



SAFEGUARDING AND CHILD PROTECTION POLICY

POLICY INTENDED FOR:	Staff
CATEGORY:	Safeguarding
PUBLISHED:	Server, policy folder and staff handbook
POLICY IMPLEMENTED BY:	Managing Director
POLICY MONITORED BY:	Managing Director
REVIEWED BY/WHEN:	Residential Manager & Course & HR Officer 2019
RECORD OF CHANGES AND ADDITIONS:	Policy cross checked with Oxford Safeguarding Children Board, Keeping Children Safe in Education 2019 (KCSIE), Working Together to Safeguard Children 2018 and Teaching Online Safety in School 2019, for compliance, changed to review date.

INTRODUCTION

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centered. This means that they should consider, always, what is in the best interests of the child. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

WHAT STAFF SHOULD LOOK OUT FOR

Any child may benefit from early help, but our staff are particularly alert to the potential need for early help for a child who:

- Is a young carer
- Is disabled and has specific additional needs
- Has special educational needs (whether they have a statutory education health and care plan)
- Is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organized crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalized or exploited
- Is a privately fostered child

As a short course provider, Oxford Science Studies does not currently have any specific published safeguarding guidelines to follow. Direct contact was made with the Department for Education, who confirmed what procedures should be adhered to. Oxford Science Studies were directed towards certain aspects of 'Keeping Children Safe in Education September 2019' and the 'Local Authority Safeguarding Children Board Child Protection Procedures'.

CONTACT DETAILS

Oxfordshire Safeguarding Children Board
Oxfordshire County Council, County Hall – 3rd floor, New Road, Oxford, OX1 1ND

OXFORD SCIENCE STUDIES, 1 LONDON PLACE, OXFORD, OX4 1BD, UNITED KINGDOM

+ 44 (0)1865 240637 • INFO@OXSS.CO.UK • WWW.OXSS.CO.UK

OXFORD INTERNATIONAL SCHOOL LIMITED TRADING AS OXFORD SCIENCE STUDIES – COMPANY REGISTERED IN ENGLAND & WALES NO. 10519759.

Report a new concern, Multi-Agency Safeguarding Hub (MASH), Tel: 0345 0507666

Tel: 01865 810628

Fax: 0845 605 4165

Training: 01865 815843

Oxford Science Studies will ensure that they have appropriate procedures in place for responding where they believe that a child has been abused or is at risk of abuse. The procedures will cover circumstances in which a member of staff or tutor is accused of or suspected of abuse.

AIMS OF THE POLICY

- To provide an environment and foster a community supportive of the aims of Oxford Science Studies
- To raise awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To develop a structured procedure within Oxford Science Studies to be followed by all members of Oxford Science Studies community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the police and other Social Care Services
- To ensure that all adults within Oxford Science Studies who have access to children have been checked as to their suitability
- To emphasise the need for good levels of communication between all members of staff

PROCEDURES

Oxford Science Studies procedures for safeguarding children are in line with the guidance received by the Department for Education, and specifically parts of KCSIE September 2019. Oxford Science Studies must ensure that all staff members have an enhanced DBS with a barred list check.

Oxford Science Studies should follow guidance in part 3 of Keeping Children Safe in Education September 2019, statutory guidance for schools and colleges. Oxford Science Studies must carry out safer recruitment procedures that will help deter, reject or identify people who might abuse children. Any offer of appointment made to a successful candidate, including one who has previously lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks. Specifically, for staff:

- Verify current and original ID documents
- Obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- Obtain a separate barred list check if an individual will start work in regulated activity before the enhanced DBS certificate is available
- Check they can do the job (mental and physical fitness)
- Check their right to work in the UK

OXFORD SCIENCE STUDIES, 1 LONDON PLACE, OXFORD, OX4 1BD, UNITED KINGDOM

+ 44 (0)1865 240637 • INFO@OXSS.CO.UK • WWW.OXSS.CO.UK

OXFORD INTERNATIONAL SCHOOL LIMITED TRADING AS OXFORD SCIENCE STUDIES – COMPANY REGISTERED IN ENGLAND & WALES No. 10519759.

- Verify original professional qualifications if appropriate
- Obtain and verify candidate's most recent references. If they are not currently employed, Oxford Science Studies will carry out the most recent period of employment with reasons for leaving. Oxford Science Studies must not accept open, personal or colleague references, references from a senior person are accepted
- Once references are received, Oxford Science Studies must ensure that they originate from the referee through contacting via telephone call to clarify any information if necessary
- Any other checks deemed necessary if staff have lived/worked abroad, e.g. APCS overseas check
- Single central record

In addition to the specific guidance given to Oxford Science Studies, to safeguard students further, Oxford Science Studies will also:

- Have a Designated Safeguarding Lead (DSL) on residential and non-residential courses. Currently, depending on which course, this is either the Residential Manager, Accommodation and Welfare Officer, or the Course & HR Officer. The Designated Safeguarding Lead is Level 3 trained in Safeguarding and will undergo regular training as required
- The member of staff who will act in the Designated Safeguarding Lead's absence is the Course and HR Officer. In their absences, the Operations and Course Director and the Course and Marketing Manager
- The staff are trained to develop their understanding of the signs and indicators of abuse
- The staff know how to respond to a student who discloses abuse
- Procedures are regularly reviewed and updated
- The Managing Director is responsible for ensuring the annual review of this policy
- All new members of staff are given a copy of the child protection procedures as part of their induction into Oxford Science Studies. They are made aware of the role of the Designated Safeguarding Lead

RESPONSIBILITIES

a) Responsibilities of Senior Leadership Team

It is the role of the Senior Leadership Team to take responsibility for safeguarding and promoting the welfare of children. This is a shared responsibility and requires:

- Must have clear lines of responsibility
- Must have effective recruitment and human resources procedures, including checking all new staff to make sure they are safe to work with young people
- Must have procedures for dealing with allegations of abuse against members of staff
- Must make sure that the staff have appropriate training
- Must have clear understanding and working procedures on how to safeguard and promote welfare of young people
- Working with each child's parents/guardians/agents to support their child's needs
- Helping parents/guardians/agents to understand that Oxford Science Studies has a responsibility for the welfare of all students and has a duty to refer cases to Social Care in the interests of the child

OXFORD SCIENCE STUDIES, 1 LONDON PLACE, OXFORD, OX4 1BD, UNITED KINGDOM

+ 44 (0)1865 240637 • INFO@OXSS.CO.UK • WWW.OXSS.CO.UK

OXFORD INTERNATIONAL SCHOOL LIMITED TRADING AS OXFORD SCIENCE STUDIES – COMPANY REGISTERED IN ENGLAND & WALES No. 10519759.

- Any deficiencies or weaknesses regarding child protection arrangements to be remedied without delay
- Must ensure that children receive appropriate and timely preventative interventions when required
- Notifying the Independent Safeguarding Authority (ISA) of the name of any member of staff considered to be 'unsuitable to work' with children in accordance with statutory regulations

b) The Designated Safeguarding Lead has the following responsibilities to:

- Ensure that Oxford Science Studies operates within the legislative framework and recommend guidance from the OSCB
- Oxford Science Studies should effectively monitor children about whom there are concerns
- Keep written records of concerns about a child even when there is no need to make an immediate referral
- Ensure that all such records are stored confidentially and securely and are separate from student records
- Ensure the Managing Director is kept fully informed of any concerns
- Ensure all staff are aware of the Child Protection Procedures
- Ensure that the appropriate training and support is provided to all staff
- Develop effective working relationships with other agencies and services
- Liaise with Social Care teams over suspected cases of child abuse
- Provide guidance to parents/guardians/agents, children and staff about obtaining suitable support
- Make a commitment to develop productive, supportive relationships with parents/guardians/agents

c) Reporting

To ensure compliance with current legislation and to identify areas for improvement. Oxford Science Studies will liaise with the local authority/ies in order that appropriate support can be given.

Where necessary, a Safeguarding Report will be given to the Senior Management Team. The Designated Safeguarding Lead will liaise with the Managing Director for Safeguarding. It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

TRAINING

All staff members will undertake safeguarding and child protection training at induction to ensure they understand their responsibilities and can identify any signs of possible abuse or neglect. All staff will have training on government's anti-radicalisation strategy (prevent e-learning), to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. In addition to this, staff will update their knowledge and skills by taking the time to read safeguarding updates from various resources and policy documents.

Summary of Child Protection Training:

OXFORD SCIENCE STUDIES, 1 LONDON PLACE, OXFORD, OX4 1BD, UNITED KINGDOM

+ 44 (0)1865 240637 • INFO@OXSS.CO.UK • WWW.OXSS.CO.UK

OXFORD INTERNATIONAL SCHOOL LIMITED TRADING AS OXFORD SCIENCE STUDIES – COMPANY REGISTERED IN ENGLAND & WALES No. 10519759.

- Designated Safeguarding Leads must undertake training every two years
- Teaching and other staff should have training updated every three years
- Prevent training must be completed every two years

All staff will receive updates relating to safeguarding as required, but at least annually.

ABUSE, NEGLECT AND CONCERNS

Abuse a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adults or adults or by another child or children. All staff members should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the Designated Safeguarding Lead.

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scolding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include sexual images, watching sexual activities, encouraging children to behave in sexually

inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation is a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, in exchange for something the victim needs or wants, for the financial advantage or increased status of the perpetrator or facilitator. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced in exchanging sexual activity for money, drugs, gifts, affection or status. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- Can still be abuse even if the sexual activity appears consensual
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- Can take place in person or via technology, or a combination of both
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organized abuse
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors

including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources

SO-CALLED 'HONOUR-BASED' VIOLENCE AND FEMALE GENITAL MUTILATION

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. FGM involves partial or total removal of the external female genitalia or other injury to the female genital organs. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If in any doubt, staff should speak to the Designated Safeguarding Lead. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

PREVENTING RADICALISATION

Protecting children from the risk of radicalisation should be part of schools' and colleges' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behavior, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the Designated Safeguarding Lead making a referral to the Channel Programme. In an emergency, **call 999** or the **confidential anti-terrorist hotline on 0800 789 321**, if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Signs that a child is being radicalized can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter

OXFORD SCIENCE STUDIES, 1 LONDON PLACE, OXFORD, OX4 1BD, UNITED KINGDOM

+ 44 (0)1865 240637 • INFO@OXSS.CO.UK • WWW.OXSS.CO.UK

OXFORD INTERNATIONAL SCHOOL LIMITED TRADING AS OXFORD SCIENCE STUDIES – COMPANY REGISTERED IN ENGLAND & WALES No. 10519759.

- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalization may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour. Staff should have confidence in their instincts and seek advice if something feels wrong.

All staff should be concerned about a child if they:

- Have any injury which is not typical of the bumps and scrapes normally associated with accidental injuries
- Regularly have unexplained injuries
- Frequently have some injuries (even when apparently reasonable explanations are given)
- Give confused or conflicting explanations about how injuries were sustained
- Exhibit significant changes in behaviour, performance or attitude
- Indulge in sexual behaviour which is unusually explicit and / or inappropriate to their age / stage of development
- Disclose an experience in which they may have been significantly harmed

PEER ON PEER ABUSE

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/having type violence and rituals. Most cases of pupils hurting other pupils will be dealt with under our school's behavior policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behavior:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced/coerced into drugs or alcohol
- Involves sexual exploitation or sexual abuse

SEXUAL VIOLENCE AND HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex (online and offline, both physical and verbal). It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk, particularly children with Special Educational Needs and Disability (SEND) and Lesbian, Gay, Bisexual and Trans (LGBT) are at greater risk.

Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualized names
- Sexual 'jokes' or taunting
- Physical behavior, such as: deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, such as: non-consensual sharing of sexual images and videos, sexualized online bullying, unwanted sexual comments and messages, including on social media, sexual exploitation, coercion and threats and up skirting.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or boys being boys'
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalizing them.

UPSKIRTING

Upskirting involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

If any member of the staff has cause for believing that a child may be suffering harm it should be reported. It is essential that Oxford Science Studies reassure their victims and that they are being taken seriously, and they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff are in doubt, they should speak to the Designated Safeguarding Lead.

DEALING WITH DISCLOSURE

If a child discloses that they have been abused in some way, the member of staff should:

- Listening carefully to the child – avoid expressing your own views on the matter. A reaction of shock or disbelief could cause the child to 'shut down', retract or stop talking
- A child could keep abuse secret in fear they won't be believed. They have told you because they want help and trust you will be the person who will listen to and support them
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Social Care or other agencies
- Reassure them that what has happened is not their fault – abuse is never the child's fault and they need to know this

OXFORD SCIENCE STUDIES, 1 LONDON PLACE, OXFORD, OX4 1BD, UNITED KINGDOM

+ 44 (0)1865 240637 • INFO@OXSS.CO.UK • WWW.OXSS.CO.UK

OXFORD INTERNATIONAL SCHOOL LIMITED TRADING AS OXFORD SCIENCE STUDIES – COMPANY REGISTERED IN ENGLAND & WALES No. 10519759.

- Let them know they have done the right thing – reassurance can make a big impact to the child who may have been keeping the abuse secret
- Listen, rather than ask questions
- Not criticize or talk to the alleged perpetrator – confronting the alleged abuser
- Explain what has to be done next and who has told who
- Make a written record (see record keeping section 7)
- Pass information to the Designated Safeguarding Lead without delay – the sooner the abuse is reported after the child discloses the better. Report as soon as possible so details are fresh in your mind and action can be taken quickly
- DO NOT allow the child to be interviewed a second time. Accept what the child says and report to the Designated Safeguarding Lead

A). GENERAL POINTS ON HOW TO RESPOND TO A CHILD WANTING TO TALK ABOUT ABUSE:

- Show acceptance of what the child says (however unlikely the story may sound)
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – **Do not promise confidentiality**
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

B). HELPFUL THINGS TO SAY:

- I understand what you're saying
- Thank you for telling me
- It's not your fault
- I will help you
- Ask open questions, like 'is there anything else that you want to tell me?'

C). THINGS NOT TO SAY:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"

D). AT THE END OF THE CONVERSATION:

- Reassure the child that they were right to tell you and show acceptance

- Let the child know what you are going to do next and that you will let them know what happens
- Contact the appropriate senior member of staff or agency
- Consider your own feelings and seek pastoral support if needed

RECORD KEEPING

- Make brief notes at the time and write them up in detail as soon as possible
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child. Record the actual words used; including swear words or slang
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff

All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff must discuss with the Designated Safeguarding Lead.

SUPPORT FOLLOWING A DISCLOSURE

A). SUPPORTING STAFF

Dealing with a disclosure from a child, and a child protection case is likely to be a stressful experience. The member of staff should consider seeking support for themselves and discuss this with the Designated Safeguarding Lead who can seek support from the Managing Director or from the OSCB if required.

B). SUPPORTING CHILDREN

Oxford Science Studies will endeavour to support all children by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within Oxford Science Studies
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children

CONFIDENTIALITY

All matters relating to Safeguarding are confidential.

- The Managing Director or Designated Safeguarding Lead will disclose any information about a student to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. Oxford Science Studies will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Designated Safeguarding Lead or Managing Director.

The Data Protection Act 2018 and General Data Protection Regulation (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 promote the welfare and protect the safety of children. Sensitive and personal information should be treated as 'special category personal data'.

APPOINTMENT OF STAFF

Oxford Science Studies procedures for appointing staff are in line with 'Keeping Children Safe in Education September 2019'. These will be reviewed regularly in the light of new legislation and guidance. Safeguarding issues will be at the forefront in the recruitment processes for both teaching and non-teaching staff.

The appointment process is designed to deter potential offenders from applying. All applicants who are offered employment in posts involving access to children will be subject to an enhanced Disclosure and Barring Service check (DBS).

Any member of staff found not suitable to work with children will be notified to the appropriate bodies, including the ISA. In line with current guidance, any serious concern raised, whether proven or not, will be reported in staff references.

ALLEGATIONS INVOLVING OXFORD SCIENCE STUDIES STAFF

Oxford Science Studies must deal with allegations by using their common sense and judgement. The Designated Safeguarding Lead should be informed of all allegations so they can consult to either the police or children's social care services.

- All staff should take care not to place themselves in a vulnerable position with a child
- All staff should be aware of Oxford Science Studies' behaviour/discipline policy
- If a student or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Managing Director. They should also make a record of the concerns including details of anyone else who witnessed the incident or allegation
- The Managing Director will not investigate the allegation itself or take written or detailed statements but assess whether it is necessary to refer the matter to Social Care in accordance with the safeguarding procedures. In doing so, they will consult with relevant agencies
- If the Managing Director decides that the allegation warrants further action through Safeguarding procedures, they must make a referral direct to the local Social Care team. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Care before informing the member of staff

- Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process
- If it is decided that this is not necessary to refer the matter to Social Care the Managing Director will consider whether there needs to be an internal investigation
- If the complaint made to a member of staff concerns the Managing Director, the person receiving the complaint will immediately inform the Managing Director of Schools & Colleges

BULLYING

Oxford Science Studies has a separate Anti-Bullying Policy. It acknowledges that to allow or condone bullying may lead to issues under safeguarding procedures.

RACIST COMMENTS

Racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

INAPPROPRIATE RELATIONSHIPS

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a student has developed a crush or attachment to them, they should report this to the Designated Safeguarding Lead and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

CURRICULUM LINKS / PREVENTION

- Oxford Science Studies facilitate a supportive community
- There is a strong ethos where children feel secure and are encouraged to talk and are always listened to
- All children know there is a Designated Safeguarding Lead (DSL) in Oxford Science Studies whom they can approach if they are worried or in difficulty

HEALTH AND SAFETY AND EDUCATIONAL VISITS

Oxford Science Studies places great significance on the protection of children within Oxford Science Studies environment as reflected in the Health and Safety Policy. This is extended when students are away from Oxford Science Studies undertaking off site visits by specific policies. All trips are reviewed to see if there are any changes necessary.

OXFORD SCIENCE STUDIES, 1 LONDON PLACE, OXFORD, OX4 1BD, UNITED KINGDOM

+ 44 (0)1865 240637 • INFO@OXSS.CO.UK • WWW.OXSS.CO.UK

OXFORD INTERNATIONAL SCHOOL LIMITED TRADING AS OXFORD SCIENCE STUDIES – COMPANY REGISTERED IN ENGLAND & WALES No. 10519759.

REVIEW AND VERIFICATION

This policy is reviewed annually.

DATE:	VERSION:	NAME OF REVIEWER:	DATE OF NEXT REVIEW:
March 2018	2018	Samantha Bond	September 2019
November 2019	2019	Sarah Frazer & Catherine Chau	September 2020

The Self-Review Tool for Safeguarding and Child Protection in Schools published by The National Network of Investigations and Referral Support Co-Ordinator's will form part (IRSC Network October 2009) of the review.

As part of the Safeguarding and Child Protection Procedures an annual Safeguarding report will be tabled to the Senior Leadership Team by the Designated Safeguarding Lead for consideration and review (appendix 1 & 2).

The Senior Leadership Team will respond to the report identifying any weaknesses or deficiencies and the strategy / action plan to deal with them (appendix 3). A confidential register of child protection concerns is kept in a confidential secure filing cabinet (appendix 4).

PHOTOGRAPHY AND VIDEO

Prior consent will be given by parents/guardians of the students during the booking process. If permission is not given, images/videos taken will not be used in any way. The only exception to this is for under 16s on residential courses who will be photographed during their induction to ensure the safety of such students. These photos will not be used for any other purpose. Please refer to the Photography and Video Policy.

RECRUITMENT OF STAFF

All staff will be appropriately checked to their suitability to work with children and young adults. For tutors, this includes a lesson given to the interviewer to ensure their subject knowledge is up to scratch, along with 2 references and an enhanced DBS check. Please refer to our Recruitment and Selection Procedure.

Policy Reviewed Annually

Review Date: September 2020

APPENDIX I ANNUAL SAFEGUARDING REPORT

The purpose of the annual safeguarding report is to enable the designated member of staff with responsibility for safeguarding to provide the Senior Leadership Team a standardised report for consideration at relevant meetings.

The expectation should be that this report is completed annually and submitted for consideration to the Senior Leadership Team.

This document serves two purposes:

- To provide a clear report to the Senior Leadership Team Safeguarding practice
- To identify areas for improvement

NAME AND POSITION OF PERSON COMPLETING REPORT	
DATE OF PRESENTATION TO SENIOR LEADERSHIP TEAM	

APPENDIX 2
ANNUAL SAFEGUARDING REPORT FOR

A	POLICY & PROCEDURES	YES	NO
	Has your Child Protection Policy been reviewed and updated in the last 12 months		
	Is your Safeguarding Children Policy copied into a folder and made available for parents and others to access?		
	Have you had any allegations/incidents that fall within the remit of these procedures in the last year?		
	if Yes, have all appropriate allegations/incidents been reported to the Local Authority Designated Officer (LADO)		
B	RECRUITMENT	YES	NO
	Has relevant staff completed the Safer Recruitment Training? (now available through CWDC website)		
	Do you maintain a single central record of DBS and other recruitment checks?		
C	BASIC TRAINING	YES	NO
	Have staff who have regular contact with children in your company completed: Introductory training when they started at your company?		
	Is staff safeguarding training, recorded and regularly monitored?		
D	CHILD PROTECTION	YES	NO
	Does your Designated Safeguarding Lead (DSL) attend Senior Leadership Team Meetings to discuss any strategy safeguarding issues?		
	Has the Designated Safeguarding Lead attended specialist training in the last 2 years?		

	Does your Designated Safeguarding Lead receive appropriate support / supervision?		
E	GENERAL SAFEGUARDING ISSUES	YES	NO
	Is the general issue of safeguarding children a regular staff meeting agenda item?		

APPENDIX 3

SENIOR LEADERSHIP TEAM RESPONSE TO SAFEGUARDING ANNUAL REPORT

<p>What is the name of your nominated Child Protection / Designated Safeguarding Lead</p>	
<p>What is the name of your nominated Child Protection / Designated Safeguarding Lead</p>	
<p>How will the Senior Leadership Team remedy any weaknesses or deficiencies that are included in the attached Safeguarding Annual Report?</p>	
<p>Actions</p>	

APPENDIX 4
REGISTER OF CP CONCERNS
CONFIDENTIAL

	NAME OF CHILD	D.O.B	DATE OF REFERRAL	OUTCOME OF REFERRAL	DATE SUBJECT TO A PLAN	DATE REMOVED FROM CP REGISTER
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						