



POLICIES HANDBOOK

Reading, June 2020

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ADMISSIONS

Eurospeak offers a diverse and supportive community. We value the contribution made by each individual member of the school community and accept students regardless of race, sex, sexual orientation, religion or nationality. All applications are dealt with on a case by case basis. Applications are accepted via post, email, the school website or in person. All students must provide valid identification, complete a registration form, which includes a declaration of disabilities, and undertake a placement test. The school may refuse to accept a student if we feel that we cannot meet the needs of the student on medical grounds. The school may refuse to accept a student based on the academic needs of the student if we feel we cannot meet those needs. For example, the student is an absolute beginner, or the level is higher than the current levels of classes running in the school. The school may refuse to accept a student, without reservation, if there is a suspicion that there is any risk that the student will not comply with the requirements of their visa status or pose a risk to the integrity of the UK Border in line with our procedures. The school may refuse an application, without reservation, if there is a suspicion that documents presented to support a visa application are not genuine.

STUDENTS WITH FINANCIAL SPONSORSHIP

All financial sponsored students are required to send proof of sponsorship for an English language course before we will accept them. Any students without financial sponsorship are required to pay a deposit which is dependent on the type of visa required and length of course.

TIER-4 STUDENTS

Tier-4 students will be issued with a CAS on their academic needs only. We will look at past study experience, current level and future plans. Offers/Visa letters will not be made based on dependent visa re-



quirements. The school has reporting duties to the Home office and we must be satisfied that students are genuine and offers reflect true study requirements. Rolling enrolments (Mondays) Students who have signed up for a course of lessons would normally start on the first Monday following their registration. The student is placed provisionally at the level indicated by the on-line placement test, and is expected to attend classes from Monday to Friday every week.

ATTENDANCE

Eurospeak expects all students to attend all classes. At least 90% attendance is expected from all students throughout their course. This is because:

- Regular attendance is the best way to make progress.
- Classes often follow a progressive pattern with revision / review from previous lessons.
- Low attendance can affect future visa and university applications.
- Low attendance is disruptive to your teacher and classmates.
- You may have to repeat a level as a result of low attendance.

If you cannot come to school, you must phone the office. We will still record you as absent on the register.

If you have any problems that make it difficult for you to maintain good attendance, you must speak to us and keep us informed at all times. The following reasons can be accepted:

- Illness (with a doctor's note)
- Doctor's, hospital, dentist appointments
- Appointments at universities or schools
- Family illness or emergency
- Embassy appointments
- IELTS exam (exam only)

Students who continue to have low attendance (below 90%) and/or miss three classes in a row will receive a written warning by email. If you continue to have poor attendance, you will receive a second written warning by email. If your attendance does not improve, you may be asked to leave the school. If you are a visa student, we will also send information to your agency and/or sponsor. Parents of students under 18 will also be informed. If you are asked to leave the course for this reason, refunds will not be given.

Students with low attendance will be asked to complete a progress test in order to move on to the next level. You must score over 70% in this test in order to progress.

VISA STUDENTS

The school has reporting duties to the Home Office for visa students who do not have regular attendance. If your attendance becomes a problem, we have to follow reporting duties and you may be required to leave the country without delay. If you are reported to the Home Office and stay in the UK without studying, you are breaking your visa conditions which is a serious matter. To find information about your visa and conditions [click here](#).

It is the policy of Eurospeak that visa students who leave the school with poor attendance will not be allowed to return to the school in future. Current students with low attendance will not have their initial offer extended. Sponsored students will not be issued with new financial guarantee requests when attendance is below 90%. Authorised absence and certain medical or personal issues will not be affected if agreed with the school.

BEHAVIOUR

Eurospeak is an adult school, and students are expected to behave in a manner befitting a professional, adult international learning environment.

Students must:

- Arrive punctually for lessons and stay for the full lesson.
- Focus and work hard during lessons.
- Complete homework and other assignments when asked.
- Treat all staff and all other students with courtesy, integrity and respect, irrespective of gender, including gender reassignment, marital or civil partnership status, having or not having dependents, religious belief or political opinion, race (including colour, nationality, ethnicity or national origins), disability, sexual orientation or age.

Students must not:

- Use electronic devices (phones, tablets etc) during lessons unless allowed by the teacher.
- Be disruptive or distract other students.
- Cause any damage to the school property or equipment.
- Take unscheduled breaks or leave lessons without permission.



Please note that these requirements are in addition to statutory laws, or legal obligations arising from a student's visa status or status as a non-British person resident in the UK.

In the event of a student breaking this Behaviour Policy, Eurospeak may impose sanctions which may include:

- A verbal reprimand with a request for an apology
- A first written warning that behaviour has been unacceptable
- A final written warning that behaviour is unacceptable
- Expulsion

BULLYING, ABUSIVE AND EXTREMIST BEHAVIOUR

We believe that the dignity of all students and staff must be respected. Staff and students should be polite and considerate towards everyone and the school environment should be pleasant for all. Every student and member of staff is responsible for his/her own behaviour and for the effect which it has on others. Students are expected to respect our basic values, which include shared respect, tolerance of differences, individual freedom, the rule of law and equality.

Eurospeak is committed to providing a safe, welcoming environment for all students and staff and will not tolerate any form of bullying and abusive or extremist behaviour. All people working or studying here have a responsibility to make sure it is an environment free from bullying and abusive or extremist behaviour.

Bullying is any kind of unwanted, unwelcome or uninvited act which makes someone feel uncomfortable, embarrassed, unsafe or frightened. Abusive behaviour includes, for example, being violent or aggressive, controlling someone's behaviour, and putting pressure on someone to do things they don't feel comfortable with. Extremist behaviour would be associated with displaying extreme political or religious views, especially views that advocate illegal, violent, or other extreme action.

The following are not allowed at Eurospeak:

- Bullying of any kind (emotional, verbal, or physical)
- Racism (of other nationalities, cultures or religions) or other forms of intolerance including but not limited to sexism and homophobia
- Excessive or loud swearing
- Sexual harassment of any kind

- Aggressive behaviour towards staff, students or visitors (e.g., shouting at other students inappropriately, kicking furniture)
- Theft (stealing other people's property or Eurospeak's property)
- Vandalism (e.g. deliberately breaking school furniture, computers, graffiti, etc.)
- The viewing or reading of extremist material, either online or in any other form
- The expression or promotion of extremist views or behaviour
- Any illegal activity

If you experience or witness any of these, you should report this to a staff member immediately. You can talk to any member of the admin team by asking for a private meeting by email or in the office.

If signs of bullying or abusive or extremist behaviour are reported by a student or experienced or witnessed by a member of staff, the admin team will be contacted and, if necessary, the school director will be involved. When the admin team and, if necessary, the school director have been notified, an appropriate course of action will be taken.

Cases of abusive behaviour may result in disciplinary action in the case of staff or, in the case of students, termination of their course with no refund.

It is the school's decision if a student's behaviour is unacceptable or not. If a student's behaviour is unacceptable and they have not heeded verbal warnings given by Eurospeak staff, the school will give them one written warning. If unacceptable behaviour occurs again, the school will order the student to leave the school immediately with no refund of any fees.



Please note that the school may order the student to leave the school immediately with no refund of fees and no written warning if the behaviour is very serious in the school's opinion.

In addition, the school reserves the right to involve the police if it believes their assistance is required to maintain the peace or to investigate a suspected criminal incident.

COMPLAINTS

We take all feedback and complaints seriously and will follow standard school procedures for dealing with them. We will respond to your feedback and any complaints you may have promptly and courteously, and communicate our response to you. We will endeavour to deal with your complaints in a professional and timely manner.

PROCEDURE

If you want to complain about any part of your experience at Eurospeak, you should follow these three steps:

Step 1. Speak or write to the person specified below.

- a. For complaints about your education (for example your course, class, or teacher) speak or write to your teacher. If you feel that you cannot speak to your teacher, go straight to [step 2](#), but you must have good reasons for doing this.
- b. For complaints that are not about your education, speak or write to the admin team at reception or on info@eurospeak.org.uk. If you feel that you cannot speak to the admin team, go straight to [step 2](#), but you must have good reasons for doing this.

This person will try to resolve your complaint as quickly as possible. We promise to respond to you within 48 hours.

Step 2. If you are not happy with the response, speak or write to the person specified below.

- a. For complaints about your education, speak or write to the director of studies either at the school office or at dos@eurospeak.org.uk.
- b. For complaints that are not about your education, speak or write to the school director, [Gaurav Vahi](#). You can reach him in the office, or by email or telephone on gaurav.vahi@eurospeak.org.uk or 01189 589 599.

This person will try to resolve your complaint as quickly as possible. We promise to respond to you within 48 hours.

Step 3. After that, if you are not happy with the response, you can make a formal written complaint by completing our complaints form. To find this form, [click here](#). Your complaint will be considered and you will receive a written response as soon as possible. Please be aware that time may be needed to make enquiries or consultation before we can give you a written response.

WHAT IF THE COMPLAINT CANNOT BE RESOLVED

Any complaints that cannot be resolved in a satisfactory manner, with a fair outcome for all parties involved will be passed to an external adjudicator to make a decision on the complaint. The appointed external adjudicator is Mr. Dominic Stapleton, appointed on 16th November 2015. Email Address: dom.stapleton.59@gmail.com.

Mr. Stapleton has extensive experience in local government and community governance, having been involved in and led the field for more than 10 years. He is highly respected nationwide among clerks in the



Society of Local Council Clerks (SLCC). He is the director of Dom Stapleton Associates Limited, which provides expert consultancy and training services to the local council sector, and an associate with the Local Government Resource Centre (LGRC). Mr. Stapleton is also a tutor and lecturer on Community Governance at the University of Gloucestershire. He has also worked for Didcot Town Council, Oxford City Council, the Foreign & Commonwealth Office (FCO) and the Royal Air Force (RAF).

OTHER INFORMATION ABOUT OUR COMPLAINTS SYSTEM

The complaints procedure provided above is for the use of students registered with the school. Former students may use the procedure within three months of the incident, matters or event of which you are complaining.

All complaints must be made individually and not as part of a group. Each complaint will be dealt with separately. Group complaints can lead to misunderstandings and can be intimidating for students and staff.

Eurospeak's complaints procedure cannot be used to challenge the professional academic judgment of examiners on the performance of students.

Please also note that a related complaint cannot normally be made if we are already dealing with an existing complaint. If a student does submit a new, related complaint in these circumstances, it will normally be put on hold until we have finished dealing with the existing complaint. The student will be informed of this upon submission of their new complaint. Once we have finished dealing with the existing complaint, the responsibility will be on the student to confirm that they still wish to have their new complaint considered.

COURSEBOOK

There is a set coursebook for your course, and there may be a workbook too (used for homework). You can find out what these books are by asking your teacher or the reception team. These books have been chosen by your teacher in agreement with the director of studies.

Students must buy the coursebook for their class and should also buy the workbook (with key) for their homework. Teachers cannot photocopy either the coursebook or the workbook beyond the student's first three lessons. This means that you need to buy your books as soon as possible.

The reception team can order your books for you. Alternatively, you can buy the books yourself directly from Amazon, eBay, or another bookseller. Your books may be second-hand but please make sure they are in acceptable condition.

EQUALITY

The aim of this policy is to communicate the commitment of Eurospeak to the promotion of equality at Eurospeak. It is our policy to provide equality of access to our services to all, irrespective of:

- Gender, including gender reassignment
- Marital or civil partnership status
- Having or not having dependents
- Religious belief or political opinion
- Race (including colour, nationality, ethnic or national origins)
- Sexual orientation
- Age

Eurospeak are opposed to all forms of unlawful and unfair discrimination. All staff and students at Eurospeak will be treated fairly and will not be discriminated against on any of the above grounds. Decisions on staff and student issues will be made objectively, without unlawful discrimination, and based on aptitude and ability.

We recognise that the provision of equality in all our activities will benefit the organisation. Our equality policy will help staff and students to develop their full potential and the talents and resources of the staff and students will be utilised fully to maximise the effectiveness of the organisation.

EQUALITY COMMITMENTS

Eurospeak are committed to:

- Promoting equality of opportunity for all persons
- Promoting a good and harmonious learning environment in which all are treated with respect and dignity and in which no form of intimidation or harassment is tolerated
- Preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment, and victimisation
- Fulfilling all our legal obligations under the equality legislation and associated codes of practice
- Complying with our own equal opportunities policy and associated policies
- Taking lawful affirmative or positive action, where appropriate
- Breaches of our equality policy will be regarded as misconduct.

IMPLEMENTATION

The principal and the other proprietors are responsible for implementing this policy through:

- Communicating it to staff and students via the school website and inclusion in the staff handbook and college website.
- Highlighting its importance at staff meetings and arranging any training considered necessary.

MONITORING



The principal and proprietors will establish appropriate information and monitoring systems to assist the effective implementation of our equality policy.

COMPLAINTS

Any staff or students who believe that they have suffered any form of discrimination, harassment or victimisation are entitled to raise the matter through the existing complaint procedures. A copy of these procedures is available on the Eurospeak website and on paper from the school office.

All complaints will be dealt with seriously, promptly, and confidentially.

FIRE AND EMERGENCY EVACUATION PLAN AND PROCEDURE

ON DISCOVERING A FIRE

1. Any person discovering a fire should sound the alarm.
2. The person discovering the fire will inform a member of staff immediately who will then telephone the emergency services by dialling 999.
3. If you phone the emergency services yourself by mobile phone, dial 999. When the exchange operator answers, ask for the fire service, and give the Eurospeak telephone number which is: 01189 589 599.
4. When connected to the Fire Service state:

*This is Eurospeak Language School Limited. Address: 29A Chain Street, Reading, Berkshire, RG1 2HX.
Phone number: 01189 589 599. We have a fire.*

Do not replace the receiver until this information has been correctly acknowledged.

ON HEARING THE FIRE ALARM



1. Evacuate the building by the nearest available exit and proceed to the evacuation assembly point which is located in the grassed area next to St. Mary the virgin church (turn left out of the front door opposite Bill's coffee shop).
2. If safe to do so, close doors and windows behind you as you leave.
3. On arrival at the assembly point, give your name to the person taking the roll call.
4. Do not re-enter the building until told it is safe to do so by the senior fire officer.

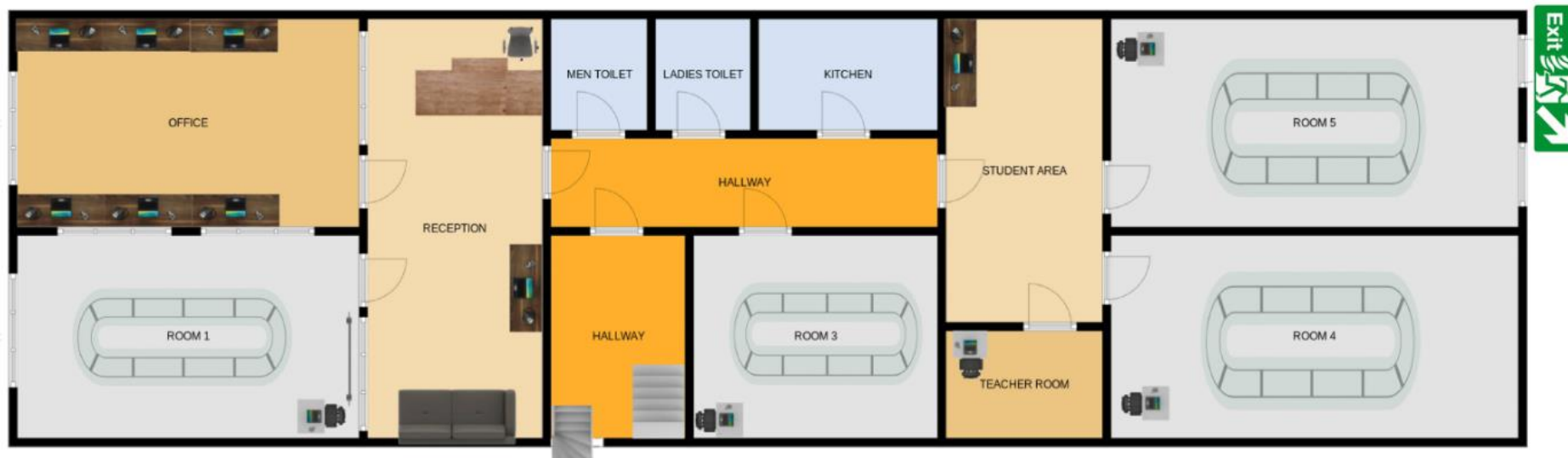
The fire escape plan is provided on the next page.

WALK – DO NOT RUN

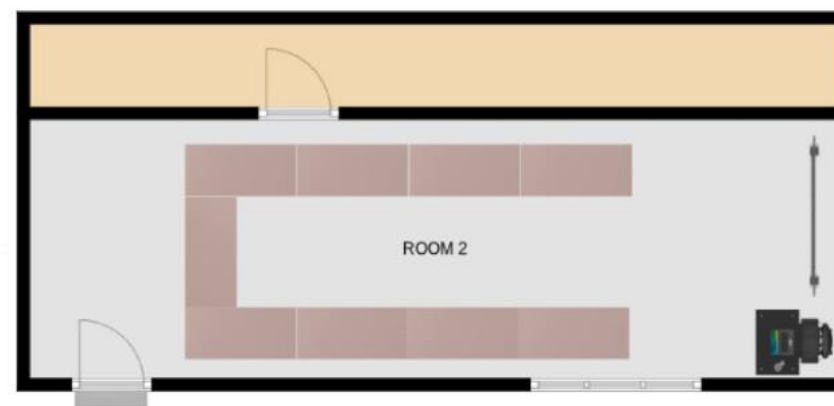
DO NOT STOP TO COLLECT PERSONAL BELONGINGS

DO NOT TAKE RISKS

FIRST FLOOR



SECOND FLOOR



FIRST AID

First Aid is overseen on a day to day basis by Gaurav Vahi, who holds an HSE approved qualification for 'Emergency First Aid at Work'. He is available at the office during office hours.

The main duties of our first aider are to:

- Give immediate help to casualties with common injuries or illnesses and those arising from specific hazards at school.
- When necessary, ensure that an ambulance or other professional medical help is called.
- Look after the first-aid equipment.

EQUIPMENT

First Aid kits are located in the kitchen as well as in the school office. Both first-aid containers are marked with a white cross on a green background.

First Aid notices are placed on noticeboards at key areas in the school.

An Accident and First Aid book is at reception. This is for keeping a record of any first aid treatment given by the first aider including:

- The date, time, and place of incident
- The name (and class) of the injured or ill person
- Details of the injury/illness and what first aid was given
- What happened to the person immediately afterwards (for example went home, resumed normal duties, went back to class, went to hospital)
- Name and signature of the first aider or person dealing with the incident

This record is reviewed quarterly as part of accident prevention and improving practices.

Other than the contents of the First Aid Box, staff must not administer or offer any medical product to students. Students should not offer or administer any medical product to each other.

Students are given advice on medical treatment in Britain as part of their induction pack, this includes information on NHS hospitals, the Broad St walk-in centre and registering with a doctor.

HEALTH AND SAFETY

Eurospeak Language Schools Ltd. understands its obligations under the Health and Safety at Work Act 1974, and the importance of health and safety in the workplace. This is achieved by ensuring that health and safety principles and practices are incorporated into all operational, tactical and strategic procedures.

All Eurospeak employees have a responsibility for the safety of themselves, their colleagues and students at Eurospeak. Measures taken to support staff, students and other persons on site include risk assessments, safety measures and suitable, timely training for staff. This Policy applies to all employees of Eurospeak Language Schools Ltd.

OBJECTIVES

- The prevention of accidental injuries
- The maximum level of health and safety for all persons on any Eurospeak Language Schools Ltd. premises.

RESPONSIBILITIES

Compliance of health and safety and welfare standards is the responsibility of Eurospeak Language Schools Ltd.

SCHOOL DIRECTOR & HEALTH AND SAFETY OFFICER (GAURAV VAHI):

1. Ensure that appropriate arrangements are in place for the effective planning, organisation, control and review of health and safety.
2. Ensure that adequate management structures exist, and adequate resources are made available to assure the health, safety and welfare of employees and students.
3. Provide adequate equipment and facilities with specific regard to First Aid and Fire Safety.
4. Review the health and safety performance of Eurospeak Language Schools Ltd. on an annual basis to ensure that effective action is taken to achieve the policy objectives.
5. Create and promote a culture in which all staff can contribute to a safe and healthy environment.
6. Monitor and review delivery of operational procedures.
7. H&S Policy and Risk Assessments:
 - a. Devise a health and safety policy and ensure that the policy is updated on an annual basis.
 - b. Conduct risk assessments and take reasonable steps to minimise risks of injury or harm to anyone using the premises. This includes: removing fire hazards and ensuring fire alarms and equipment are fully operational and tested periodically, and that those using the premises are familiar with emergency procedures.
 - c. Ensure that non-standard work activities are risk assessed and appropriate controls put in place.
 - d. Ensure that the Fire Risk Assessment is carried out and that all fire procedures comply with the Fire Precautions Act.
 - e. Ensure pregnant women are assigned to duties to suit their condition.
 - f. Staff information and training:
 - g. Ensure that information is available to all employees of their responsibilities for health and safety and that the HSE notice 'Health and Safety Law' is displayed.

- h. Provide training on health and safety procedures with adequate documentation on employee training records.
- i. Ensure that procedures for the implementation, recording and monitoring of trainings are in place within the organisation.
- j. Ensure there is a sufficient number of qualified First Aiders and Fire Marshals.
- k. Routine checks and maintenance of premises:
 - l. Ensure a safe, comfortable, and healthy working environment, including lighting, toilets, washing facilities and drinking water, with an ergonomic workspace and eye tests for those using computers.
- m. Ensure weekly building checks are conducted to maintain good health and safety standards.
- n. Ensure first aid kits are replenished and checked by a designated first aid officer.
- o. Ensure that a yearly fire extinguisher check is conducted by a qualified contractor.
- p. Check all fire exits daily to ensure they are clear from obstructions.
- q. Appoint a full electrical inspection to be carried out on a five-year basis by a qualified contractor and ensure routine monthly checks are conducted to test the emergency lighting.
- r. Arrange annual PAT testing of all electrical equipment.
- s. Take appropriate action to remedy any deficiencies identified by other responsible persons.
- t. Report any structural, electrical or equipment defects to the appropriate contracted organisation.
- u. Co-operate with and monitor activities of contractors working within the business to ensure that they conduct their operations as to avoid endangering employees or students.

EMPLOYEES

1. Familiarise themselves with this Health and Safety Policy.
2. Ensure that all Students in his/her area are made aware of any hazard in the area.
3. Ensure that all Students in his/her area know what to do in case of fire.
4. Ensure that all Students in his/her area know the whereabouts of first aid facilities.
5. Implement safe working practices in his/her area to ensure maximum safety for all in his/her area.
6. Immediately report all accidents to the First Aider or Health & Safety Officer.
7. Ensure that all Students observe all Health & Safety rules.
8. Ensure that all defects in his/her work area are promptly reported to the Health & Safety Officer.
9. Maintain good housekeeping in all areas at all times.
10. Co-operate with the Health & Safety Officer and implement any recommendations/improvements required.

STUDENTS

1. Familiarise themselves with, and conform to, the Health & Safety Policy at all times.
2. Observe all safety rules and instructions at all times.
3. Use the appropriate safety equipment at all times.
4. Conform to all instructions given by Staff members and others with a responsibility for health and safety.
5. Report all accidents and damage to a member of Staff, whether persons are injured or not.
6. Make suggestions to improve health and safety in the school to Staff members.
7. Report all hazards to a member of Staff.

8. Act in a careful responsible manner to themselves and others.
9. Attend the Student Induction and read the Student Handbook, as these are the main channels of communication for health and safety within the School.

GENERAL ARRANGEMENTS

FIRST AID

Please see separate First Aid Policy. To find the First Aid Policy, [click here](#).

ACCIDENTS

All accidents must be entered in the Accident Book. The first aider in attendance will complete an accident report form for any accident and forward this to the appointed Health & Safety Officer who will ensure that relevant incidents are recorded.

FIRE SAFETY

Please see separate fire and emergency evacuation plan and procedure. To find this, [click here](#).

AWARENESS

The director of studies and/or administrative manager will ensure all new employees are given details of the health and safety policy and will ensure the continuing awareness of the health and safety guidelines.

CONSULTATION

Opportunities for consultation with employees and students will be provided and suggestions or comments on ways in which health and safety performance can be improved will always be considered.

CONTRACTORS AND VISITORS

All visitors should sign in and sign out at reception. In addition, contractors must be shown the areas within the building where their work is to be undertaken and any hazardous work e.g. use of heat, must be thoroughly checked before work commences and after completion.

In the event of a fire alarm sounding whilst a visitor is on the premises, staff must ensure that their visitors leave the building and attend the relevant evacuation point. If the visitor decides to leave at that time, staff must ensure that Reception is informed as soon as possible in order that they can be "signed out".

Details should be passed to the health and safety officer to determine hazards and risks and any special requirements.

HEALTH AND SAFETY TRAINING

All relevant employees will receive, and continue to receive, training in health and safety and fire safety every 36 months.

CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH

The risk to health and safety from any hazardous substances has been assessed as part of the risk assessment and any COSHH assessments and specific precautions are detailed within the health and safety training and COSHH charts.

SPECIFIC HAZARDS

The following are among the more common hazards experienced and for which control procedures may need to be developed. In some cases, the general arrangements in the policy will be supplemented by more detailed rules or appendices e.g. COSHH assessments.

DISPLAY SCREEN EQUIPMENT

Many employees are required to routinely use Display Screen Equipment (DSE) as part of their daily work. All reasonable steps will be taken by the Company to secure the health and safety of employees who work with DSE. The Company will conduct health and safety assessments of all workstations staffed by employees who use DSE as part of their usual work and will ensure that all workstations comply with statutory requirements, thus reducing risks to DSE users to the lowest extent practicable.

DSE users will be allowed periodic breaks in their work. Breaks in work may take the form of other work activities or tea breaks.

All DSE users will be given appropriate and adequate training on the health and safety aspects of this type of work and will be given further training and information whenever the organisation of the workstation is substantially modified.

HOUSEKEEPING

- Work sites must be kept clean and tidy.
- Any spillages must be cleaned up immediately.
- Waste materials and rubbish must be placed in the receptacles provided and removed routinely
- All materials must be properly and safely used and when not in use properly and safely secured.

SPILLAGES

A spillage is where fluids (water, oil, blood, etc.) are accidentally splashed or spilt on to a surface.

In the event of a spillage:

STUDENTS:

- Report it immediately to a Receptionist or other member of staff who will inform the Principal or the Operations Manager.
- Stay away from the area where the spillage is regardless of the type of fluid that has been spilt

STAFF MEMBERS:

- Report it immediately to the Principal or the Operations Manager
- Stay away from the area where the spillage is, regardless of the type of fluid that has been spilt

NOMINATED STAFF MEMBERS:

- Clean up the spillage immediately or at the earliest opportunity
- Wear disposable gloves when cleaning up the spillage regardless of the type of fluid spilt. Put the “Wet Floor” sign in place where, for any reasons, the area affected by the spillage cannot be dried.

ACCESS

- Walkways and passageways must be kept clear from obstructions at all times.
- If a walkway or passageway becomes wet it should be clearly marked with warning signs and/or covered with non-slip material. Any liquid spilt on the floor should be wiped up immediately (please see separate procedure for dealing with spillages).
- Trailing cables are a trip hazard and should not be left in any passageway.

- Any change in the floor elevation of any walkway or passageway must be clearly marked.
- Where objects are stored in or around a passageway, care must be taken to ensure that no long or sharp edges jut out into the passageway in such a way as to constitute a safety hazard.

MANUAL HANDLING

- Lifting and moving of objects should always be done by mechanical devices rather than manual handling wherever reasonably practicable. The equipment used should be appropriate for the task at hand
- The load to be lifted or moved must be inspected for sharp edges and wet or greasy patches
- When lifting or moving a load with sharp or splintered edges, gloves must be worn. Gloves should be free from oil, grease or other agents which might impair grip
- The route over which the load is to be lifted or moved should be inspected to ensure that it is free of obstructions or spillage which could cause tripping
- Employees should not attempt to lift or move a load which is too heavy to manage comfortably. Employees should ask for assistance if there is any danger of strain
- Where team lifting or moving is necessary one person should act as co-ordinator
- When lifting an object off the ground, employees should assume a squatting position, keeping the back straight. The load should be lifted by straightening the knees, not the back. These steps should be reversed for lowering an object to the ground.

INFORMATION, ADVICE AND GUIDANCE

At Eurospeak we are committed to ensuring that all learners and prospective learners have access to high quality impartial Information, Advice and Guidance (IAG) to enable them to make informed decisions, to achieve their full potential and succeed in life. The support and guidance we will offer our learners will assist in ensuring the achievement and retention of all learners irrespective of their individual needs.

We will work proactively with employers, parents/carers, sponsors, and other external agencies to guide the learners and promote an ethos of lifelong learning within our own organisation and those we work with.

It is Eurospeak's policy to deliver our service in accordance with the nationally recognised matrix quality standard (to find out more, [click here](#)) and we adhere to our principles, which include:

- Providing impartial, responsive, friendly, and enabling information, advice, and guidance services to our learners.
- Being accessible and visible to our learners.
- Ensuring that our staff are professional and knowledgeable to address our learners' needs. Making our learners aware of relevant IAG services.
- Supporting learners to explore the implications for both learning and work in their future career plans.

In conjunction with these principles, our aim is to ensure that:



- All members of the community have access to information, advice, and guidance.
- Services meet the relevant quality standard for learning and work.
- All learners receive current, accurate and quality assured information which is inclusive.
- IAG is delivered in a tone and phrasing that can be comprehended by non-native speakers of English.
- We collect, use, and share your feedback to continually improve the service.

We are committed to providing a confidential service to our customers and respect that:

- Our learners deserve the right to confidentiality to protect their interests.

By guaranteeing confidentiality, we safeguard the services of giving Advice & Guidance. Eurospeak will handle information in compliance with the Data Protection Act and any current or subsequent human rights legislation, which guarantees a right of privacy. Information will be shared within the organisation only. We acknowledge that, on rare occasions, it may be necessary to break the basic rules of confidentiality. These may broadly be defined as situations where the safety, rights and liberties of other people or the person giving information may be seriously at risk.



Eurospeak expects all students to come to class on time. This is because:

- Being late prevents students from benefiting fully from the lessons.
- Late students create extra work for the teachers.
- Late students can be disruptive and affect the atmosphere of the group.

If you are more than 20 minutes late, you will be asked to wait until a suitable and convenient time to enter the class (e.g., like the break time) so you don't interrupt, and you will be marked as late. If you are regularly late (5 or more classes), you will receive a written warning by email. If you continue to be late, you will receive a second written warning by email. If your punctuality does not improve, you may be asked to leave the school. If you are asked to leave the course for this reason, refunds will not be given. If you are a visa student, we will also send information to your agency and/or sponsor. Parents of students under 18 will also be informed.

LEVEL PROGRESSION

In order to complete a level and move to the next level, a student should generally:

- Attend at least 90% of the lessons.
- Complete homework regularly.
- Score consistently high marks in tests (generally at least 70%).
- Work hard in class.

Students who do not meet these criteria may be asked to complete the same level again or repeat part of the same level. If you find yourself in this situation, please understand that this is in your best interest. In certain cases, the student may be allowed to continue to the next level where the academic management believes it is in the student's best interest. This may be, for example, because the student seems to have a good understanding of much of the content of the course already despite having missed lessons, or because of a university entry deadline.

PASTORAL CARE

Eurospeak aims to provide a caring, happy environment in which students can develop to their full ability. We have a pastoral care policy that aims to increase the students' learning skills in line with their social and personal development.

The aims of our pastoral care policy are as follows:

- To create a caring and safe environment for staff and students.
- To create an environment where students feel safely able to discuss their feelings and worries.
- To foster good communication between the school, students, student guardians (where it applies) and external agencies.
- To help students value and respect the views of others.
- To help students develop self-discipline and encourage positive behaviour.
- To encourage a sense of belonging amongst all members of the school community.
- To encourage students to show respect and understanding of those whose culture, religion or life-style may be different from their own.

Successful pastoral care is a partnership between Eurospeak and each individual student. Eurospeak is committed to developing and maintaining strong links with students and student guardians (where applicable). Urgent concerns will be given immediate attention. Any information disclosed will be treated as confidential and only passed on to those with a need to know.



All staff, teaching and non-teaching, have a responsibility for pastoral care and should endeavour to contribute effectively to establishing and maintaining a climate which is characterised by good relationships and mutual respect. All staff are to complete a Safeguarding Training course on-line. The aim is to protect members of the school community from physical, social, emotional, and intellectual harm.

PAYMENTS

All course fees should be paid before starting the classes. Students should not attend class unless course fees are paid.

Sponsored students should have a financial guarantee to start their course, but we understand that this can take time to organise. The school will allow you to study up to 2 weeks maximum to allow your Embassy to process your application. Sponsored students cannot start without a guarantee.

Homestay payments must always be paid 4 weeks in advance. If you cannot make your payments on time, please talk to us urgently.

PREVENTING EXTREMISM AND RADICALISATION

Eurospeak Language School is committed to providing a secure environment for students, where our students feel safe and are kept safe. All adults at the School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role involves direct contact with or responsibility for students or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Eurospeak Language School's delivery of the outcomes to all students. This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all students.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

All our teachers are required to complete the Home Office Prevent e-learning training course upon starting a position at Eurospeak.

ETHOS AND PRACTICE

When operating this policy Eurospeak uses the following accepted Governmental definition of extremism which is:



Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.

There is no place for extremist views of any kind in our school, whether from internal sources — students, staff, or governors — or external sources — school community, external agencies, or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this — we have a duty to ensure this happens.

As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills, and critical thinking, to challenge and debate in an informed way.

Therefore, at Eurospeak we will provide education and training so that our students are enriched, understand, and become tolerant of difference and diversity and also to ensure that they thrive and feel valued and not marginalized.

Furthermore, at Eurospeak we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination, or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views, or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing, or artwork promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture; · Attempts to impose extremist views or practices on others.
- Anti-western or Anti-British views.

At Eurospeak, we have determined "British Values" to be:

- Democracy

- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As a school, we aim to develop and nurture these by:

- Planning a vibrant, engaging programme with core ethical values and beliefs at its heart.
- A well-structured Knowledge for a Global Community course which addresses the values across a range of subject areas such as Democracy, Freedom, the rule of law, Human Rights and responsibilities, Ethics).
- Having a clearly communicated and consistently applied Behaviour Policy so that students understand what is expected of them and the consequences of both meeting and failing to meet these expectations.
- A Code of Conduct which is regularly referred to and communicated with students, reiterating that we are a school community built on mutual respect and understanding.
- Adopting restorative approaches, where possible, to resolve any difficulties between members of our school community.
- Having a rigorous commitment to student safety (for example: trips and visits policy and procedures, Safeguarding procedures, Code of Conduct and Health and Safety procedures).

TEACHING APPROACHES

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student-centered approach.
- Facilitating a 'safe space' for dialogue.
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution.



We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons.

We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that that student is offered mentoring. Additionally, in such instances our school will seek external support from local specialist agencies.

At Eurospeak we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multi-cultural Britain and globally.

USE OF EXTERNAL AGENCIES AND SPEAKERS

At Eurospeak we encourage the use of external agencies or speakers to enrich the experiences of our students. However, we will positively vet those external agencies, individuals, or speakers who we engage to provide such learning opportunities or experiences for our students.

These external agencies will be vetted to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly

be connected with the rest of the school curriculum, so we need to ensure that this work is of benefit to students.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students.
- Activities are carefully evaluated by schools to ensure that they are effective.

We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this. Therefore, by delivering our curriculum augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.



Where there are concerns of extremism or radicalisation students and staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. They must inform the school director straight away.

SAFEGUARDING

Please refer to our Safeguarding Policy for the full procedural framework on our Safeguarding and Child Protection duties. To find our Safeguarding Policy, [click here](#).

Staff at Eurospeak will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a student may be at direct risk of harm or neglect. For example; this could be due to a student displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a student's family that may equally place a student at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working at Eurospeak (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a student may be at risk of harm or neglect to the Designated Safeguarding Lead or Principal.

At Eurospeak our Safeguarding reporting arrangements are set out fully in our Safeguarding Policy.

ROLLING ENROLLMENT AND PART-TIME STUDENTS

Students are accepted on courses every Monday. Students may enrol on the course at any point, which means that they may find themselves enrolling on a course weeks after it has started.

We also offer some flexibility as to how many lessons a week students choose to attend. This means that for a course that runs five times a week, a student may choose to attend only three lessons a week, i.e., to enrol on the course as a part-time student. We offer this flexibility because we understand that our students have work, family, and other commitments. However, we encourage students to attend as many lessons as possible and strongly discourage them from missing many lessons. Students who miss many lessons generally end up having to repeat the course.

To ensure equal and fair treatment of all students, Eurospeak has put in place a system to allow students who enrol after the course has started and those who attend part-time to integrate into a class as smoothly as possible and keep them up-to-date with the class progress. This system comprises the following elements:

- A welcome document is given to students to ensure they receive initial information about the class and course regardless of when they join. This document is available in the physical class folder.
- A virtual classroom which allows students to stay up to date with their course exists for every class. The purpose of the virtual classroom is to store relevant documents so that they can be accessed by students at home. It contains, for example, the following:
 - Materials used in class (e.g., PowerPoint slides, worksheets, etc.)
 - A record of work which specifies the work done and materials used in class, as well as homework, for each lesson

- Formative tests with key

It also allows students who have joined the class later in the term to access documents and information from the beginning of the course.

- Each course will generally have a set coursebook. This allows students to follow the lessons that they miss at home. Although the answer key to the exercises in the coursebook is generally not provided, this is available to the students in class from their teacher.
- Similarly, each course will also generally have a set workbook. This will be used for homework, and students who miss a lesson will still be able to access and complete their homework at home. Workbooks generally include an answer key, which allows students to check their answers at home.
- Student tutorials are conducted with long-term students, where independent learning plans are devised.
- Revision slots, where a range of materials from earlier in the course is reviewed again, are provided regularly on our courses. A course may include the following pattern: presentation of new content on day A, review of that material on day B, etc. This allows students who missed one lesson to catch up in the following lesson. Note, however, that for maximum benefit, students should attend both new content and review lessons, as further practice and review will help consolidate knowledge and skills.
- Supplementary materials are provided in the virtual classroom and sometimes physically in the classroom too. These may include, for example, grammar books and vocabulary lists, as well as graded readers that the students can take home to improve their reading skills. These allow students to work independently on parts of the course they missed or they need further practice on.

This system was designed to minimise disruption for students who join halfway through a course and for part-time students. However, it can only support students to an extent, and teachers should raise awareness of the importance of regular attendance and encourage learners to attend as often as they can.

SAFEGUARDING POLICY

Eurospeak is committed to providing a secure and friendly environment where all members of the community, whatever their background or character, are protected from harm and respected by others. All staff and any other adults involved with Eurospeak recognise and accept the following responsibilities:

- To safeguard the welfare of children who join the School and any of its programmes.
- To continually develop awareness of any issues which might harm these children.
- Not to make staff or any other adults involved with the School unnecessarily vulnerable to suspicion of any form of abuse.

All staff are requested to complete the online e-learning course Level 1 safeguarding training for English language centres from Accreditation UK upon starting a position at Eurospeak and at regular intervals afterwards.

We will endeavour to safeguard children as follows:

- By adopting child protection guidelines and accepted procedures.
- By providing children with expected codes of behaviour and ensuring they understand what those are, especially bullying.
- By sharing information about child protection and good practice.
- By sharing information about any concerns.

A child in the context of this policy refers to anyone under the age of 18 who has joined or is visiting Eurospeak. This policy applies to all children regardless of gender, ethnicity, nationality, disability, sexual orientation or religion.

This policy has been formulated in accordance with the provisions of the Children Act 1989, the Human Rights Act 1998, and the United Nations Convention on the Rights of the Child (ratified by the United Kingdom Government in 1991). This policy is in addition to all relevant local authority safeguarding regulations and must be read in addition to Berkshire LSCB Child Protection Procedures available [here](#).

STATEMENT OF PRINCIPLES

- All children have rights. No-one can take away a child's right to be safe.
- All children have the right to say 'No' if any person tries to do something to them which they feel is wrong.
- All children have the right to get help against bullies by enlisting the support of friends or by telling an adult.
- All children must feel they can tell an adult of any incident that frightens or confuses them or makes them unhappy.
- All children must know that if they go to an adult for help, they will be believed and supported.
- All children have the right to be treated with respect and to be safeguarded from harm.

APPOINTED PERSON FOR SAFEGUARDING CHILDREN

[Gaurav Vahi](#), the school director, is the appointed person for safeguarding children. He can be reached in the office, or by email or telephone on gaurav.vahi@eurospeak.org.uk or 01189 589 599. In emergencies, he can be contacted on 07931805819.

HOW STAFF SHOULD REACT TO SAFEGUARDING ISSUES

BULLYING

DEFINITION

Bullying, defined as wilful and repeated behaviour which has the purpose of making another person unhappy, is not tolerated in any form at Eurospeak.

IDENTIFYING BULLYING

Bullying can take many different forms; it may be physical, emotional, name-calling, showing a lack of respect for another's property, excluding somebody from a social group; there are many possibilities. One person 'having a joke' is another person suffering bullying. Sometimes it is obvious, sometimes it is done subtly and in such a way that children will be worried about telling staff what is happening. For this reason, it is vital that staff are vigilant in noticing changes in the behaviour of children, particularly if they become withdrawn.

HOW TO REACT IF YOU SUSPECT BULLYING

1. Investigate all reports, however seemingly trivial.
2. Ensure that all reports of suspected bullying are logged, and that the follow-up is also logged, fully recorded and signed by the senior staff member involved.
3. Once it has been established that bullying has taken/is taking place, explain to the person acting unkindly that their actions have been precisely that and tell them the effect it has had on another/others.
4. Ask them to consider an appropriate way of putting things right and, if necessary, support them in making an apology.
5. Ensure that any apology/reconciliation is done with staff present so that it can be accurately recorded.
6. Should the incident be more serious, conduct no-blame meetings with both parties (bully and bullied). The aim is to clarify the situation through discussion and allow both sides to work out a solution that is satisfactory to them both. This will be recorded by the supervising teacher. (N.B. Under-18s should not be asked to sign any documents.) Send details to the director who will inform agents/parents of both parties what has happened and how it has been resolved.
7. If, after this meeting, the bullying continues, then it must be seen as deliberate and require a more serious response. The director will take immediate action to protect the bullied person and begin procedures to restrict the activities of the bully. The director must be informed and decisions will be made which could involve the bully being removed from the site, perhaps to another one. The director will keep agents/parents of both parties fully informed.
8. Any further incidents of bullying by the same person would result in them having to leave the school and/or programme and return home as quickly as possible.

DEFINITION

Child Abuse is most often used to describe ways in which children are harmed – usually by adults – with damage to their physical or mental health. There are four broad categories of abuse as follows:

- Physical: Through hitting, shaking, squeezing etc.
- Sexual: Through inappropriate touching or contact with a child.
- Emotional: Through persistent lack of attention, unrealistic adult demands.
- Neglect: Failing to provide basic needs of food, proper clothing, safe supervision.

IDENTIFYING CHILD ABUSE

It can be difficult to identify child abuse as it has various forms. Below are some typical indicators to watch for:

- Unexplained injuries
- A child describing an abusive act that has happened to them
- Another child telling you of their concern about a friend/fellow student
- Sexually explicit behaviour in games/activities
- Serious distrust of adults
- Difficulty in making friends/socialising with other children.

The last two might appear naturally as the school and its summer programmes are new and strange environments for visiting children. However, in extreme forms, these might be indicators of a deeper problem.

HOW TO REACT IF YOU SUSPECT CHILD ABUSE

1. If you notice any physical or behavioural signs – contact the school director.
2. If you suspect an adult is a threat to a child in some way – contact the school director and continue to monitor the situation.
3. If a child tells you they are being abused – react calmly, reassure the child and if you ask any questions, do so for clarification, not to find out more details; then contact the director. Do not promise to keep a secret any disclosure the child has or wants to make.

In any of the above situations, immediately log and record what has happened, what you have seen, suspected, or been told. Get your report signed by the senior staff member involved.

The school director will take appropriate action which may involve external agencies and contacting agents/parents.

USE OF EXTERNAL BUILDINGS

The policy of Eurospeak is to hold classes for under 18s on the main school premises. In the unusual event of a person under 18 attending a class in external buildings, the teacher, other staff member or the group leader must meet the children at the school premises and escort them to the external building and into the classroom, and again during breaks and at the end of the lesson.

GREYFRIARS CENTRE

The Greyfriars centre has its own, separate Safeguarding Policy.

The Greyfriars staff has given Eurospeak the following advice regarding safeguarding under 18s who may be in Eurospeak classes there:

1. With regards to the safeguarding of the youth who use rooms 3 and 4, there are some practical things we can do to ensure their safety.
 - a. One is to lock the classroom door from the inside (still have exit access) when the instructor is not present. This will prohibit anyone from entering. A member of staff would need to unlock it.
 - b. The other is in regard to the toilets. There is a disabled toilet which is locked at all times. As it is only one cubical, a key could be given for the use of the students, so as to ensure that there would be no contact with the public in the public toilets. It's not ideal if everyone wants to go at once, but it would mean there is more control over the access.
2. The main corridor can also be locked, to prohibit access to the toilets and classrooms. This is only locked after 3pm, when the coffee shop closes, as the customers need to have access. But it is a possibility if there is a problem or concern on a temporary basis.

SICKNESS AND ABSENCE

Please remember you will be marked as absent even when you have informed the school of any sickness. However, if you have medical problems which you tell the school about, we can give you a supporting letter or any reports or references that you may need in the future.

SMOKING

To comply with legislation, smoking is not permitted inside the Eurospeak buildings. If you do smoke, this will only be allowed during authorised breaks and only in outside areas as explained to you during your induction. Please do not smoke at the entrance to the school.

Employees found to be in breach of this policy, which will be regarded as gross misconduct, will be subject to the disciplinary procedures as laid out in the Staff Handbook.

SPECIAL EDUCATIONAL NEEDS, LEARNING DIFFICULTIES, AND DISABILITIES

Eurospeak Language School asks for all applicants to declare any special needs, learning difficulties and disabilities as part of their application. The school treats all declared special needs on a case-by-case basis.

The school reserves the right to assess the needs of each student and make a judgement about the ability of the school to meet those needs. The school has no wheelchair access and no disabled toilet facilities. Where the school feels that it is unable adequately to cater for a student's needs it reserves the right to refuse admission.

Students who do not declare their disability or learning needs and whom the school judges that it is not possible to teach adequately, will be referred to a more appropriate institution.

STATEMENT OF EDUCATIONAL PURPOSE

Eurospeak aims to help its students communicate better in English, whatever their background, needs or aims. This in turn helps our students to make the most of their opportunities in life and leads to greater understanding between cultures.

Our aim is to provide an environment in which students from a wide range of cultural, ethnic and religious backgrounds:

1. Realise fully their academic and social potential
2. Understand and appreciate the rich diversity of their various cultural traditions

We will endeavour to achieve this by the provision of:

1. Courses that widen the educational opportunities for students
2. Teaching that is of a high standard and appropriate to the abilities and needs of each student
3. Pastoral care that will enable each student to feel secure in a caring and supportive environment
4. Social activities that widen students' understanding of their environment and which create more opportunities for social interaction
5. An immediate environment which is safe and secure
6. A school environment in which students and teachers feel empowered to develop their skills and also feel valued and respected

TEACHING AND LEARNING

Eurospeak is a unique and truly comprehensive language school with students from a rich diversity of backgrounds. We are committed to creating and sustaining an excellent learning culture for our entire learning community.

We have high expectations in both teaching and learning to give all students the opportunity to fulfil their potential and achieve their learning aims.

OUR AIMS

1. To empower all learners, students and staff to achieve their potential
2. To ensure that our course selection is broad, balanced and accessible, and provides progression for all students
3. To develop a learning culture in all areas of the school
4. To create an ethos of and structures for sharing good practice so as to enable the school to progress towards excellence

HOW WE WILL ACHIEVE OUR AIMS

We will empower all learners to achieve their potential by:

- An initial placement process
- Assessment of speaking level during the first week
- Tutorials with needs analysis for long-term students
- Independent Learning Plans for long-term students
- Ensuring that a mix of teaching approaches and methods is used to cater for different learning styles
- Constant monitoring, feedback, and dialogue within the classroom
- Regular assessment (formative and summative)
- Careful planning and differentiation within the classroom
- Fostering students' independence by giving them the tools necessary to keep up with the class, regardless of their attendee patterns and enrolment date

To ensure that our curriculum is broad, balanced, and accessible and provides progression for all students we will carry out:

- Regular reviews and monitoring of resources and course books
- Constant monitoring, feedback, and dialogue within the classroom
- Regular assessment
- Formative and summative assessment tasks
- Working in cross curricular ways to enhance teaching and learning

To develop a learning culture in all areas of the school we will have:

- Regular (once a month) training for teaching staff (CPD):
 - In-house Teacher Development, focusing on school-wide issues, review or updates of procedures and support for new teachers
 - Independent Teacher Development, allowing teachers to take ownership of their professional development and provide a measure of differentiation in teacher development
- Peer observation and mentorship programme for all teaching staff
- Department meetings which include sharing good practice
- Teaching and learning as a standard agenda item for all academic meetings

To create an ethos of and structures for sharing good practice to enable the school to progress towards excellence by:

- Providing access to further training and development for all teaching and administrative staff
- Promoting the sharing of skills within the staff team
- Passing on details of outside conferences and teaching organisations

OUR DEFINITIONS OF EFFECTIVE TEACHING, LEARNING, AND HIGH EXPECTATIONS

To enable the above we have identified what we believe constitutes effective teaching and learning and have identified what we mean by high expectations.

THE CHARACTERISTICS OF EFFECTIVE TEACHING

The characteristics of effective teaching include:

- Teachers enhance their general effectiveness when their teaching is purposeful, efficient, clear, structured, and adaptive
- Appropriately high expectations are of paramount importance
- Good teaching involves more than just exposition and arranging activities; the nature of the interaction should be carefully designed, with differentiation matched closely to learners' actual abilities and needs
- An effective teaching atmosphere encourages learners to value and draw on their own experience
- Good lessons are carefully planned and involve students' participation as much as possible
- Effective teaching and learning regularly features a suitable balance between class, group and individual work
- Effective teaching is complemented by fair discipline, positive reinforcement and explicit formative feedback

Effective teachers:

- Set high expectations
- Are good at planning and set clear objectives for each lesson
- Employ a variety of teaching methods and approaches throughout the lesson
- Have clear strategies for student management

- Manage time and resources wisely
- Set individual targets with students and work with them to improve
- Employ a wide range of assessment techniques
- Link homework to work done in the lesson and set it and mark it regularly

THE CHARACTERISTICS OF EFFECTIVE LEARNING

Learning is effective when it:

- Occurs in an orderly, stimulating, attractive, safe and supportive environment
- Allows students to see the purpose of what is to be learned
- Deepens students' knowledge and develops new cognitive skills
- Makes clear connections with other subject areas and other learning activities
- Encourages listening to the ideas and views of others
- Provides opportunities to apply any new knowledge and skills
- Stimulates the application of initiative and imagination through solving real-life problems
- Sets time aside for reflection and the establishment of further lines of enquiry
- Develops self-esteem and self-sufficiency

HIGH EXPECTATIONS

High expectations are demonstrated when:

- Teachers begin from a stance that students 'can do' rather than the opposite
- Attention is given to establishing a school culture which 'demands', for example, a determination to secure and sustain orderly and constructive behaviour
- Every effort is made to reflect high standards in the learning environment and in the use of learning resources
- Tasks are set at a variety of levels
- The promotion of students' self-esteem is seen to be as important as their academic attainment
- The development of thinking skills is evident in the classroom
- Time is set aside in lessons to allow pupils to think through issues and prepare responses
- Teachers balance praise with constructive criticism
- Teachers use effective questioning techniques

TOLERANCE AND UNDERSTANDING

It is important that all students and staff in our school show respect, tolerance and understanding of other students. We understand that students have different opinions and beliefs and healthy discussion is a good way of expressing opinions and learning. However, please remember these points when discussing issues:

- Am I upsetting other students?
- Am I being aggressive?
- Am I using rude language?
- Am I making other people uncomfortable?
- Am I getting angry?

You may think that a student is behaving inappropriately towards other students, for example because they are making other students upset or uncomfortable or if there is any discrimination of a racial, religious, political, gender-based or sexual nature. If this happens, please talk to a member of staff. This can be secret and discussed in private with any of the admin team.

If a student behaves inappropriately, we will speak to them first. If the behaviour continues we will:

1. Give a verbal warning.
2. Give a written warning.
3. Ask the student to leave the school.

APPENDIX: NOTE ABOUT POLICIES REVIEW

The policies below will be reviewed each year, and any necessary amendments will be made and brought to the attention of staff. You can find out when the policies were last reviewed on the cover page.