charger

Company Mobile Phone and Internet Policy

Please refer to our CGS Company Handbook for more information. The rules therein are incorporated in and form part of your contract of employment.

Equality and Cultural Sensitivity Policy

Legal Responsibility

UK law protects people so they cannot be discriminated against because of their sex, race, religion, age, disability or nationality.

Our school values the individuality of all people taking part and working on our courses for children and young people. We are committed to giving all people every opportunity to be the “best they can”. Within our environment of learning and healthy interaction, we do not tolerate any lack of sensitivity, disrespect, bullying or harassment of any kind.

To fulfil our legal responsibility, we have to make sure that our students, staff and group leaders, symbolise and impart what we call core British values such as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths and beliefs

As well ensuring the above protection is promoted for all our students and group leaders, The Equality Act of 2010 ensures that staff and students at our schools are not treated differently or less favourably on the basis of their specific protected characteristic, including areas of race, gender, disability, religion or belief, sexual orientation and age.

Moral and Safeguarding Responsibility

offer include positive attitudes towards all people. This is expected of not only students to students, but staff members to each other and especially staff/GLs to students **at all times**.

We do this by:

- Creating an atmosphere in which students and staff feel valued and secure
- Having consistent expectations of students and their learning
- Ensuring that our teaching takes into account the learning needs and backgrounds of all students as much as possible
- Actively encouraging racial equality via our manuals, student workbooks, supplementary materials and displays of students’ work
- Making clear to our students and staff what constitutes discriminatory behaviour and that it will not be tolerated
- Identifying and dealing quickly with any signs or incidents of racist, sexist, ageist or homophobic behaviour, or any behaviour likely to cause offence to a person due to their faith, beliefs or general sense of well-being, whether able-bodied or with any disability

Staff must take great care to respect the cultural, political and religious sensitivities of our students. Comments or questions regarding their background, society or beliefs may cause offence and/or distress, so should be carefully considered both in class and in the public areas.

Members of the CMT are responsible for ensuring that this policy is communicated and implemented by all staff at all times. All staff members are responsible for keeping an eye out for any possible racist incidents or behaviours, and reporting them to the Centre Director in the first instance.

Any issues or concerns relating to the above should be communicated to the Centre Director or Head Office.

Religion and Belief Observance Policy

Policy Statement

Many religions and beliefs are represented in our multi-cultural society and we recognise that employees may wish to observe the requirements of their chosen religion or belief system whilst at work. This policy aims to ensure a fair and consistent approach in the management of such requests, and that nobody is discriminated against on the basis of their religion, belief, or absence of such religion or belief.

This policy applies at work and at all events which are work-related.

Policy

1. General Considerations

Whilst the company aims to be sensitive to the needs of its staff, employees have a responsibility to ensure that their manager is aware of their individual needs in good time so that there is an opportunity for them to be met. Although the company will take reasonable steps to try and accommodate requests, employees need to understand that they have a responsibility to be reasonable to both the company and their colleagues when asking for time off or other work adjustments to facilitate their religious observance.

2. Fasting, prayers and rituals observance

Some religions require their followers to pray at specific times during the day. Should an employee request access to an appropriate quiet place (e.g. a prayer room) to undertake their religious observance, and providing that such a quiet place is available and that allowing its use for prayer does not cause problems for other workers or the organisation, the manager will consider the request sympathetically.

Staff may request that their rest break coincide with their religious obligations to pray at certain times of the day. The company will endeavour to allow this, however, a manager may have to refuse such a request if, for example, it conflicts with legitimate business needs which cannot be met in any other way.

Some religions or beliefs require a person to wash before prayer. This can be done symbolically or by using the existing facilities.

Some religions require periods of fasting. Should an employee feel that s/he would need support during such a period, s/he should inform their line manager who will then consider how they can support staff through such a period. However, all decisions will need to consider the need for managers to ensure that they do not place unreasonable extra burdens on other workers which may cause conflict between workers or claims of discrimination.

3. Dietary Requirements

Some religions or beliefs have specific dietary requirements. If staff bring food into the workplace, they may need to store and heat food separately from other food. Should such a situation arise, the manager will consult with all staff concerned to try to find a solution. This may be as simple as using a plastic container in a shared fridge.

The company will ensure that, at all work-related social gatherings where alcohol is available, a non-alcoholic alternative is available.

4. Personal Appearance and dress

Should an employee feel that the dress code in place in their centre/office conflicts with the dress requirements of his/her religion, s/he should raise the issue with their line manager. The manager and employee will together investigate possible adjustments in order to accommodate the dress requirements of the employee's religion or belief. However, this needs to be done in a manner which is compatible with

the requirements of the company, and the overriding concern for the Health & Safety of employees and customers.

Some religions require their followers to wear particular jewellery, tattoos or other markings. Whilst the company policy does not permit tattoos to be visible to children and teenagers in our care, managers will consider each request sympathetically. However, the needs of the company and Health & Safety requirements will remain paramount.

5. Raising issues related to this policy

If an employee is unable to reach a suitable agreement to accommodate a request under this policy, and s/he would like the matter to be investigated further, the matter should be raised using the staff grievance procedure by contacting HR - shshhr@catsglobalschools.com or via the Grievance policy on the staff hub.

The company will not tolerate any form of harassment on the grounds of religion or belief. Employees should use the grievance procedure or the anti-harassment and bullying policy if they feel that they have been discriminated against or harassed, or if they believe someone else is being discriminated against or harassed.

***More information can be found in our CGS Staff Handbook**

Anti-Harassment & Anti-Bullying Policy

We believe that having a culture that is diverse, equitable and inclusive is core to everything that we strive to achieve and to the organisational environment we wish to protect.

One key to protecting our culture and our people is seeking to eradicate bullying or harassment at work. More information and the full policy can be found on our SHSH hub.

The policy accompanies our Equality and Diversity Policy in our SHSH hub. If you have any questions or need any support, you can contact shshhr@catsglobalschools.com

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell us and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Bullying is the use of aggression with the intent of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - being unfriendly, excluding, and tormenting (e.g. hiding belongings, threatening gestures)
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Physical - pushing, kicking, hitting, punching or any other use of violence
- Racist - racial taunts, graffiti, gestures, etc.
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of/focusing on the issue of sexuality

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Objectives of this Policy

All staff must make themselves fully aware of what constitutes bullying, and what actions are necessary. We take bullying very seriously. Students, parents and host families should be assured that they will be supported when bullying is reported and that bullying will not be tolerated.

Signs and Symptoms

A child may indicate by their behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Changes their usual routine
- Is unwilling to go to lessons or activities
- Begins truanting
- Starts stammering
- Becomes withdrawn, anxious or lacking in confidence
- Cry themselves to sleep at night or has nightmares
- Stops eating
- Comes back with clothes torn or books damaged
- Has possessions or money go 'missing'
- Has unexplained cuts or bruises
- Is frightened to say what's wrong
- Is bullying other children or siblings
- Becomes aggressive, disruptive or unreasonable

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

Procedures

- Report bullying incidents to the WAM or SWO (if unavailable, another member of staff e.g. teacher)
- Incidents of bullying or threats of bullying will be recorded in writing by Stafford House staff
- In serious cases, parents should be informed and asked to discuss the problem
- If necessary and appropriate, the police will be consulted
- The bullying behaviour must be investigated and the bullying stopped quickly
- Attempts will be made to help the bully/bullies change their behaviour

Outcomes

- The bully/bullies may be asked to genuinely apologise
- Other consequences may take place. In serious cases, suspension or even exclusion will be considered
- If possible, the students will be reconciled

After the incident(s) have been investigated and dealt with, each case will be monitored and a written report kept to ensure further bullying does not take place.

Whistleblowing Policy

Stafford House is committed to conducting business with honesty and integrity and we expect all staff to maintain high standards. We encourage staff to report any suspected wrongdoing or negligence as soon as possible. It is important to us that any conduct likely to have an adverse effect on the successful running of the centre by any employee of the company, is reported and properly dealt with. We therefore encourage all staff to raise any concerns that they may have about the conduct of others in the organisation or the way in which the organisation is run. This policy sets out the way in which staff may raise any concerns they have, and how those concerns will be dealt with.

Please see our Whistleblowing policy on the SHSH hub

NB: Policies relating to Child Safeguarding can be found in the “Safeguarding and Student Welfare” section of this Handbook.

Stafford House Staff Disciplinary & Grievance Procedures

Please note that the Head of Student Experience at H0 must be informed before any formal procedure is started or put in place.

Please refer to the CATS Global Schools Staff Handbook for more information. The full policy is available on the SHSH Hub.

Full List of Additional Policies Available via the SHSH Hub

1. Anti-Bullying and Anti-Harassment Policy
2. Data Protection and Privacy Policy (Employee Privacy Notice)
3. Whistleblowing Policy
4. Disciplinary & Conduct Policy
5. Grievance Policy
6. Investigation Policy
7. Stafford House Recruitment Policy
8. Social Media Policy
9. Alcohol and Drug Misuse Policy
10. Anti Bribery Policy

***Please also see our Safeguarding Policy on page 78**



4. Our Programmes

Types of Course/Programmes

Stafford House offers several basic types of course/programme, and it is important that you understand what is involved in each one. Our basic types of course/programme include:

- Classic Course
- Classic PLUS Course
- Red Stars Football
- London Explorer Programme

Classic Course

This is the traditional summer school programme, where students have 15 hours of lessons per week (3 hours per day Mon-Fri) and a full programme of activities, including one full-day excursion per week and one or two half-day excursions per week (depending on the centre). The majority of our students do the Classic Course. We may run a zig-zag programme in busy periods, which means that the students would have lessons in the morning one week, then lessons in the afternoon the next week.

Sample Programme:

	Morning	Afternoon	Evening
Sunday	Arrival and Local Orientation		Welcome Evening
Monday	Placement Test and Induction Lesson	Walking Tour of Local Town/Area	Welcome Disco
Tuesday	Lessons	Activities	Activities
Wednesday	Lessons	Half Day Excursion	Activities
Thursday	Lessons	Activities	Activities
Friday	Lessons	Activities	Theme Disco
Saturday	Full Day Excursion		Chill Out Evening
Sunday	Activities, or Optional Excursion (at extra cost)		Activities

Classic PLUS Courses

Students doing Classic PLUS Courses follow the same programme (lessons, activities and excursions) as students doing the Classic Course, except that some of their daytime activities are replaced by sessions of specialist coaching or tuition in a particular sport or art. We usually provide 3 sessions per week (of 3 hours) in their chosen sport or art. Some options take place off-site.

Red Stars Football

Students doing the Red Stars Football course receive football coaching in the mornings, football-themed lessons in the afternoons, and soccer seminars/skills sessions in the early evenings. Because their English lessons are themed, they need to have their lessons as a closed group. They will join the Classic Course students for some evening activities and some excursions.

Sample Programme:

	Morning (09:00-12:30)	Afternoon (14:00-17:30)	Early Evening (18:30-20:00)	Evening (20:00-22:30)
Sunday	Arrival and Local Orientation		---	Welcome Evening
Monday	Football Coaching	Placement Test & Induction Lesson	Soccer Seminar	Welcome Disco
Tuesday	Football Coaching	Lessons	Soccer Skills Session	Activities
Wednesday	Football Coaching	Lessons	Soccer Seminar	Activities
Thursday	Football Coaching	Lessons	Soccer Skills Session	Activities
Friday	Football Coaching	Lessons	---	Theme Disco
Saturday	Full Day Excursion		---	Chill Out Evening
Sunday	Activities, or Optional Excursion (at extra cost)		---	Activities

London Explorer Programme

Students doing the Red Stars Football course receive football coaching in the mornings, football-themed lessons in the afternoons, and soccer seminars/skills sessions in the early evenings. Because their English lessons are themed, they need to have their lessons as a closed group. They will join the Classic Course students for some evening activities and some excursions.

Sample Programme:

	Morning	Afternoon	Evening
Sunday	Arrival and Local Orientation		Welcome Evening
Monday	Placement Test and Induction Lesson	Walking Tour of Local Area	With GL
Tuesday	Lessons	Visit a Free Museum	Evening Activity
Wednesday	Lessons	Sightseeing Tour of an Area of London	With GL
Thursday	Lessons	Visit a Free Art Gallery	Riverboat Disco on the Thames
Friday	Lessons	Sightseeing Tour of an Area of London	With GL
Saturday	Full Day Excursion		Evening Activity
Sunday	With GL, or Optional Excursion (at extra cost)		With GL

Other courses also available:

STEM:

(Cambridge, London and Northampton) – Science, Technology, Engineering and Maths. Study topics including space, diet and fitness, diseases, the tallest structures in the world. Learn how to research, write a scientific report, do experiments, and design a tower. Students will be taught by specialist teachers at CATS Cambridge, Northampton and Bloomsbury, while SHSH teachers will provide the English for STEM language lessons.

Bloomberg Business Advantage:

(Bloomsbury) – an introduction to working in the financial and business and economics fields, using our specially built state-of-the-art Bloomberg lab. Students complete a research project and present to a panel of judges. The course develops academic skills such as critical thinking, essay writing and research methodologies. Specialist teachers teach this course and SHSH staff will provide the welfare and the leisure programme.

Academic Explorer (Bloomsbury)– students learn each of the

Academic Explorer:

(Bloomsbury)– students learn each of the four skills in an academic context and attend lecture-style presentations to practise note-taking. There will also be academic writing workshops and students focus on intercultural communication success in English. Specialist teachers teach this course and SHSH staff will provide the welfare and the leisure programme.

Common Variations to Programmes

Zig-Zag (AKA Double-Banked) Programmes

During busy periods it is sometimes necessary to split up our students so that half of them have lessons in the mornings and half in the afternoons. The DOS will assign each group to AM or PM lessons each week. Zigzagging also affects the activities programme, because all the daytime activities and half-day excursions have to run twice, once in the morning and once in the afternoon.

Groups with Special Programmes

Some agencies book particular packages for their groups, which could include different or extra lessons, activities or excursions. The CMT will receive detailed information about these special programmes, which have to be carried out exactly.

Closed Groups

These groups have their lessons separately from other groups. If a group has asked to be a closed group for some/all of their lessons, it will be written in their Group Notes in IQ. Some government contract groups operate in this way, e.g. INPS and PON groups. Closed groups may also have different activity/excursion programmes.

The Academic Programme

Stafford House Syllabus

We run summer EFL courses for 8-18 year olds from all over the world, at seven centres across the UK (as well as one in the USA). We aim to provide a programme of active, communicative lessons, using a syllabus designed specifically for use in summer schools. Our Student Worksheets and lessons are written by the Academic Team at Head Office especially for our students, and the supplementary materials that we use are all chosen to suit our courses. Importantly, these materials contain themes and topics that are attractive, relevant and suitable for students of this age range.

We emphasise, with equal importance, both the classroom and leisure parts of the programme and, wherever possible, link the two together. Our aim is simple: to encourage the students to use the language rather than to “learn about” the language. We try to do this by encouraging students to use the language in realistic, cultural and fun situations, and we implement this by providing a weekly framework of language input and fluency practice. A full course outline will be provided to teachers at the centre.

Excursion Preparation

It is important that students are prepared for every excursion (and local visit) so that they get the full benefit of these trips. To this end, there is a section in the Student Portfolio for students to record their excursion experiences. Furthermore, HO has prepared Excursion Lessons for many destinations, as well as an Excursion Booklet for our most popular destinations. This booklet contains materials for use in class before the excursion, an activity for students to do while on excursion, and post-excursion activities. There is a specific lesson and walking tour to go with each booklet. The use of these booklets is compulsory for all students and teachers, if they are going to a destination for which an Excursion Booklet exists.

Classes

Students on the Classic Course* receive 15 hours of tuition each week, normally divided into 3 x 1 hour lessons per day. Teachers are paired for mentoring purposes, with, ideally, an experienced teacher working with a less experienced colleague. A class would, therefore, have one teacher for 2 x 1 hour lessons, and the other paired teacher for the other lesson, each day. This system allows teachers to share ideas and discuss any problems they have with specific students in the class.

*Students on other types of courses may receive a different quantity of lessons; if you have other courses at your centre, this will be communicated to the CMT by HO.

Nationalities

We place students into classes based on their language ability, although wherever possible, we mix the nationalities to enhance the learning experience. However, sometimes it is not possible to get an even mix of students, and one nationality may predominate.

Levels

Students are tested on their first day of lessons and placed by the DOS into a suitable class. We pay special attention to their communicative abilities, rather than to their age or grammatical knowledge. The class lists will be posted on the notice board before class the next day, but they should be checked by students/teachers on a regular basis in case of changes.

If a student thinks they have been placed in the wrong level, they should first discuss it with their teacher, who will discuss it with the DOS if the teacher thinks the student may be correct. If a teacher thinks that a student has been placed in the wrong level, they should discuss it with the DOS. Please see the Teacher's Handbook for more details on level changes.

The Activities Programme

Activities are important because:

1. The activities are part of the package purchased by the customer, therefore they should be of a high quality
2. The students are on holiday and want to have fun
3. Activities are a central part of our supervision policy – while students are in the activities they are being actively supervised by our staff and their Group Leaders. For this reason, activities are compulsory for all students, unless their GL formally signs them out and takes them off-site (with CD permission).

Students have Activities twice a day:

Daytime Activities

More active and involved, e.g. sports, arts & crafts, local visits

Evening Activities

More ‘showy’, set pieces, often for the whole school e.g. talent shows, quizzes, discos, etc

Sample Programme for Classic Course:

	Morning	Afternoon	Evening
Sunday	Arrival and Local Orientation		Welcome Evening
Monday	Placement Test and Induction Lesson	Walking Tour of Local Town/Area	Welcome Disco**
Tuesday	Lessons	Activities e.g. Sports* or Drumming Workshop	Activities e.g. Quiz Night
Wednesday	Lessons	Half Day Excursion	Activities e.g. International Night
Thursday	Lessons	Activities e.g. Sports* or Arts & Crafts	Activities e.g. Casino Night**
Friday	Lessons	Activities e.g. Team Games or Drama W	Theme Disco** e.g. Beach Party
Saturday	Full Day Excursion		Chill Out Evening e.g. Films & Board Games
Sunday	Onsite Activities e.g. British Sports Day, or <i>Extra/Optional Excursion (at extra cost)</i>		Activities e.g. British Culture Evening
Monday	Visit a Local Museum	Lessons	Theme Disco** e.g. Fancy Dress
Tuesday	Activities e.g. Sports* or Talent Show P	Lessons	Activities e.g. Game Show Night
Wednesday	Half Day Excursion	Lessons	Activities e.g. Talent Show
Thursday	Activities e.g. Sports* or Drama Worksh	Lessons	Activities e.g. Murder Mystery Activity
Friday	Activities e.g. Team Games or Arts & Cr	Lessons	Theme Disco** e.g. Masked Ball
Saturday	Full Day Excursion		Chill Out Evening e.g. Films & Board Games
Sunday	Departure		

*We try to provide two or three types of sports per session, as well as at least one non-sports alternative per session, e.g. arts & crafts, drama workshop, Project Club. The only exception would be if you are running a Team Games activity that everyone is involved in.

**If there are certain groups onsite who don't like, or may not like, discos, we try to provide at least one alternative activity each time there is a disco on, e.g. sports, arts & crafts, drama workshop, Project Club.

Usual Activity Timings

Morning Activities – Start 09:00, Finish 11:30

Free Time Session – Start 11:30, Finish 12:30

Afternoon Activities – Start 14:30, Finish 17:00

Free Time Session – Start 17:00, Finish 18:00

Evening Activities – Start 20:00, Finish 22:30

NB: these times indicate the duration of the student activity and do not include staff set up and pack up times

Making the Activity Programme a Success

There are lots of summer schools in the UK, and there is very little difference between them on paper. Most of them have the same excursions each week, and a mixture of sports and arts & crafts on the programme. However, there is a big difference between a good programme and a bad programme, and the following points can give you an idea of the ways to make yours an excellent programme. More information can be found in the Activities Handbooks and the CRG.

- Planning is crucial to making the activity programme a success. Any member of staff may be asked to plan an activity at some point, as part of your normal duties. HO provides a set of ready-made step-by-step activity plans (Activity Instruction Sheets, contained in the Activities Handbooks) which will help you with the planning process. An activity should be planned in a similar way to an EFL lesson, for example you may need some warm-up activities or ice-breakers at the start of the session. We have an Activity Checklist to help you plan each stage of the activity.
- Advertising is also crucial to making the activity programme a success. Whether the activity is compulsory for everyone, or whether it's something they have to sign up to, you still want the students to want to come to it, because if they do, the levels of enthusiasm and participation will be higher, and everyone will enjoy it! Advertising is not just limited to posters and noticeboards – talking to students is an important part of it, and you could introduce the activity to the students during a lesson.
- Enthusiasm: you need to be enthusiastic about activities at every stage: planning, advertising, and leading the activity itself. Enthusiasm is contagious! If there are certain activities that you like/dislike doing, please let the Activities Manager know. She/he will try to assign you to activities that you enjoy if at all possible, but logistically it may not be possible to do this all the time. If you have an idea for a new activity that you would like to plan/run, please do let the AM know!

Quick Tips on how to run Activities

- Come fully prepared for the activity, with a clear picture of what you are going to do and how. Be confident and take charge.
- Begin each activity with a positive attitude and high expectations. If you expect students to misbehave or you approach them negatively, you will get misbehaviour.
- Watch the students as they come to the meeting place. Look for signs of possible problems before the activity even begins. For example, if you notice a heated discussion between some students, try to deal with the problem before the activity starts. Allow the students a few moments to talk with you and with each other before you start the activity, to try to work things out.
- Reducing downtime will help maintain discipline, so start each activity on time.
- Always “open” and “close” the activity. To open the activity, get students’ attention, set up working groups and explain what you will be doing, rules etc. To close the activity, summarize what you have been doing – announce results of competitions, point out good work to other students. Thank students for coming and ask them to help you tidy up.
- When talking to large number of students, sit them down on the ground to get their full attention.
- When explaining game rules and instructions, talk slowly and in basic English to make sure everyone understands you. Use body language and gestures to support what you are saying.
- Control the students’ noise level with level of your voice – once you get the students’ attention, slowly lower your voice to a near-whisper. Students will control each other to make sure they can hear you.
- Work on making smooth transitions between different parts of the activity. This helps maintain control over the activity and reduces misbehaviour.
- Be prepared to improvise and use common sense.
- Work together with your colleagues on all of the above.

Project Clubs

Some clients requested more formal, structured onsite activities, with better opportunities for their students to learn and practice English. As a result we introduced Project Clubs a few years ago. Project Clubs are activities that can be similar to existing activities e.g. Arts & Crafts, Drama Workshops, etc. However, they are more focused and structured, and develop over a period of a week or two weeks, rather than being just a stand-alone session. This allows students to learn new skills as well as practice their English in a fun environment.

All centres which run the Classic Course may run Project Clubs as part of the course. They are not compulsory for any student, but if students/groups sign up for a particular club, then they should participate in that club for at least one whole week. Project Clubs can be designed and run by any member of staff. Each Project Club should be held for at least two activity sessions (of 2.5 hours each) per week, and each session needs to be planned in advance, in the same way as a lesson.

HO has provided outlines for three types of Project Club: a Design Club, a Journalism Club and a Theatre Arts Club. However, staff are very welcome to use their own ideas and develop other Project Clubs if they feel they have suitable ideas (some examples could be a Cookery Club, Photography Club, Dance or Singing Club, or English Conversation Club). Project Clubs are very valuable activities for students (and staff!) who don’t like sports!

House Points System

The house points system is a system where each student is assigned to a named “House” on arrival, and during their time at the centre they try to win points for their House, either individually or as part of a group/team. The House with the most points at the end of each week wins a prize. Most people have seen at least one Harry Potter film, so that’s probably the easiest way to explain it to the students!

The house points system is a great motivational tool and team bonding device, as well as being a valuable tool for classroom management, and discipline both inside and outside the classroom. It encourages students to behave and make an effort in class. It encourages students to participate in activities and make an effort in them. It also encourages students to speak English, as they will need to speak to (and work with) students of other nationalities during activities, as there will be students of several nationalities in each House. For these reasons, the house points system is compulsory at all centres. It will be fun too, and it increases friendly competition!

It’s important to implement this system as a school procedure right from the start, before the students even arrive. The CMT will decide on a system/rules (regarding quantities of points and recording of points) before the students arrive, and communicate it to you. They will also decide what the weekly house prize will be and when it will be given. If you decorate your centre before the first students arrive, creating a noticeboard for each House decorated in the House colour, students will see it as a normal practise, which will help them get involved and into the competitive spirit. We supply coloured

What kind of things can House Points be awarded for?

- Excellent work in class (individually or as part of a group, if doing an exercise or project work in small groups).
- Excellent effort/behaviour in class (ditto)
- Excellent effort/behaviour in activities (ditto)
- Graduated levels of points for winning/participating in competitions such as team games, quizzes, etc. For example, the winning team could receive 50 points, the team who finishes second could receive 40 points, then 30, 20, 10, etc. Every team should receive some points, even if they come last, as recognition for participating.
- Participating in events such as talent shows, even if it’s an event where there isn’t a winner (e.g. 5 points to each person who took part).
- Participating in the activities detailed in the Excursion Worksheets, and more points for correct answers.
- Good behaviour during free time sessions, going to their bedrooms calmly and on time at Lights Out time, etc.
- Being helpful to staff and to other students, e.g. helping someone who has fallen over, tidying up after an arts & crafts session without being asked, etc.

Hints:

- A good website to use to keep track of house points is Class Dojo. You can sign up for a free account.
- Advertise the current number of points each house has, much like the English Premier League. This could include projecting the numbers on a screen in the canteen, or a large whiteboard with a colourful display.
- The SHSH wristbands are great prizes and are usually much sought-after. You could allocate a colour to each house.

The Excursions Programme

Excursions are important because:

- The excursions are part of the package purchased by the customer, therefore they should be of a high quality
- The students are on holiday and want to have fun – they look forward to the excursions all week
- Excursions are an important part of our supervision policy – while students are on excursion they must be actively supervised by our staff and their Group Leaders, except for limited periods of free time (see relevant section below).

Types of Excursions:

- Half-Day Excursions (by coach)
- Full-Day Excursions (by coach)
- Extended Full-Day Excursions (by coach) – only with HO permission
- Local Visits (on foot or using public transport) – only with HO permission
- Sightseeing Tours (on foot/using public transport)

Usual Excursion Timings

Morning Excursions – Depart 08:30, Return by 13:00

Afternoon Excursions – Depart 13:30, Return by 18:00

Full-Day Excursions – Depart 08:00, Return by 18:00

Extended-Day Excursions (only by arrangement with Head Office) – Depart 08:00, Return by 20:00

NB: In June/July many coach companies have school runs to do, so we might have to be flexible with timings on weekdays.

The number of excursions that each group/student is entitled to, and the destinations/attractions that they will visit, depends on which centre they are at, which course they are doing, and whether their agent has booked a special programme for them in advance. Special programmes have to be carried out exactly. If a student/group does not have a special programme, they must follow the standard sample programme for their centre/course.

Optional Excursions

Customers can choose to supplement their normal programme with Optional Excursions (or entry to attractions) for an extra cost. Some groups book these before they arrive, and other groups request them after they arrive. Prices for Optionals are set by Head Office, and all Optionals are managed by the Activities/Excursions Manager. If a student/GL asks you any questions about Optionals, please refer them to the AM/EM.

Professionalism

All staff are expected to have a professional attitude to excursions, as they are an important part of the summer school experience. All staff on excursion must visibly wear the provided staff uniform, lanyards and ID cards (company T-shirts can be worn over jumpers/coats if necessary), and all normal work regulations must be followed at all times, e.g. drinking alcohol while on duty is a disciplinary offence.

Remember that you are not only legally responsible for the safety of the students in your care, but the work you do on an excursion will have a major impact on their memories of being in Britain. After all, students tend to remember their visit to London more vividly than anything else.

In this section you will find general instructions which can be applied to any excursion or local visit. You should also receive a training session about taking students on excursion, and there will be a meeting to discuss each excursion beforehand. If you require any further information, ask the Activities/Excursions Manager before the excursion takes place.

Making the Excursion Programme a Success

There are lots of summer schools in the UK, and there is very little difference between them on paper. Most of them have the same excursions each week, and a mixture of sports and arts & crafts on the programme. However, there is a big difference between a good programme and a bad programme, and the following points can give you an idea of the ways to make yours an excellent programme. More information can be found in the AL Handbook and the CRG.

NB: The following information is relevant to local visits and sightseeing tours, not just to coach excursions.

Planning:

is crucial to making any excursion a success. Any member of staff may be asked to plan an excursion at some point, as part of your normal duties. HO provides a step-by-step guide to planning excursions (found in the CRG) which will help you with the planning process. We have a Student Excursion Information Sheet for all our most popular excursion destinations, which needs to be completed for each excursion, before being photocopied for each person on that excursion.

Itinerary and Walking Tour Route:

all excursions need to have a carefully planned walking tour around the most important sights, along with notes on things that the excursion leader should point out to the students and talk about. HO provides these for the most popular excursion destinations, but they may need amending.

Advertising:

is also crucial to making the excursion a success. Although the excursion is compulsory for everyone (or for a certain group), you still want the students to want to do it, because if they do, the levels of enthusiasm and interest will be higher, and everyone will enjoy it! Advertising is not just limited to posters and noticeboards – talking to students is an important part of it, and we do an Excursion Lesson in class before every excursion. Even if there are students in the class going to two or more different excursion destinations, they can be split up into groups to complete the Excursion Lesson in class.

Enthusiasm:

you need to be enthusiastic about excursions in every stage: planning, advertising, and leading the excursion itself. Enthusiasm is contagious! Please let the Activities Manager know which excursion destinations you know well/don't know. If there is a destination that you don't know well, s/he will try to pair you with another member of staff who knows that destination well, but logistically it may not be possible to do this all the time. If it is not possible, please don't worry, because the person planning the excursion will provide detailed information to enable you to lead the excursion, including maps, routes and other information.

Supervision:

we must supervise students during every activity, and that includes excursions, which are compulsory for all students. Make sure you supervise students throughout the excursion – all students/ groups must follow the staff-led route, unless their GL formally signs them out and takes them on another route (with CD permission). The only exception to this is a limited period of free time (see below).

Free Time on Excursions

- Students can be given some free time on every excursion (for shopping etc) under the following terms:
- Students must remain within an agreed defined area, for example within a few streets, inside the city walls, etc.
- Students under the age of 12 *must* be accompanied by their Group Leader (or a staff member) at all times.
- Students under 16 may have up to an hour of free time
- Students 16+ may have up to two hours of free time
- **Staff must tell students where to find them**, for example 'patrolling the high street' or 'in the square'. Staff are still legally responsible for students during this free time, and have a duty of care towards them, so students *must* be able to find staff during this free time if they need them

Excursion Information Sheets

All students should receive an Excursion Information Sheet for their excursion. Electronic copies of these sheets are provided on the Sharepoint, but they will need amending and completing for each individual excursion. This will be done by the AM or by any member of staff that the AM delegates this task to.

Each sheet has the following information on it:

- a map
- space to write an itinerary
- emergency phone numbers
- introduction to the town or city, including a short history
- information on different things to see and do

Example of Excursion Information Sheet:

BOURNEMOUTH

Name:
Group Leader Name:
Nationality:

Welcome to Bournemouth! Leroy the Lion loves taking selfies - can you take pictures with your friends at the following iconic Bournemouth places?

☐ Upside down house
☐ Bournemouth Pier
☐ St Peter's Church
☐ Bournemouth Aviary
☐ Bournemouth gardens
☐ Bournemouth Cenotaph

DID YOU KNOW...?

EXCURSION LEADER PHONE NUMBER:
+44 7854 9987XX

CENTRE EMERGENCY PHONE:
+44 7854 9987XX

STAFFORD HOUSE HEAD OFFICE EMERGENCY NUMBER:
+44 7889 895200

ITINERARY

14:00 Leave centre, remember your lanyard!
14:30 Arrive in Bournemouth
14:45 Visit Bournemouth Pavilion Theatre
15:00 Visit Bournemouth Pier
15:30 Walk up to Bournemouth Aviary and Makers Market
16:00 Visit Mary Shelley's grave at St Peter's Church
16:30 Free time and shopping
17:00 Meet at meeting point for departure

Coach:
Staff Names:

It is important that you remember the following when preparing Excursion Information Sheets:

- The AM/EM will decide on an itinerary for the day. You may be asked to type it into the relevant space. Include as much information as possible including centre departure/arrival times and pick-up/drop-off points and times (the AM/EM will provide these).
- You should only photocopy from a printed original. If you copy from a photocopy, then detail will be lost.

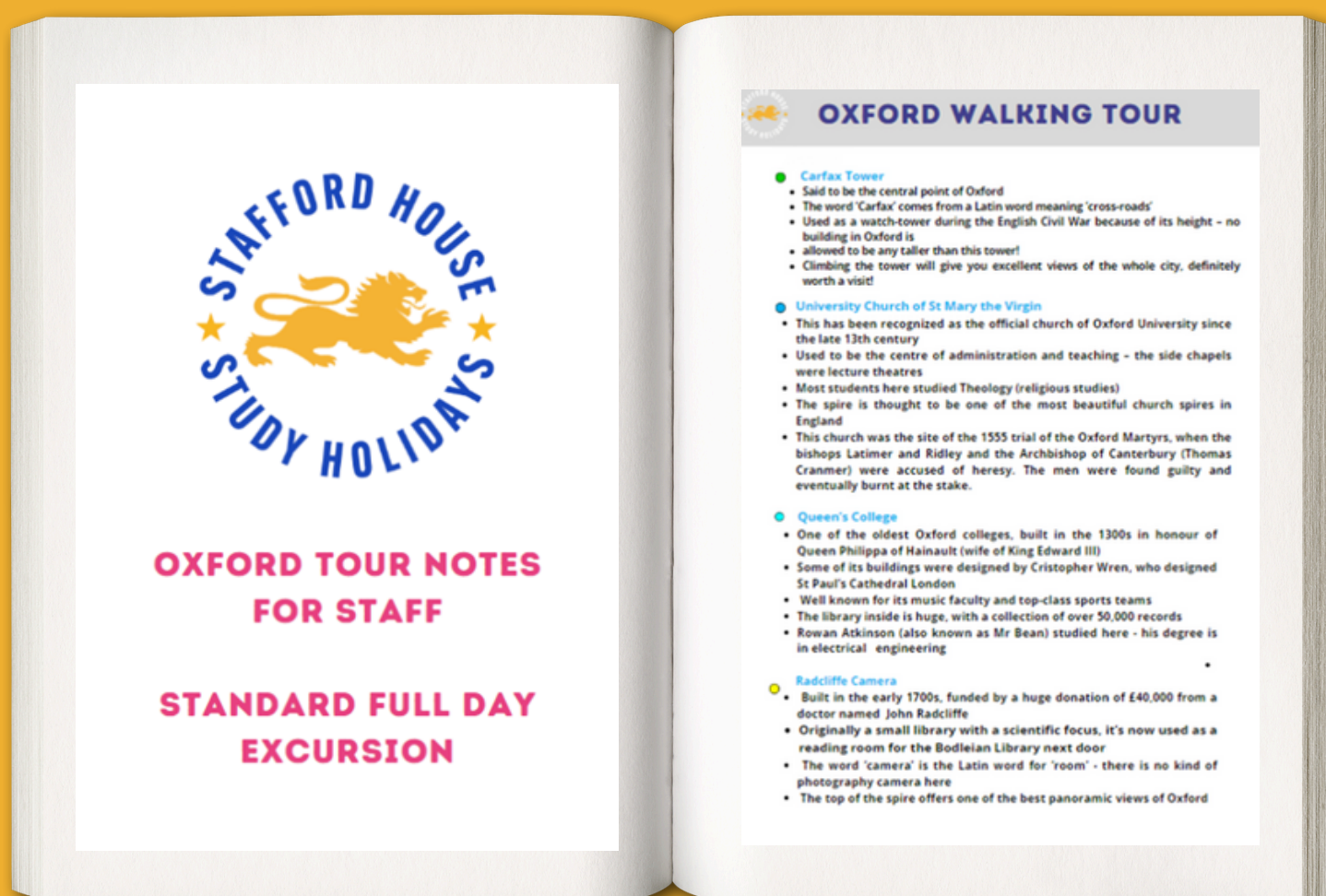
- Photocopies must be double-sided: this not only avoids waste and stapling, but is better for the students who are more likely to keep one sheet safe than two.
- Please remember that every student, GL and member of staff going on the excursion needs to have a sheet, as well as the on-call CMT member(s) at the centre.

Give out Excursion Information Sheets on the coach, not in class!

Walking Tour Notes for Staff

For a number of popular excursion destinations, we have created Walking Tour Notes for staff, which will work alongside the excursion worksheets mentioned above. They show you which route to take around the main sights/areas, and give you things to say to the students about each important place you'll be passing. For groups with lower English levels, you can just read the first couple of bullet points about each place. For higher-level students who want more in-depth information, you can read all of them. We provide a large, complete map as well.

Example of Walking Tour Notes Booklet:



Paying for Attraction Entrances – Vouchers

There are a number of different ways to pay for entry into an attraction, but over 90% of attractions allow us to pay using an entry voucher. Vouchers are actual methods of payment, and therefore **they should be treated as if they are cheques**. The attraction will charge Stafford House HO according to what is written on the voucher, which makes it vitally important the voucher is filled in correctly.

There are two sides to each voucher, one for the attraction staff to keep, and one for HO to keep. The two sides are identical (except for the Notes box on the Stafford House side of the voucher), and the information on the venue's side must match that on our side precisely.

Here are the basic steps on how to use a Voucher:

- The Activities/Excursions Manager fills out all the necessary Vouchers before the group leaves the campus, and ensures that the staff take them on the excursion (with the excursion bags)
- The excursion leader hands the completed Voucher to the staff at the attraction (e.g. the staff in the ticket office), who check all the details, and then both parties sign it to say it is correct
- The attraction staff cut it in half, keep the right-hand half for their records, and the excursion leader keeps the other half and returns it to the AM/EM when they return to campus
- The AM returns the voucher-half to the Operations Department in the HO weekly envelope

Remember that each Voucher should be treated as if it were a cheque i.e. not lost, torn, crumpled, defaced, etc.

Example of Blank Voucher (both halves):

Stafford House Study Holidays		Payment Voucher – Stafford House Copy	
Voucher Number: BANK-2011-001		Bankside	
Attraction Name:.....		Date:.....	
No. of Children (aged or under)		No. of Children (aged or under)	
No. of Students (aged or over)		No. of Students (aged or over)	
Total No. of Students		Total No. of Students	
No. of Group Leaders		No. of Group Leaders	
No. of Stafford House Staff		No. of Stafford House Staff	
Total No. of Adults		Total No. of Adults	
Stafford House Staff Signature		Stafford House Staff Signature	
.....		
Attraction Representative Signature		Attraction Representative Signature	
.....		
For Invoicing Purposes:		For Invoicing Purposes:	
No. of Free Adult Places		No. of Free Adult Places	
No. of Paying Adults		No. of Paying Adults	
Notes/Reference Number		Instructions for Attraction: Please ensure the details on this form are accurately completed, and sign both copies to agree the numbers. Detach and keep the Attraction Copy, and hand the Stafford House Copy back to our staff. Please Invoice Head Office: Stafford House Study Holidays, 19 New Dover Road, Canterbury, Kent, CT1 3AH	

Example of Completed Voucher (one half):



Stafford House
Study Holidays

Payment Voucher – Stafford House Copy

Voucher Number: **BANK-2011-001**

Bankside

Attraction Name: *Brighton Pavilion* Date: *09/07/11*

No. of Children (aged <i>15</i> or under)	<i>132</i>
No. of Students (aged <i>16</i> or over)	<i>15</i>
Total No. of Students	<i>147</i>
No. of Group Leaders	<i>11</i>
No. of Stafford House Staff	<i>8</i>
Total No. of Adults	<i>19</i>

The AM needs to check the maximum age for "child" price when planning the excursion. This can be found on intrinsiq. This particular attraction gives us the child price if students are aged 15 or under.

Student and GL numbers should be taken from the student returns and entered onto the voucher *accurately* before the excursion departs. The attraction will invoice HO based on these numbers, so please be accurate.

Stafford House Staff Signature

K Brown

Attraction Representative Signature

The excursion leader and a representative from the attraction should *both* check the numbers and sign to say they are correct. This should be done when the group arrives at the attraction.

For Invoicing Purposes:

No. of Free Adult Places	<i>9</i>
No. of Paying Adults	<i>10</i>

Notes/Reference Number

Entry times: 11.00, 11.15, 11.30, 11.45

The AM needs to check the number of free places when planning the excursion. This can be found on intrinsiq. This particular attraction gives us 1 free place per 15 students, so we get 9 free places.

The Notes section only appears on the SH copy, and is for reference only. In this example it reminds the staff of the times booked to enter the attraction.

Student Code of Conduct on Excursion

- Always carry your ID Card and your Excursion Information Sheet.
- On the coach, everyone must sit down and wear a seatbelt, all the time.
- Always listen to the excursion leaders, and do what they tell you to do.
- While walking, stay with the group at all times – keep up!
- Don't block the pavement – British people find this very rude, and it's also dangerous.
- Listen to instructions when crossing the road – do not just follow the person in front. British roads can be very dangerous.
- If you cross a road on your own, use a pedestrian crossing if possible – and remember to look right!
- When in a museum/attraction be polite – no shouting or running around.
- If you are given free time, you must stay in groups of 3 or more, and stay within the area you are told.
- You must always meet your excursion leaders on time.
- Don't drop litter.
- Always be polite – don't forget to say 'please', 'thank you' and 'sorry'.
- You are still at school on your excursion and can be punished for breaking school rules, e.g. drinking alcohol or buying drugs are always punishable.

If you get lost...

- If you get separated from the group when walking around, stay where you are and we'll come to find you. But if you can see the last meeting point, go there and wait. Be patient!
- Don't hide or wander around – stay somewhere we can see you.
- If you have a mobile phone, call your Group Leader or one of the numbers on your ID Card or Excursion Information Sheet.
- If no-one has found you within 15 minutes, find a policeman or go into a shop and ask them to call us. Show them your ID Card and Excursion Information Sheet.

Safety

- Don't talk to strangers, and never get into a car.
- Don't draw attention to yourself.
- Don't carry your mobile phone, money or valuables on display in public places.
- Don't carry valuables or large amounts of money on excursion – leave them at school.
- Make sure your bag is completely zipped up – stealing from backpacks is common, especially in central London.
- Stay with your friends; don't go off on your own.

Transfers

The transfer is the journey from the point of arrival in the UK (airport/station) to the centre, and vice-versa. Transfers are important because:

1. Our customers pay for the airport transfer on top of the charge for their course, and therefore they have a right to expect a high level of service.
2. We become legally responsible for the care of the students from their arrival at the airport until they depart the UK.
3. Arriving in a foreign country is stressful for students, Group Leaders and parents, so if the arrival goes well, the group will be more relaxed from the start.

Transfers are booked by HO and organised by the Centre Director and the Welfare Team. We have SWO (Transfers) at Heathrow and selected centres, and they can go to any London airport as the need arises. However, any member of staff at the centre may also be asked to go to the airport/station to “meet & greet” one or more groups. If you are asked to do this, please ask to read the file called “Transfer Information for Couriers”, which is in the CRG. This file contains full instructions including how to deal with any problems which may arise.

The SWOT team will go to the airport/station to meet each incoming group and guide them to the coach that will take them to the centre. They should also deal with any problems that arise. Remember, first impressions count, and you are the group’s first contact with Stafford House, so please make them feel very welcome and looked after.

If there are any problems, call the Transfers team at HO on 07854 998737 or 07854 998738.

If they can’t help, call the Head Office Emergency Phone Number – 07854 998757.



5. Health & Safety and Student Welfare

Workplace Health & Safety

Who is Responsible for Health & Safety?

The Centre Director has overall responsibility for the application of Health & Safety procedures to protect students and staff at the summer centre. However, all staff are responsible for ensuring their own wellbeing, their colleagues' and that of the students in their care, whether that is in class, activities, excursions, free time, or in their accommodation.

The Centre Director's Health & Safety Responsibilities

- To promote a responsible attitude to Health & Safety amongst both staff and students
- To set up Health & Safety policies in line with Stafford House policies to safeguard the health and safety of all Stafford House staff and students
- To ensure that H&S responsibilities delegated to AM, DOS and Welfare Team are carried out fully and to standards set by company policies
- To ensure that all staff are inducted in company H&S policies and that additional training/ support is provided as necessary
- To ensure that company H&S procedures and student welfare procedures are followed by all staff and clients of Stafford House
- To act as the Health & Safety contact for all centre staff and answer any questions about H&S issues, referring to the Staff Handbook as necessary, or contacting the Operations Manager for further information
- To ensure that students are correctly supervised throughout their course, in line with company policy
- To report any incidents relating to Health & Safety or Student Welfare to Head Office.

The Employer's Responsibilities

Here is a summary of responsibilities taken from the Health & Safety Executive's website (www.hse.gov.uk):

- As the employer, Stafford House (and its management) has a legal duty to ensure the health, safety and welfare of its staff, as far as is reasonably practicable
- The employer must consult the staff on all matters of Health & Safety, including the planning of H&S, the likely risks of the work, the ways to reduce those risks, and what to do when faced with that risk
- Provide information, training and supervision necessary for the Health & Safety needs of the employee
- Make the workplace safe. This will include making sure that all articles and substances are moved, stored, and used safely
- Assess the risks to H&S and make arrangements for implementing the measures found to be necessary by those assessments
- Record the findings of the risk assessments and measures taken
- Set up emergency procedures
- Co-operate on H&S matters with other employers sharing the same workplace (e.g. other schools and the venue)
- Provide adequate first-aid facilities i.e. first aid boxes
- Appoint someone competent to assist with H&S responsibilities. This need not be a qualified first-aider, but someone to take charge in case of an emergency
- Report any injuries, diseases or dangerous occurrences to the appropriate Health and Safety authority

The Employee's Responsibilities

- To take reasonable care for their own Health and Safety and that of those who may be affected by their action/inaction. For instance, an employee cannot ignore something that may cause an accident – they must take action
- To co-operate with their employer on Health and Safety matters
- To correctly use work items provided by their employer, in line with training or instructions

Important Health & Safety Terminology

Duty of Care

This is an extremely important concept, and it's based on a very simple idea – if you can foresee any harm coming to somebody, you must take action to prevent it, whether you have any relationship with them or not.

Higher Duty of Care

As the supervisors of a group of students in our care, we have a Higher Duty of Care towards them than members of the public, due to our working relationship with them. The hierarchy runs something like this (lowest to highest responsibility): the public, venue staff, specialist instructors (e.g. a tennis coach), Group Leaders, Stafford House staff. While a student is in the UK, the law deems that we are responsible for them. This responsibility doesn't end with the shift of work – being 'off-duty' does not reduce your responsibility.

Vicarious Liability

In general, employers are responsible for the actions of their employees where the employee is carrying out authorised work for the company and following company policies/procedures. However, should the staff member substantially deviate from those policies, they may be found legally responsible.

Negligence

If, by your action or inaction, you cause injury or death to someone you have a duty of care for, the law deems you to be negligent. This may lead to criminal proceedings brought by the state (e.g. the police, government departments) or compensation claims (by the injured party or their family).

Inaction (called 'omissions' in the law) is a key part of this. For instance, if you see a student misbehaving in a way that may result in harm, but you do nothing to stop them, then you can be found negligent.

How Health & Safety is Implemented

Step 1: Risk Assessment

Risk Assessments are a legal requirement and the same basic procedures can be found in all industries in the UK, but especially in work with minors e.g. schools, social services etc.

Put simply, a Risk Assessment is a formal method of identifying the hazards associated with an activity/location and then finding ways to reduce the risk as far as possible by prior planning and identifying any training needs (for staff or students). The completed document also records the correct procedure to follow if there is an incident.

Risk assessment should be carried out by the person planning the activity, and should be checked by a member of the Centre Management Team before any staff briefing takes place. Since many of our activities are very similar, we have generic Risk Assessments (GRAs) that can be applied (e.g. Indoor Sports), but these must be amended to suit local conditions while planning the activity e.g. cordon off any machinery in the arts & crafts room. A Facilities Risk Assessment should also be completed for the area in which the activity is taking place. If one has already been completed for the area, then there is no need to complete a second; however any environment based risk (e.g. uneven ground on the sports field) should be assessed. The rule for risk assessments is: you can never be too careful.

The Risk Assessment is divided into 6 sections:

Information. What is the event? Where is it being held? Who is the nearest first aider? What are the emergency mobile numbers? Etc.

Risk Hazards Identifying the potential hazards within the given area, related to the activity/class/event.

Risk Matrix. Using the matrix to determine the likelihood and severity of harm.

Control Measures. This is where you record the control measures that you will be putting in place in order to reduce the potential risk, who will be responsible for the process of reduction, and in which time frame this should be altered by.

Student Related Issues. This section lists any student related issues that may be affected at any given time. These are usually illnesses or allergies that need to be noted at all times, and how they can be avoided.

Staff Sign-off. Any Staff member that takes part in the activity or class must have signed the risk assessment, saying that they understand the potential risks involved, and what they can do in order to avoid them. All staff members must have read and signed the Risk Assessment before taking part in the activity.

The final Risk Assessment should be filed in the centre Health & Safety folder.

A guide on how to write Risk Assessments is in the Centre Reference Guide which is kept at the centre. You will be trained on how to write one if you are asked to do so.

Step 2: Training

Information gained from the Risk Assessment forms the basis for the training given to both staff and students. General risks and H&S information are covered in induction sessions, but any specific risks identified for an individual activity/location must to be included in a separate briefing. Training should include:

- Risk areas
- Plan to reduce the risks (e.g. supervision ratios, ‘out of bounds’ areas, rules for students, staff roles)
- What to do in an emergency

Staff must read and sign the final Risk Assessment, which they can have a copy of for future reference.

Step 3: Working Safely

Staff should take care for their own safety and that of those around them, following the practices set out in the Risk Assessment. First Aid kits and copies of the final Risk Assessment and the Activities & Excursions Reference Guide should be taken on all activities and excursions.

If any unforeseen dangers are identified during an activity, suitable steps should be taken to reduce these risks, taking advice from the Centre Director or Operations Manager (at HO) as necessary.

Step 4: Review and Re-Assessment

Staff and management should review the Risk Assessment and procedures at the end of every activity and discuss any changes necessary. Amendments should be made directly to the Risk Assessment document (by hand is fine), dated, and communicated to all staff.

Step 5: Reporting

Any incidents or accidents should be reported to Head Office using one of the forms detailed below. These forms should be sent by email [MJudge@staffordhouse.com](mailto: MJudge@staffordhouse.com) or [MGrove@staffordhouse.com](mailto: MGrove@staffordhouse.com).

Please ask Mel Judge or Michael Grove where to store these forms on your shared drive and how to password protect them.

Incident Report Forms

There are several report forms for various types of incidents/accidents:

- **Accident Report Form** – These forms are required by law for serious accidents or near misses. They need to be filled in digitally and emailed to HO* within 24 hours, or sooner if the incident needs urgent advice from HO.
- **Student Illness Cards** – These are used for reporting if a student is ill, and keeping track of their progress. They are also used if a student injures him/herself, but an Accident Report Form also needs to be completed if this is the case. Illness cards do not need to be sent to HO.
- **Safeguarding Incident Referral Form** – This is part of the Stafford House Safeguarding Children Policy. Please read this policy carefully before any students arrive.
- **Student Disciplinary Incident Form** – These are used for reporting any incidents of student behaviour that result in disciplinary action. This may include bullying or misbehaviour. Please refer to the Student Rules and Student Disciplinary Procedure for full details.
- **Damage Report Form** – These are used to report any damages and to make sure students/groups pay for any damages they have caused. Please type up and email to HO* within 24 hours, complete with signature from the students/GLs.
- **Incident Report Form** – These are used to report any kinds of incidents not covered by the forms above, for example customer service issues, near misses, etc. Please type up and email to HO* within 24 hours, or sooner if the incident needs urgent advice from HO.

FULL INFORMATION ON THE USE OF THESE FORMS CAN BE FOUND IN THE CRG.

All forms should be filled in digitally (on the computer) if possible. If necessary you can handwrite the form and then type it up later, but it must be typed up within 24 hours and emailed to HO*.

*The only people you should send these forms to are: [operations@staffordhouse.com](mailto: operations@staffordhouse.com)

General Health & Safety Advice

Work in Teams

In case something should happen, it is generally safer to work in pairs/teams than it is to be alone. While this is not always possible, you should assess the work you are doing and decide whether it is safe alone. For instance if you are lifting heavy boxes or patrolling the campus at night, you should try to find someone to help.

Lifting

It is assumed that it is unlikely that you will need to lift or carry any heavy objects in the course of your normal work. Should anyone at the centre need to lift anything that is heavy they are advised to exercise sensible precautions to avoid injuring themselves. For instance, they should use their own judgement to decide whether an item is too heavy to move by themselves, and should call for assistance moving anything they are not comfortable lifting by themselves.

Electrical Equipment

- Do not attempt to use electrical equipment unless you are sure how to use it
- Do not use mains-powered electrical equipment in wet/humid conditions e.g. on wet grass
- Do not leave trailing cables
- Turn off all electrical equipment when not in use – don't just use 'Standby' modes

Training

All staff and students must receive a Health & Safety training session as part of their induction. The contents of these sessions are specified in their respective checklists, and you will find a copy of the Staff Induction Checklist. At the end of your induction session you will be asked to confirm that you have received and understood all items in the induction.

On-Site Signage

The following items must be displayed and maintained throughout the course. If an item is damaged or removed at any time, it needs to be replaced immediately. Please report any missing signs to the CMT.

- Fire Exits
- Directions to Fire Exits
- Out of Bounds areas

On-Site Documentation for Staff

All centres must clearly display the following documents in the staffroom:

- Stafford House/CEG Health & Safety Statement
- Employer's Liability Insurance Certificate
- HSE Health & Safety poster
- Health & Safety folder (must be stored in a safe place, but available to all)
- First Aid Kit location sign (directly above location of office first aid kit and H&S folder)

Security

Staff are expected to take reasonable care of their own belongings and personal security:

- Do not keep large amounts of cash in your room, and keep valuables out of sight.
- Keep your room locked (where possible) and make sure all external doors/windows are locked in the building.
- Do not allow strangers into buildings – report any strangers to the CD/Site Security immediately.
- Avoid working alone, especially at night. If you have to walk around campus at night, avoid going alone.

Please note that Stafford House accepts no liability for any items lost or stolen either on campus or whilst working off-site.

Fire Safety

Because the potential harm from a fire in a residential school is so great, all staff must thoroughly understand their role in fire safety.

These are the most important things to remember about fire safety:

- Prevention is better than cure.
- You need a plan in case there is a fire, and everyone needs to know what it is.
- Every member of staff is responsible for fire safety, and every adult has a Duty of Care for the students around them, whether on duty or not.
- Like all Health & Safety issues, fire safety is managed by a combination of risk assessment and staff training. The Centre Director and the Welfare Team are responsible for completing the risk assessments and informing staff of their roles and responsibilities. All staff, students and GLs must know how to respond to an emergency (e.g. their role if a fire alarm goes off) and who is responsible for what (e.g. who should call the fire brigade).

We are legally required to have fire drills to show people exactly what they have to do and to check they can do it correctly in an emergency. The dates/times of fire drills will be communicated to staff in advance by the Centre Director or the Welfare Team. Fire drills must be taken as seriously as a real fire. For this reason, we do not usually inform students and Group Leaders of the dates/times of fire drills.

Fire Wardens

Each workplace used by Stafford House (e.g. accommodation blocks, teaching buildings, buildings where activities take place, etc) should have a nominated Stafford House Fire Warden, who will be responsible for fire safety in that building, including managing regular fire drills, planning evacuation procedures and conducting fire safety inductions. In accommodation blocks, the Fire Warden should be the SWO/CMT member who is resident in that block wherever possible, and the DOS/ST should be the warden in the teaching block.

Having a Fire Warden does not reduce the responsibility that other members of staff have for the safety of the students, and if any member of staff notices a potential problem they must take appropriate action. All members of staff will be informed of the correct procedures in case of fire during their Induction. They will also be given a tour of all buildings, including the fire exits, escape routes, fire assembly points, fire alarm trigger points and fire fighting equipment.

Fire Alarm Procedure

Should an alarm sound:

- Evacuate the building immediately: work with other adults in the building to clear everyone out of the building as quickly and calmly as possible
- If there are signs of smoke or flames, the Fire Warden should call the Fire Brigade
- Close all doors behind you to slow the advance of the fire, and close windows if it is safe to do so
- Check that all rooms are empty as you go along
- Gather the students/GLs/staff at the designated fire assembly point and keep them there
- Take a roll call (up-to-date fire lists/rooming lists/ class lists must be kept in every building) and inform the Fire Warden if there are any missing persons
- The Fire Warden or Fire Brigade must confirm that the building is safe before allowing anyone to re-enter
- If it was a fire or a false alarm, the Centre Director must write an incident report. If it was a drill, it must be recorded on the appropriate form.

Should you yourself notice any signs of smoke or flames, you should trigger the alarm.

NB: Students should ask an adult to trigger the alarm; they should not activate it themselves unless they cannot quickly find an adult to do so.

Fire Fighting Equipment

Staff shouldn't attempt to tackle fires on their own – their main responsibility is to sound the alarm and make sure the students are safe. If you are faced with a small fire – for instance a waste paper bin on fire – and you feel comfortable tackling it by yourself using the equipment provided (e.g. fire extinguisher), you can. However, you shouldn't compromise your own safety or that of the people around you.

NB: Students should not use the fire fighting equipment – if they see any signs of a fire, they should inform an adult immediately.

Introduction to Student Supervision

As our students are minors, we have a Duty of Care towards them, and we are responsible for their safety 24 hours per day. We also have a responsibility to the venue to ensure that the students are supervised and controlled properly.

Stafford House expects a high standard of pastoral care for students, and this cannot be achieved by one person acting alone or by a small group – it has to be the whole staff working together. All staff have a role in student supervision, and they must play their part in ensuring that the students are properly cared for. Supervision procedures should be in place before the students arrive at the centre, and continue until all of them have left the centre.

The amount of time allocated to supervision duties is included in everybody's Job Description and Person Specification, however all staff remain responsible for the welfare of the students even when not on duty. If you witness students doing something which is in breach of school rules or may cause injury, even while you are off-duty, you **MUST** take suitable action.

NB: At some centres, we have a small number of students aged 18 and over, either as a closed group or as part of a younger group. These students are treated slightly differently for supervision purposes but must still adhere to the Stafford House school rules. Full details on how to treat adult students are in the Centre Reference Guide.

Principles of Supervision

Supervision, in the context of a school, doesn't necessarily imply watching every single child all the time – this would be impossible and unnecessarily intrusive. Instead, the company is required to write a risk assessment for each school to decide how the children should be supervised, taking into account the nature of the children and the site.

From the point of view of personal safety, school/university campuses are relatively safe places, so children don't have to be directly (i.e. visually) supervised if the following criteria are met:

- The students understand what is acceptable behaviour, what are 'out of bounds' areas and where they are allowed to be at a given time
- The supervising adults are present in any building students can have access to, e.g. accommodation buildings are only open when a responsible adult is present, common rooms are supervised, etc
- The students know what to do in an emergency, and where to go if they need help, e.g. that the office/common room is always staffed during free time in case they have a problem
- The supervising adults know their responsibilities, and management actively check that they are fulfilling them. These adults must also know what to do in the event of an emergency, e.g. who to call for help
- Any centre-specific risks are identified in the relevant risk assessment and managed accordingly, e.g. potential dangers (rivers, roads, works etc) on campus are declared 'out of bounds' and checked periodically

Typical Staff Supervision Duties

For the purposes of management, the students' day is broken down into specific periods of supervision, each with staffing requirements. The key periods are:

Lessons

Students are supervised by individual teachers for the period of the lessons. Supervision is at a high ratio (1:16 max). During break time, supervision is relaxed to the supervision of the area around the classrooms by activity and welfare staff.

Meal Time Supervision

Supervision is less intense, with staff allocated to supervise the dining room and specific tasks within it e.g. controlling queues, checking tickets and ensuring that students clear their tables.

Free Time Supervision

Free Time is not completely 'free', but is a period of more relaxed supervision to allow students time to socialise, rest, contact their families, etc. Group Leaders are responsible for supervising their own students during Free Time sessions. However, Stafford House staff will be allocated to supervised fixed areas (e.g. common rooms, playing fields) and provide emergency support as necessary. Staff must remain in their allocated area for the duration of the duty period and ensure that students are safe and well-behaved, dealing with any behaviour issues and calling for assistance if required.

Note: Free Time supervision follows other duties (e.g. lunch, activities) and staff are responsible for ensuring that they move directly to their assigned area of supervision.

Activities

Activities are compulsory for all students, so that they can be supervised effectively. Group Leaders are required to bring their students to both daytime and evening activities, and supervise the activities alongside our staff.

Important:

- Activities must run for the full period of time
- Students may not leave activities early, nor may they leave unsupervised
- GLs can sign their students out of activities, but only as a full group, and they must supervise them while signed out
- Where attending an activity involves crossing a road, the crossing should be supervised by staff. Students should not cross unsupervised.
- While working on activities, staff are required to actively supervise students

Lights Out Duty

Beginning at the end of the evening activity, staff on Lights Out duty are responsible for ensuring that students return to their accommodation quickly and quietly, and assisting the SWO/CMT in encouraging the students to observe Lights Out rules.

Night Duty (SWO/SSWO/CMT only)

Night Duty is a continuation of Lights Out duty. By the end of the Lights Out duty, most of the students should be in their own rooms, leaving the CMT and SSWO/SWO to deal with any further issues. Staff on Night Duty must be contactable for the full period of the duty, and students/GLs/other staff must know where to find them in the event of an emergency.

Staff Roles in Student Supervision

- Supervision duties will be assigned on a rota system, according to Job Descriptions and Person Specifications
- Staff must be in their area of supervision for the full period of the supervision, and actively supervising
- Staff finishing an activity session must go straight to their area of supervision
- When leaving the area at the end of a Free Time session, staff must ensure that all the students have left, and secure the building where necessary

NB: Group Leaders are directly responsible for supervising their own students during Free Time sessions; the staff’s role is to monitor specific areas e.g. common rooms.

Example Supervision Schedule

Example of a Single Banked Course (Grey cells indicate times when students are in residences/common rooms.)

Times	Student Activity	Typical Location	Who will Supervise?
07:00 – 07:45	Wake up, get ready for school	Residences	<u>GL</u> , AL/SWO on duty (if not on night duty the previous night)
07:45 – 08:45	Breakfast	Dining Hall	GL, <u>staff assigned to meal duty</u> .
09:00 – 10:00	Lessons	Classrooms	<u>Teachers</u>
10:00 – 10:15	Break	Classroom block	<u>AL/SWO on duty</u> .
10:15 – 11:15	Lessons	Classrooms	<u>Teachers</u>
11:15- 11:30	Break	Classroom block	<u>AL/SWO on duty</u> .
11:00 – 12:30	Lessons	Classrooms	<u>Teachers</u>
12:30 – 13:30	Lunch	Dining Hall	GL, <u>staff assigned to meal duty</u> .
13:30 – 14:30	Free Time after lunch	Residences and common rooms	<u>GL</u>
14:30 – 17:00	Afternoon activities	Sports fields, Art room etc	<u>Staff assigned to activities</u> , GL
17:00 – 18:00*	Free Time after activities	Residences and common rooms	<u>GL</u> , staff assigned to Free Time supervision
18:00* – 19:00*	Dinner	Dining Hall	GL, <u>staff assigned to meal duty</u> .
19:00* – 20:00	Free time after dinner	Residences and common rooms	<u>GL</u>
20:00 – 22:30	Evening activities	Disco, TV room etc	<u>Staff assigned to activities</u> , GL
22:30 – 23:30	Lights Out	Residences	GL, <u>staff assigned to lights out duty</u> .
23:30 – 07:00	Night Time	Residences	<u>GL</u> , SWO/SSWO/CMT on duty (10pm-1am)

***You may need to adjust these times if the dinner time in your centre is different.**

NB: The underlined people in the table above are directly responsible for the supervision, with the support of the people written without underlining.

Note: Times given here for Afternoon and Evening Activities are the duration times of the activity (2 ½ hours). However, staff are paid for 3 hours, which includes time for preparation and setting up beforehand, and packing away afterwards.

Suggested Weekly Supervision Sessions

Important Note: The sessions specified in this table are intended **as a guide only** – extra sessions may be allocated in exchange for other duties.

Session Type:	Free Time Supervision	Meal Time Supervision	Lights Out Duty	Night Duty
Role	Number of Hours per Week			
Full-time Teacher Res (unless teaching 30 hrs)		2	2	
Full-time Teacher Non Res (unless teaching 30 hrs)	2	2		
Senior Teacher Res (unless teaching 30 hrs)		2	2	
Senior Teacher Non Res (unless teaching 30 hrs)	2	2		
Activity Leader Res	3	2	2	
Activity Leader Non Res	3	2		
CMT/WAM	as necessary	as necessary	as necessary	6
Student Welfare Officer	as necessary	as necessary	as necessary	12

NOTE – Although there are scheduled supervision times, all staff remain responsible for the welfare of the students even when not on duty. If you witness students doing something which is in breach of school rules or may cause injury, even while you are off-duty, you **MUST** take suitable action.

Methods of Supervision

The manner of supervision depends on the activity that the student will be taking part in at a given time:

- They attend lessons and supervised activities in the daytime and in the evening
- Meal times are supervised by staff and Group Leaders
- Between lessons, activities and meals, students have free time in supervised areas identified by the CMT e.g. common rooms, sports fields. These areas are supervised by staff and Group Leaders
- Students need to return to their rooms after evening activities, where they can be effectively supervised by staff and Group Leaders

Notes:

- Students are only allowed to be in their residence at authorised times of day, and only when supervision has been arranged in advance
- At all times, students must know how to find help in case they have a problem: this should be the supervising GL/member of staff assigned to the location they are in.

Meal Time Supervision

Supervising meal times is relatively easy work, and the CD/WAM should liaise with the catering manager to decide on staffing levels. The main tasks are:

- Queue supervision (i.e. keeping them in an orderly line and sending queue jumpers to the back)
- Tray duty (making sure that students clear their trays/plates away properly after the meal)
- Self-service bar guards (stopping students from taking too much food)
- As members of staff have to eat as well, they need to take it in turns to eat/supervise

Supervision of Free Time Sessions

Group Leaders are responsible for supervising their own students during Free Time sessions. Stafford House staff will also supervise common areas and residence buildings, and provide support where necessary.

Basic Principles:

- Students need some personal space
- Students are on holiday, and don't like being forced to do activities
- Students need free time to relax and do personal chores e.g. laundry, calling home
- Students are used to having free time in their normal life e.g. playing with friends, going to the cinema, playing computer games. These activities would not usually be supervised by their parents; however, they would probably set ground rules for the students' free time.
- At the end of activities, students may need to go back to their rooms to change, wash, etc, so it is inevitable that they will need to have some personal time
- It is impossible to keep students in activities all day – they would get exhausted and need to sit/lie down from time to time
- Staffing activities all day is impossible, both economically and practically
- If students aren't allowed controlled free time, they will rebel and play truant

We have to provide a safe environment for students to have their free time in, and a reasonable level of supervision. We do this by:

- Designating areas available for students (e.g. common rooms, sports fields) and ensuring that staff or Group Leaders are in those areas to supervise
- Educating the students so that they understand what is acceptable
- Ensuring that students know where to go if they have a problem, through the induction programme and adequate signage
- Actively checking that students are behaving in a safe way e.g. by patrolling corridors/grounds

Lights Out / Night Time Supervision

First, we have to state the obvious:

- The students are on holiday
- Their parents are hundreds of miles away
- They are all excited to be meeting new people of the same age
- They aren't used to going to bed quite so early
- Teenagers rebel

For these reasons the students need plenty of supervision at night, or else they'll never go to bed, nobody will go to sleep, everybody will be tired in the morning, and the locals will complain. Staff and Group Leaders are accommodated within the residences, therefore they should be aware of any major disturbances and they are contactable in case of emergency.

However, students do not need physical supervision at night, nor is that acceptable practice, as it would require adults entering their rooms at night.

Lights Out Times

Important times to note:

- Host Family students must go home by 10pm at the latest, to arrive no later than 10:30pm.
- Activities usually finish at 10:30pm, and students should be gently persuaded to go to their own rooms straight afterwards.
- All students should be in their rooms by 11:00pm, and lights out is at 11:00pm.

Some Common Situations during Lights Out Duty

Students wandering around the corridors

Politely send them to their rooms. They'll probably try to wait until you leave, so hang around a little while.

'I must go to my teacher/sister/brother'

As above, but offer to send their GL to deal with their problems.

Boys in the girls' block or vice versa

Take their names and send them back to their rooms. Escort them if necessary. Report it to the Group Leader in the morning.

Doors are propped open with fire extinguishers

First, shut the door, and then report the incident to the GL at a convenient moment, explaining that it is a fire and security hazard and therefore must stop.

There is an unauthorised pasta/noodle party going on late

Tricky. You can't really order them to leave half-way through a meal, but you can ask them to finish quickly and quietly, and then send the students to bed immediately. Report it to the CD in the morning, speak to the GL, and fill out an incident report.

Students are ignoring your requests for them to go to bed

Call reinforcements – the manager on duty first, followed by the Group Leader. Inform the CD first thing in the morning and fill out an incident report.

Students moving mattresses into each others' rooms

Order them to put them back carefully and go to sleep in their own bedrooms. A large proportion of damages occur when students drag furniture around, so this cannot be allowed to happen.

The Group Leader is sitting with a group of students after 11:30pm

Politely ask the GL to send the students to bed. If there is any problem, call the CD.

Students are in their own room, but talking

Unfortunately, students don't have a 'sleep' switch. As long as they are in their own room and not being disruptive, you can leave them for a while. If it continues, tell them to go to sleep.

Strange people on campus

Call security. Don't challenge them unless you have to or there are several of you together. They might be using the site to get home, but if they come close to any of the accommodation blocks, call the police and explain that you have young children on site. Fill out an incident report.

A group of students refuse to go to their rooms prior to lights out and/or hang around in common areas after lights out

Ask their Group Leader to come and deal with the situation. If they are unwilling, then refer the matter to the Centre Director or their deputy.

Attendance Checks

All students must be adequately supervised at all times, and supervising staff should know their whereabouts. To this end:

- Students are told at induction that they must not leave campus unless they are accompanied by a member of staff or a GL
- Supervising adults (SH or GL) must conduct periodic attendance checks to ensure that all students are present and in the correct place. The minimum is three positive attendance checks per day i.e. a complete check of all students in each group, with any absences investigated immediately and students found within one hour.
- Attendance checks should be followed up with student disciplinary procedures, where necessary
- In any case where the student cannot be located, the absence must be escalated to Centre Director/Head Office Emergency Phone, and to the police if necessary.

Types of Attendance Checks

Checking that students are safe and present in the school is an integral part of student supervision and all centres are required to carry out a full attendance check a minimum of three times per day.

Attendance checks should be integrated into the daily programme and spaced out at regular intervals – e.g. morning, afternoon and evening – so that the potential time a student can go without being missed is as small as possible. Where students are found to be missing, immediate steps should be taken to locate them.

The type/method of attendance check depends on the activity and time of day involved:

When?	Who Checks?	Document to Use	Manager Responsible*
Lessons	Teacher	Class Register	DOS
Daytime Activities	GL	Activities Register	AM/CD
Evening Activities	GL	Activities Register	AM/CD
Lights Out	SWO	Fire List/Room List	WAM/CD
Excursions	Staff leading excursion	Coach Lists/Student Return	Staff member/s leading excursion or emergency contact person

*Manager responsible can be assistant/acting manager

Full details on how to carry out attendance checks can be found in the Centre Reference Guide.

Student Welfare & Pastoral Care Issues

Students Leaving Campus

Group Leaders/agents/parents/relatives who wish to take student(s) offsite for the afternoon/ day/weekend must make such arrangements in advance with the Centre Director. If the adult is not the Group Leader, the Centre Director must receive written permission from the parent/guardian via Head Office – please inform HO immediately if you receive such a request. Please note that no person under the age of 18 (e.g. brothers/sisters) may take any student offsite.

If the adult is not the Group Leader, they must provide proof of identity (with photo) when they come to pick up the student. The Centre Director or a member of CMT must check the photo ID before letting the student go offsite with that adult, and they must tell you what time they will bring the student back. NB: The adult must not be left unsupervised while onsite.

Damages

All students have to provide a damage deposit of £20 (or 30 Euros) on arrival, which is returned on departure if there is no damage to their rooms. This damage deposit should be collected by the Group Leader and given to the CD/SWO. Please note that the deposit is meant as a deterrent, and £20 is unlikely to cover the cost of any repairs. If you find any damage, report it to the SWO or CD immediately.

General Pastoral Care Issues

Staff – Student Relationships

Any romantic/sexual relationship between a member of staff and a student is strictly prohibited and will immediately invoke disciplinary procedure. Furthermore, British law prohibits any such relationship, even if the student is aged over 16. Any suspicions about another member of staff must be reported to the CD or Head Office immediately.

Racial Tensions

Fortunately, these problems are relatively rare. In all cases, it should be brought to the attention of the Group Leaders involved, and the Centre Management Team. See section 3.12 for our cultural sensitivity policy.

Homesickness

Most students are surprisingly resilient, but everyone should be on their guard for homesickness, as we want to make sure it doesn't spoil the student's holiday. The best ways to avoid the problem are to keep them active, and to actively integrate individual students into groups.

Symptoms of homesickness include crying, mood swings, and staying in their bedroom. Student Welfare Officers and Group Leaders are best placed to deal with the problem, but it is usually short-lived, and the worst thing you can do is embarrass the student involved.

Theft or Loss of Property

On arrival, any student carrying large amounts of money or valuables should be encouraged to store them in the centre safe. During their induction talk they should also be warned about carrying valuables in public.

Note: Stafford House recommends that all students have travel insurance before they arrive, and can take no responsibility for any theft or loss of student property while in the UK.

Medical Problems

The Group Leader is responsible for all decisions about the student's health, as their role is to be the parents' representative in the UK. They should also carry any medical documentation for the student, such as medical cards and national insurance documents. If a student cannot attend class, the GL should supervise them in their accommodation block.

Under no circumstances should any member of staff give a student any medical advice or medication beyond immediate first aid, because if anything goes wrong, you are legally responsible. If the Group Leader wants to give them something, that is their responsibility. If in doubt, arrange for the student to see a doctor, either a GP or in Casualty. Please see the CRG for more information and full procedures.

Student Complaint Procedure

We anticipate and hope that all of our students will enjoy a fruitful and happy stay with us. We do, however, provide students with a complaints procedure should they feel they have a grievance or problem that their Group Leader, Centre Director or WAM/SWO cannot solve. These forms are available as a pre-printed pad, as well as on Sharepoint and in the management manuals.

The students may complain that English food, and that the food provided by this particular establishment, is poor. It is a service over which we have little direct control, especially if the host school uses an outside caterer.

Nevertheless, much can be done to dispel negative attitudes and even to improve the standard of the service and quality of food by spending a few minutes talking to students about the menu, typical English dishes, eating habits, politeness (queuing, asking for things rather than pointing, etc). Students may have a background where kitchen and cleaning staff have much lower status and are therefore not used to showing them respect as individuals. A smile and a thank you to someone serving the chips are likely to be much more productive than a general moan about horrible English food – and may get them extra helpings!

There will be other things which the students and staff do not particularly like, but any complaints should be directed through the right channels – in the first instance, their Group Leader or a member of the management team.

Further information:

- English UK Training Calendar
- British Council Online Basic Safeguard Training
- British Council Catalogue of Training Courses

Stafford House School Rules

General Rules

- Everyone on the campus, including all students, is subject to the law and may face legal penalties if they break the law. Anyone breaking the law, or these school rules will also be disciplined by Stafford House.
- All students must visibly wear their lanyard and ID card at all times. Students must always obey reasonable instructions given to them by Stafford House staff.
- Students must always obey reasonable instructions given to them by Stafford House staff.
- Alcohol is not permitted on our junior programmes for students of any age
- Recreational drugs, including solvents or “legal highs” are against the law and are not permitted. This will result in being sent home.
- All of our schools are Smoke Free. Smoking or “vaping” (using electronic cigarettes) is not permitted on our courses.
- Visitors must not be invited onto the site

Attendance

- Students are expected to attend all lessons and activities, unless they are ill, in which case they must be supervised by their Group Leader or Student Welfare Officer.
- Being late for lessons and activities is not acceptable, nor is disruptive behaviour in class, which prevents other students from learning effectively. You will work with your teacher and classmates on the first day to create a class charter covering these rules.
- All students must obey the school curfew times. Students must not disturb others and must return to their own rooms before the curfew time. They must not leave their room after lights-out time
- Requests to be excused from specific activities must be agreed with the school welfare team and Group Leader
- During the school day students must stay within the school green zone (this will be shown to students during their induction)
- During free time (before or after school time, activities and meals), students may request to leave site in small groups (minimum 3 students). They must check-in and out with the student welfare team or Group Leader.
- During excursions, if appropriate, students will be allocated free time in small groups (minimum 3 students)
- For a summary of free time allowances please see the table below:

Free Time Allowance	Under 16 years old	16 years old+
Onsite (school time)	During breaks, must stay on site	During breaks, must stay on site
Offsite in selected centres only (free time)	1 hour of free time	2 hours of free time
Offsite on excursions (dependant on the excursion schedule)	1 hour of free time	2 hours of free time

*Free time privileges are based on respect for the school rules and may be limited if rules are broken

Respect your school

- Misuse of fire equipment or activation of smoke alarms will result in students being fined (students will have to pay compensation to the school).
- Vandalism will not be tolerated, and offenders will be made to pay for repairs.
- Any damages will be charged to the student(s) concerned. Students are responsible for their own areas, and if a culprit is not found, the people responsible for that area will each be charged a proportion of the cost of the damage.
- Students are not allowed to cook in their accommodation
- Misuse of any computer, laptop, mobile phone or mobile device/tablet to visit violent or obscene websites and/or to download offensive material is not allowed and is considered a serious offence..

Respect your community

- Violent or abusive behaviour, including bullying, cyber-bullying or bad language, will not be tolerated. Please see the Stafford House Anti-Bullying Policy.
- Taking photos and recording videos of other people without their permission is not permitted
- Sharing of inappropriate or explicit images online or via mobile phones is strictly forbidden.

Local school and accommodation policies (supplementary to this document) will be displayed onsite and feature in the school induction that all students will receive on their first school day All decisions regarding discipline will be made in line with the Stafford House Student Disciplinary Procedure.

Student Disciplinary Procedure

Aims

As we are legally responsible for the care of a large number of children and young people, it is imperative that we maintain student discipline in the school in a fair and consistent manner.

These guidelines are in place to underline the importance of school rules, and clearly show the consequences of breaking them, to both students and staff (including Group Leaders). The fundamental school rules are laid out in the student handbook and in posters on campus, as well as being explained during student inductions. These rules are also available on our website.

Please remember that the rules we have in place are aimed at ensuring the safety of all our students, and Group Leaders must help us enforce these rules at all times. Our aim should also be to show that these rules are there to help create a safe and enjoyable atmosphere, and that we are seen to be fair, objective and consistent. Students will be counselled about their behaviour and its consequences at each stage of the process. This is to ensure that they understand why their behaviour is resulting in these consequences, and so they can understand how to avoid the same situation happening again. If applicable, parents will be included in the counselling process.

We recognise that students' behaviour is influenced by rewards as well as sanctions. For this reason, we have implemented the House Points System in our schools, where students earn points for their team by showing good behaviour in class, during activities and on excursions. Our Student Disciplinary Procedure is there for guidance and should be worked with in conjunction with the Student Disciplinary Report Form to document the events leading up to the disciplinary action and the follow-up required afterwards.

Types of Behaviour Subject to this Procedure

Stage	Type of Breach	Dealt with by	Consequence
<ul style="list-style-type: none"> Minor breaches of discipline 	<ul style="list-style-type: none"> Isolated incident of minor misbehaviour in class or on activity Isolated incident of lateness to class, activity or excursion Excessive use of mother tongue in class, after repeated requests from the teacher to use English Bringing food or drink into class Using mobile phones in class Skipping the queue in the canteen Refusing to wear lanyard and ID card Other minor misdemeanours 	Teacher, AL, SWO	<p>These breaches can normally be managed by the Teacher, Activity Leader or SWO via a quiet word with the student (s).</p> <p>However, if they persist, then this may become a stage 2 breach below (see 'previous informal warnings' box on incident report form)</p>
<ul style="list-style-type: none"> 'Medium' breaches of discipline 	<ul style="list-style-type: none"> Persistent <u>mis-behaviour</u> in class or on activities/excursions Persistent lateness or unexplained absence from lessons or activities/Excursions Disobeying safety instructions Disobeying everyday reasonable requests from staff Rudeness to staff or other students Causing a disturbance in the accommodation Failure to adhere to curfews at night Reckless behaviour causing accidental damage Taking videos or photos of other students without their consent 	ST, SAL, SSWO, DOS, CD, WAM, AM	<p>These breaches will be dealt with verbally by a senior member of staff (ST/SAL/SSWO/DOS/CD/WAM/AM), ideally in the company of the student's GL, and will be recorded (see 'previous informal warnings' box on incident report form).</p> <p>Loss of free time activities, time out of an activity or lesson** and, if applicable, apology to third party If applicable, a phone call to the parents</p> <p>** In eyesight of more than one member of staff (in staff room or centre office)</p>

			If the behaviour persists, then this may become a stage 3 breach below:
<ul style="list-style-type: none"> Serious breaches of discipline 	<ul style="list-style-type: none"> Examples of offences that are deemed serious include: <ul style="list-style-type: none"> Drinking/possession of alcohol Smoking or vaping on school site Deliberate damage to school property Theft Bullying, including any online abuse (please refer to our Anti-Bullying Policy for further information) Leaving the site/green zone without permission from the Centre Management Team/Welfare Team Inviting unauthorised people onto the campus Being found in the room of a member of the opposite sex Causing an accident by reckless behaviour that causes injury/potential injury Misuse of any computer/other device to visit violent/obscene websites or download offensive material Sharing of inappropriate or explicit images 	CD	<p>Phone call to parents or guardians and emailed letter and written final warning from Centre Director to student. 'Yellow card' issued at this stage.</p> <p>If the behaviour persists, then this may become a stage 4 breach below:</p>
<ul style="list-style-type: none"> Extremely serious breaches of discipline 	<p>Stafford House reserves the right to classify any serious breach of behaviour as a stage 4 breach.</p> <ul style="list-style-type: none"> Using illegal drugs Assault or threatening behaviour Tampering with fire safety equipment (fire alarms, smoke detectors, fire extinguishers) Any criminal behaviour 	HO, CD	<p>Cancellation of the student's course and being sent home without a certificate***</p> <p>*** Only in consultation with HO</p>

Safeguarding Policy

STAFFORD HOUSE AND STAFFORD HOUSE STUDY HOLIDAYS

Essence Summary

To be read by all adults working with or alongside children in our care

All children and young people have the right to protection from any kind of abuse and the right to exist in a safe and friendly environment whilst in the care of Stafford House. We have a "whole school" approach to safeguarding and all staff should respond to all signs, reports, and concerns of abuse.

This policy relates to all students in our care regardless of gender, age, ethnicity, nationality, religion, or disability. We understand that the child's needs are paramount. We are committed to providing as far as is reasonably practicable, an environment that is safe from any kind of harm, for all those under the age of 18 at our centres. While harm is rare in our schools, all staff are advised to maintain an attitude of 'it could happen here'.

Stafford House International (SHI) provides residential and/or homestay language courses for students aged 16+ year- round. In addition, many of the schools provide residential and/or homestay language courses for juniors in conjunction with its sister company Stafford House Study Holidays (SHSH). The ages accepted on junior programmes will vary from one school to another depending on the attributes of the location.

Stafford House Study Holidays (SHSH) provides residential and homestay language and activities courses for students in aged 8-18 in seasonal centres, using facilities such as boarding schools or university campuses.

We aim to:

Include best practice advice and policies from accreditation, governmental and charity bodies (such as the British Council, English UK, YLEUK and NSPCC), into existing policies such as this Safeguarding Policy and Staff Code of Conduct and compliance with statutory guidance with particular reference to such publications as Keeping Children Safe in Education, September 2022 (All staff need to read part One and Safeguarding Teams will need to read the full document).

Have effective systems in place ensuring that our facilities, procedures and activities take account of the students' health, safety and welfare requirements. This is overseen by the Designated Safeguarding Team.
Follow safer recruitment procedures with all the required checks carefully, for all staff, ensuring the suitability of all staff to work with students under the age of 18, requiring all staff to have completed online training in child-safeguarding (unless they have a Level 2 or higher certificate).

Provide effective management for staff through supervision, support and ongoing training.

Ensure students have a clear channel of communication in time of need by ensuring that all staff understand general child safeguarding principles and that a copy of the Stafford House Study Holidays 'Treating Children and Young People with Respect' card is carried by staff while at work.

Distribution and review

This policy is available on the website and is given to all staff on confirmation of employment. It is also displayed on staff noticeboards, alongside contact details of the Designated Safeguarding team for that centre and an Escalation guide when outside help is required. This policy will be updated each year by the Management team of SHI (Principals, Student Services Managers and Global Process Manager) with the Head of Student Experience and Recruitment team at SHSH, taking into consideration risk assessments, current policy guidance, feedback and any incident reports.

Definitions

Where policy or procedure applies to both Stafford House International (SHI) and Stafford House Study Holidays (SHSH) we use the umbrella name: Stafford House

Safeguarding:

The overarching principles are that all staff have the responsibility to safeguard under-18s, be vigilant and know to report concerns, including small ones, or allegations and who to contact both within and outside of Stafford House. All staff must be trained in Safeguarding to the level of Basic Awareness, all Designated Persons to the level of Advanced Safeguarding and the Designated Safeguarding Lead (and Deputy) to the level of Specialist Training for the DSL.

Child Protection:

Part of the Safeguarding process. It focuses on protecting individual children or young people identified as suffering or likely to suffer from significant harm. This includes child protection procedures which detail how to respond to concerns about a child or young person, using referral processes to other agencies. Safeguarding and child protection sit alongside each other, however Stafford House is not an investigating agency. Any allegation or suspicion of abuse or significant harm will normally be carried out by the social services or police.

Minor:

Any person under the age of 18 is a minor by law. The age of adulthood in the UK is 18. We refer to minors as child(ren) and also sometimes as young people, to acknowledge that older teenagers have some awarenesses and responsibilities of adults but are not legally adults. Typically, we may refer to 16-17-year-olds as young people.

Designated Safeguarding Lead (DSL):

A named member of staff, trained to Specialist Safeguarding Levels. Someone who has full overall responsibility to ensure SHI meets the aims of this policy. Each SHI centre has a named DSL and SHSH Head Office has a Safeguarding team including a named DSL.

Deputy Designated Safeguarding Lead (DDSL):

A named member of staff, trained to Specialist Safeguarding Levels. Someone who has full overall responsibility to ensure SHI meets the aims of this policy. Each SHI centre has a named DSL and SHSH Head Office has a Safeguarding team including a named DSL.

Designated Safeguarding Person (DSP):

A named or named member(s) of staff trained to Advanced Safeguarding Levels. This could be teachers, student services, academic managers etc. In SHSH centres the Centre Manager is the DSP and keeps in close contact with the DSL at Head Office.

Duty of Care:

This is the responsibility of all staff and group leaders to protect under-18 from direct harmful behaviour, for example, emotional abuse, physical abuse or any other physical harm, sexual abuse and neglect.

Best practice:

This is a term we use to define professional procedures that are accepted as being correct or most effective.

Type of Abuse

This is one definition of child safeguarding: “The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.”

The 4 main types of harm are:

Sexual abuse Physical abuse Emotional abuse Neglect

And more specifically could be:

- Domestic violence
- Inappropriate supervision by staff or volunteers
- Bullying, cyberbullying, acts of violence and aggression within our schools and campuses
- Victimisation
- Self-harm
- Unsafe environments and activities Crime
- Exploitation (including Child Sexual Exploitation) Radicalisation
- FGM (Female Genital Mutilation)

Supporting Policy:

To support our Safeguarding, Stafford House also has the following policies:

To be read by all staff:

- Abusive Behaviour Policy Anti-bullying Policy
- Staff Code of Conduct Student Code of Con Health and Safety Policy Prevent Policy
- Respect of the Individual & Cultural Sensitivity Safeguarding Escalation Guide
- Photography Policy Young Travellers

To be read by relevant members of staff:

- Safeguarding Under 18s Online Policy Safer Recruitment Policy Homestay Recruitment Policy

Indicators of Abuse

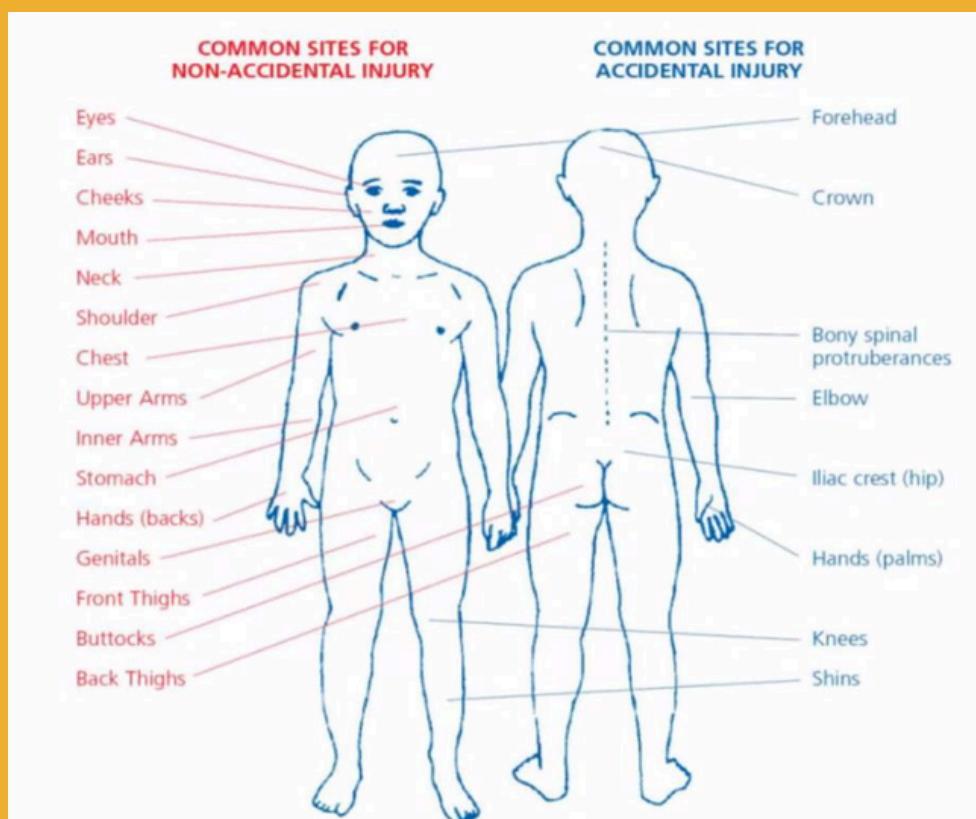
The signs of child abuse are not always obvious, and a child might not feel able to tell anyone what is happening to them. The section above outlines different types of abuse and the signs that a child is being abused may depend on the type.

There are however some common signs that there may be something concerning happening in a child's life:

- unexplained changes in personality or behaviour
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with parents
- Knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body

This visual guide highlights common sites of non-accidental and accidental injury on the human body:

These signs don't necessarily mean a child is being abused, there could be other things happening in their life which are affecting their behaviour, but they are indicators.



Safer Recruitment

Staff recruitment: Stafford House follows the CATS Global Schools Recruitment Policy which includes safer recruitment guidelines and complies with accreditation guidelines. All staff involved in recruitment are required to attend a Safer Recruitment course. All job advertisements advise potential candidates that Enhanced DBS checks will be conducted after the appointment and before the employment start date.

Reference is also made to The Rehabilitation of Offenders Act 1974, which requires applicants to declare 'spent' convictions. Applicants from overseas will be required to obtain Police certificates of good conduct, or whatever the advised equivalent for that country is. All staff must sign a declaration of suitability to work with children at the application stage.

Interviews are face-to-face where possible and for senior or permanent positions require a panel of two or more interviewers. Where face-to-face is not possible, as is often the case with SHSH, video interviews are conducted.

In the case of staff being employed on a sessional or seasonal basis, any break of employment longer than 3 months will require a new DBS check. The school encourages/requires all employees to join the update service and the use of this can override the requirement to seek a new check.

Homestay recruitment: SH has a policy to ensure careful selection of homestay hosts and complies with BC accreditation.

Staff Code of Conduct

Stafford House provides all staff with a code of conduct. The aim of this code of conduct is to provide a comprehensive guide for all staff, regardless of position, to follow when it comes to behaviour and interactions with colleagues, clients, and partners that promote a safe and productive workplace. All staff are required to read and understand the Code of Conduct when they are inducted or if it is updated. No staff member may have any kind of intimate relationship with a student (of any age) and staff are informed that any person in a Position of Trust engaged in any kind of sexual activity of any sort with a student aged under 18 is breaking the law, even though the legal age of consent is 16. Details are given on the safe use of social and digital media and the restrictions given on giving personal contact information to students (and former students). Guidance is given on the use of personal electronic equipment, including phones and cameras.

All staff are required by law to report any concerns about a colleague (Whistleblowing) not following the Staff Code of Conduct. Any report made will remain confidential and they will not be penalised for reporting it.

Respect of the Individual

Respect of the Individual & Cross-Cultural Sensitivity

Our organisation values the individuality of all our children and young people. We are committed to giving all our students every opportunity to be the 'best they can be'. Within our environment of learning and healthy interaction, we do not tolerate any lack of sensitivity, disrespect, bullying or harassment of any kind.

All our policies are there to help ensure that we promote the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender, or background.

We aim to reflect the multi-ethnic nature of our society here in the UK and ensure that the courses we offer include positive attitudes to all people. This is expected of not only students to students, but staff members to each other and especially all staff to students at all times.

Photography (and filming)

SHI has a policy for photography and minors. Our aim is to ensure we are compliant with any accrediting body, but first and foremost keeping staff and students safe.

Staff may only photograph minors with the permission of the Principal or Centre Director/Manager and only on work equipment. Photos should be of groups of students, not individuals, taken in appropriate dress and surroundings (for example not poolside or in a swimsuit).

Preference is for students of both genders in a photo and staff should not have their arms around a student. Staff must never use their own equipment to take photos. Guidance is given on the safe storage, distribution and display of photos and film.

Student Code of Conduct

Students are taken through a student code of conduct to read and ask any questions they may have. They are made aware of expected behaviour norms in and out of the classroom and of the disciplinary procedure. This policy applies to students of all ages.

Abusive Behaviour

Stafford House aims to provide a safe and supportive environment for students and staff that promotes effective studying and working. Our school populations are diverse in terms of age, nationality and culture and expectations. Part of managing this mix is being prepared for misunderstandings and potential conflict.

The Student Code of Conduct helps students to understand what behaviour is expected of them and it is the responsibility of staff to model good behaviour, tolerance and respect at all times. There is an Abusive Behaviour Policy to give guidance to staff in how to deal with possible situations and who to report these to. This policy applies to students of all ages.

Bullying

The Student Code of Conduct helps students to understand what behaviour is expected of them. The Anti Bullying Policy gives staff guidance on identifying the signs and symptoms of bullying and the appropriate actions to take if they have concerns or a student discloses such information. This policy applies to students of all ages.

Prevent

Part of creating a safe and supportive environment is promoting the key values of British society. This includes, but is not limited to, Democracy, Rule of Law, Respect & Tolerance and Individual Liberty. Staff must embody these values in the way they work.

Part of our Duty of Care is to prevent the possible radicalisation of students so that they do not go on to be involved in extremist behaviour. All staff are required to understand the Prevent Policy so that they can identify possible concerning behaviour and know how to report it. This policy applies to students of all ages.

Travel

SHSH requires all students to book a meet and greet service from the point of entry into the country. On departure individual students are accompanied to the point of check in while group students are guided by their Group Leader.

SHI recommends that students use their airport transfers service. Where students aged 16-17 opt not to use this, consent is required from a parent or guardian. Any request by the student to travel and stay away overnight during the course requires written consent from a parent or guardian for each instance, not just one consent covering the dates of the whole course.

We have guidance on the website for those students who are 16-17 when making arrangements for travelling.

Contractors and Visitors

In addition to employees, it is recognised that various contractors and suppliers come into contact on a more or less regular basis with our students. The school requires that the coach and taxi companies that are used regularly conduct background checks on their staff.

Regular contractors including electricians, maintenance, Fire Safety and Hygiene operatives should also have background checks. A name register is to be kept of all these regular visitors. All contractors who come on site are required to sign in, read the Visitor Guidance notes and wear a lanyard. Separate colour ribbons are used to denote whether they are known to have DBS clearance or not. As much as is practicable, those that are not known to have clearance should be accompanied, especially in student areas.

Visitors including interviewees are also required to follow the signing in process and wear the lanyard denoting no background check details are recorded. They should be accompanied at all times.

Safeguarding Under 18s Online

All staff will receive a copy of the online code of conduct and safeguarding policy and sign an agreement stating they agree to follow them.

All staff will use a Zoom/Teams account set up and monitorable by Stafford House. Each Zoom/Team meeting will be set up with at least 1 co-host from the academic management or welfare teams who will be able to join the class at any time for lesson moderation.

Parents/ guardians will be sent the Online Code of Conduct for both students and staff so they are aware of the behaviours required by their child and that can be expected from Stafford House staff. They are required to read and sign an Online Consent form which includes a clear description of the course, codes of conduct and guidelines for staying safe online

General e-safety awareness will be addressed in the first lesson using an age-appropriate video for students

Child Protection

Stafford House recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It also recognises that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Staff are given guidance through training and the [Safeguarding](#).

Escalation Policy.

All staff have a duty of care and must follow the 5 'R's:

Recognise – Respond – Record – Report - Refer

Recognising a safeguarding concern

Staff are given basic training in recognising signs that could be cause for concern. In addition to a level one online course, ongoing and refresher training should be conducted at least annually, face to face where possible, to allow for discussion and the exchange of ideas.

Responding to a concern or an allegation

All staff must be prepared to respond to allegations of abuse or neglect. Child abuse does not necessarily have to be physical or sexual. It can also be emotional or psychological, or due to the neglect of a child's physical or emotional needs.

If a member of staff is approached by a student who wishes to make a disclosure about what could be a safeguarding matter, the staff must prioritise this above any other duty they have at the time. They must take the learner to a private place within view but out of ear-shot of other people. They must not interrogate or interview the child, avoiding leading questions. Promises of confidentiality must not be given but that only those people whose responsibility it is to know and act will be told.

Further information on how to recognise and respond is given in training, which is included with the Safeguarding Escalation Guide and Reporting Safeguarding Concerns.

Reporting a concern

Any member of staff with an issue or concern relating to safeguarding or child protection, including but not limited to allegations of child abuse, should discuss it immediately with the DSL/ DSP. Anyone who hears an allegation of abuse against another member of staff, or has concerns about the behaviour of another member of staff, must report the matter immediately to the DDSL or DSP. If the DDSL or DSP is unavailable or involved in an allegation, the matter must be referred immediately to the DSL. A concern against the Principal or DSL should be forwarded to the General Manager of Stafford House.

The DSP or DSL will decide on an appropriate course of action. At no point should an attempt be made to investigate the situation. This will be undertaken by Social Services and/or the Police as necessary. Stafford House is an 'agent of referral' and not of investigation.

Recording of an Allegation

A full record must be made as soon as possible detailing the nature of the allegation using the ‘Safeguarding Incident/ Concern Form’. Record in writing everything that was said, using the child’s own words. Note the place, date, time, and names of persons to whom the information was given. Include The nature of the alleged abuse, A description (if applicable) of any injuries observed, An account of the allegation. The Referral Form -‘Safeguarding Incident/ Concern Form’ can be obtained from the DSP/DSL. Copies are available on the staff noticeboard. The completed form must be signed and dated by the staff making the report and given to a DSP/DSL as soon as possible. A student must not be asked to write the report or sign a report.

Record Keeping

The Data Protection Act 2018 and The UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children. For more information about how we use data please read our Privacy Notice and Children's Privacy Notice.

Records of safeguarding incidents will be kept in a secure folder for 7 years.

Refer a concern or allegation

The Designated Safeguarding team will decide on a course of action and where appropriate refer the case to outside authorities, usually either the police or social services. Referrals to social care should generally be made with the consent, or the knowledge of, the parents/child. However, where there is an immediate risk of harm, or where the parents are implicated, a referral may be made without the knowledge or consent of the parents or child.

Do not confront any person against whom an allegation has been made. The Designated Safeguarding Team will guide you and your team in dealing with any allegation or suspicion of abuse, and if applicable, report allegations and incidents of abuse to the LADO (Local Area Designated Officer) at the local County Council Children’s Social Services. If the Centre Director/Principal is the person against whom the allegation is made, the report should be made directly to the Designated Safeguarding Team at HO.

Any staff that have any queries relating to this policy or the implementation of it should contact a member of the Safeguarding team. All contact details are available on the Safeguarding Escalation guide. Copies are on staff noticeboards.

Safeguarding for UK/ SHI will act in accordance with the CATS Global Schools privacy notice. To allow consistent quality checking, Stafford House will ensure full, accurate and secure records are maintained in the appropriate database. All student testimonials will be processed in accordance with the UK/EU General Data Protection Regulation (GDPR) and the CATS Global Schools Privacy Notice.

DBS (Disclosure and Barring Service) Certificate

It is our unique policy to re-check employee's DBS Certificates on every application and if there is a gap of longer than 4 weeks employment with Stafford House, then applicants will be re-checked before they return back to work. In short, all employees commencing work will have undergone a new DBS check before commencing work and this is funded by Stafford House.

On rare occasions when it is not possible to wait for a DBS check to be returned, a risk assessment may be carried out and a check on the Children's Barred List (List 99) will be implemented until DBS Check is received. However, full professional references must have been received for this to happen. During this period, the member of staff will wear a different coloured lanyard which identifies their provisional status to other staff and their supervisory responsibility and access to students is limited. This may not be possible for employees in a residential setting.

Members of staff at Stafford House are aware of their obligation to inform the Academic Director at Stafford House of any cautions or convictions that arise between these checks taking place. ensure full, accurate and secure records are maintained in the appropriate database. All student testimonials will be processed in accordance with the UK/EU General Data Protection Regulation (GDPR) and the CATS Global Schools Privacy Notice.

Please see the CGS Employee Handbook for more information.

Dealing with Convictions

All staff must sign a declaration of suitability to work with children at application stage. Stafford House operates a formal procedure if a DBS Certificate is returned with details of convictions. Consideration will be given to the Rehabilitation of Offenders Act 1974 and also:

- the nature, seriousness and relevance of the offence
- how long ago the offence occurred
- one-off offence or history of offences
- changes in circumstances

The Talent Team, headed by the Head of Young Learners and General Manager, will meet to establish the facts relating to the above, and then a decision will be made.

Proof of Identity, Right to Work in the UK and Verification of Qualifications and/or Professional Status

All applicants will be required to bring their identification documentation such as passport, birth certificate, driving licence, etc. with them as proof of identity/eligibility to work in UK in accordance with those set out in the Immigration, Asylum and Nationality Act 2006 and DBS Code of Practice Regulations.

In addition, applicants must be able to demonstrate that they have legally obtained any academic or vocational qualification required for the position and claimed in their application form.

Overseas Checks

All new employees where persons have lived outside the UK are subject to additional checks; a 'Certificate of Good Conduct' or 'Police Certificate' will be required from the applicant's country of residence.

Induction Programme

All new employees will be given an induction programme which will clearly identify the company's policies and procedures, including the Child Safeguarding Policy and make clear the expectation and codes of conduct which will govern how staff carries out their roles and responsibilities.

Please see our Stafford House Recruitment Policy in the SHSH Hub for more information.

Stafford House Emergency Plan

We are proud of our safety record and the way in which we have equipped ourselves to deal efficiently with any incident or emergency that may arise.

Thankfully, our schools are normally a safe haven for our students, however any school could become involved in an emergency at any time, and we must be prepared at all times. Planning and preparing for emergencies can save lives. This preparation can also help to give confidence to staff and students knowing that a school is as well prepared as possible for any situation.

We are committed to ensuring that, in the event of an emergency incident affecting our schools, the [Stafford House Emergency Response Team](#) will provide an effective plan and response, working with the Emergency Services and Local Authorities to provide effective emergency response arrangements. This will help to ensure the well-being and safety of all our students and staff.

Our objectives during any such event will be to:

- Establish an effective framework of Emergency Response
- Ensure that Stafford House key management at the centre (CMT) and the Emergency Services are provided with up-to-date contact details for school staff
- Ensure that the emergency incident is communicated quickly and clearly to supporting agencies, partners and parents, enabling supporting arrangements to be rapidly activated
- Maintain high standards of welfare and duty of care arrangements for students and staff
- Ensure that actions and decision-making during the emergency incident are properly recorded
- Minimise educational and administrative disruption within school
- Facilitate the return to normal daily school life as early as possible

To help prepare for this and to ensure all runs smoothly, we have produced an Emergency Plan for staff and students to follow in any emergency. We will be providing information on this in the various inductions for staff, group leaders and students. You will also receive a booklet to keep with you.

Please speak to your line manager or the Safeguarding Team at Head Office if you have any questions or concerns.

Student 'Lost' Procedure

Excursions and local visits are a major part of our programme, and while we should aim to supervise the students closely, someone may go missing. This 'Lost' Procedure describes the crucial steps that staff/GLs must follow in such a situation.

We are committed to ensuring that, in the event of an emergency incident affecting our schools, the Stafford House Emergency Response Team will provide an effective plan and response, working with the Emergency Services and Local Authorities to provide effective emergency response arrangements. This will help to ensure the well-being and safety of all our students and staff.

1. Stop!

Make sure that the group is in a safe place where they can be easily seen and supervised.

2. Assess the situation:

- Check who is missing – Go through the name list to identify who is missing, rather than just counting heads
- Does anybody have their mobile number? Call them if you can
- Find out where they were last seen
- Do you wait or look? You will have to make this decision fairly soon, and you'll have to take into account the nature of the student involved, for instance if you are missing a very young student, you have to start looking immediately. If in doubt – look!

3. Look for them

- Make sure that the rest of the group is supervised
- Tell whoever is looking after the group the plan for the next 30 minutes e.g. who to call if they don't hear from you in 15 minutes
- Let the centre know what is happening
- Ensure that you have the phone number of someone in the group, and that they have yours. NB: Check that both phones have credit!
- Take a couple of students with you to look for the lost student
- Follow your route back to where you last saw them, not forgetting to look through the doors of any attractive shops/fast food restaurants on the way
- Stop at the last point on the itinerary and look around

4. If you can't find them:

- Keep in touch with the main group to plan the rest of the day
- Keep trying their mobile phone (if they have one)
- If there is an information desk or a policeman near the meeting point, you could ask them if they have heard anything about a missing child

5. If they show up:

- Save recriminations for later – there's a good possibility that the student has accidentally got lost and has spent the time being terrified. If they have broken any rules (e.g. deliberately left the group), save it for a meeting with the Centre Director later.
- Contact any agencies that you've called, to inform them that the emergency is over e.g. the police, Centre Director, Head Office
- Get them back to the group as soon as possible

**Please keep the centre informed of the situation. If you cannot contact the centre, please call the Stafford House Head Office
emergency number: 07854 998757**

You will need to write a full incident report when you get back to the centre, including times, names etc. This is a requirement under Health and Safety regulations.



6. Glossary of Terms

Glossary of Terms

[Arrivals & Departures](#) – One of the main reports produced by the Intrinsiq database, the A&D is the report we refer to when managing arrivals, accommodation, etc.

[Bed Nights](#) – Another useful report produced by the Intrinsiq database, it shows you how many students/group leaders are at the centre each night.

[British Council \(BC\)](#) – The governing body for accredited language schools in the UK.

[Classic Course](#) – Our normal course type: 15 hours of teaching per week, plus activities and excursions.

[CMT](#) – Centre Management Team

[Crib Sheet](#) – All inductions at the centre (for staff, students, GLs) are run from a set script (crib sheet) to ensure consistency. This comes as a generic document that is amended to suit each centre.

[Explorer Programme](#) – The programme we run at our Edinburgh centre and Central London centres (Bankside and Bloomsbury) only. The activity programme focuses on sightseeing in London/Edinburgh rather than on-site sports/activities.

[Group Leader \(GL\)](#) – Most students come to our centres in groups accompanied by an (adult) group leader who receives free accommodation from SHSH on the understanding that they will look after their own students.

[Indiv](#) – An individual student who comes to one of our centres without a group leader.

[INPS/INPDAP groups](#) – Large Italian government groups (usually 100+ students per group) that usually have classes and activities separately from the Classic groups.

[Intrinsiq](#) – The company's database. This stores all bookings, and is used for class lists, transfer bookings, excursion bookings, accommodation lists, etc.

[HO](#) – Head Office

[MTW](#) – Management Training Weekend, the event where we train our centre managers and senior centre staff, held annually in mid/late June.

[PON/POR groups](#) – EU-sponsored Italian groups that usually have classes and activities separately from the Classic groups.

[Risk Assessment \(RA\)](#) – This is a common system of looking at possible risks to people and identifying policies/procedures to reduce those risks. They are used for planning, staff training, and reference in the event of an incident.

[Zig-Zag Programme](#) – In busy periods we may run a zig-zag programme, which means that some groups have morning lessons one week, and then have afternoon lessons the next week. This is also known as “double banking”.

Glossary of Terms

CGS – CATS Global Schools

SHSH – Stafford House Study Holidays

SHI – Stafford House International

Staff Roles

AAM – Assistant Activities Manager

ADOS – Assistant Director of Studies

AL – Activity Leader

AM – Activities Manager

CD – Centre Director

DOS – Director of Studies

EM – Excursions Manager

SAL – Senior Activity Leader

ST – Senior Teacher

T - EFL Teacher

SSWO – Senior Student Welfare Officer

SWO – Student Welfare Officer

SWOT – Student Welfare Officer (Transfers)

SSWOT - Senior Student Welfare Officer (Transfers)

WAM – Welfare & Accommodation Manager

WOM - Welfare and Office Manager

AVM - Accommodation and Venue Manager