



STAFF HANDBOOK

2020 - 2021





CONTENTS:

About us	3
Our Vision and Ethos	4
School Leadership	5
School Management and Administration	6
Our Teachers	7 - 8
Joining Oxford International College	9 - 11
Our Holiday system	12
Sickness and Absence system	12
Appraisals and Reviews	13
Car Parking and travel	14
Meetings	15
Benefits and Perks	16

APPENDICES - POLICIES

Safeguarding and Child Protection Policy	17
Staff Code of Conduct Policy	59
E-Safety Policy	66
Health & Safety Policy	80
Whistleblowing Policy	85



ABOUT US

Oxford International College is a top performing school in Oxford with an aim to provide our students with an open and stimulating study environment in a city that has been world-renowned for academic excellence for almost 1,000 years. Our students have an opportunity to learn from some of the brightest people in the world in an environment that nurtures their personal and academic growth, while also enjoying the cultural life of this beautiful city.

Students come from all over the world to study with us. Our teachers are all passionate about their subjects and many are experts in their fields.

We take pride in our unique integration of **3 key skills to success** - Academic Excellence, Career Development and Personal Development.

OUR HISTORY

Established in 2002 by a group of experienced educationalists led by Dr Mario Peters, the organisation has grown into one of the most successful private schools in the UK, welcoming students from the UK and all over the world.

We are part of the unique education provider, Oxford International. One other company forms part of our education group – Oxford Science Studies (OXSS). OXSS are highly successful revision specialists running courses for GCSE, IGCSE, A-level and IB students during school holidays. Residential courses are offered during the Easter, Summer and Christmas holidays, as well as non-residential courses during the three half-term breaks.

OUR LOCATION

The College is located a short walk from Oxford City Centre in the area of St Clements.

Address: Oxford International College, 1 London Place, Oxford OX4 1BD

Phone: (0) 1865 203988

Website: www.oxcoll.com



OUR VISION AND ETHOS

Guiding Principles

- Integrity
- Positivity
- Respect & Compassion
- Service

Vision

Oxford International College will be characterised by:

- an ethos of integrity, positivity, respect & compassion for others and ourselves
- a strong sense of service to others
- high standards of academic learning, enrichment learning and welfare for students
- the promotion of independent learning and thinking
- a focus on securing the best opportunities and outcomes for students
- an evidence-based improvement culture
- a clear and distributed model of leadership for staff and students

Ethos

- Our actions and words reflect integrity, positivity, respect & compassion, and a strong sense of service to others.
- We will support our students' individual educational needs and goals, securing the best opportunities and outcomes.
- The College will be an inspiring place to be, with motivated staff, stimulating and relevant courses, and excellent facilities.



SCHOOL LEADERSHIP

The Governors

In 2019 Dr Peters joined forces with Oxford International Education Group and the Board of Governors was elected as follows:

- Dr Mario Peters, OIC Governing Body Chair
- Christopher John Spanoudakis, Group Chair, Oxford International
- Lil Gabriela Bremermann-Ricard, Group Chief Executive Officer, Oxford International
- Tom de Clerck, Chief Financial Officer, Oxford International
- Mark Logan, Managing Director of Schools and Colleges, Oxford International

The Senior Leadership Team

- Mark Logan, Managing Director of Schools and Colleges, Oxford International
- Yasmin Sarwar, Chief Education Officer, Oxford International College
- Kim Terrar, Managing Director and Principal, Oxford International College
- Toby Blundell, Deputy Principal for Teaching and Learning and Head of Science, OIC
- Mona Chaudhury, Head of Curriculum and Curriculum Development, OIC
- Marianne Thompson-Hill, Deputy Principal for HR and Pastoral Care, OIC
- Anya Rich, Bursar for Oxford International College
- Simon Guest, Facilities Manager, OIC and OXSFC

The Heads of Academic Departments

- Toby Blundell, Head of Science
- Matthew White, Head of Mathematics and Economics
- Kim Terrar, Head of Humanities
- Mona Chaudhury, Head of Curriculum

Bursary

- Anya Rich, Bursar and Finance Manager
- Peter Hall, Management Accountant
- Mick Hicks, Assistant Bursar
- Yasmin Alexander-Hinds, Finance Assistant



The Management Team

- Rafi Peters, Commercial Director
- Ellie Dear, Director of Studies and Super Curricular
- Cheryl Brooks, Head of Examinations
- Matthew Storey, Head of Boarding
- Jason Brooks, Assistant Director of Super Curricular Programme
- Dominic Fuge, Super Curricular Manager
- Daniel Casey, Super Curricular Manager
- Jake Hogg, Super Curricular Manager
- Jenny Bourlakis, Student Welfare Manager
- Claire Wellstood, Manager of IT and Operations
- Jake Storey, House Parent for Wavy Gate Boarding House
- Memi Mbangwa, House Parent for Thame Street Boarding House
- Joanne Goddard, Academic Services Manager
- Enric Monguio, Quality Assurance Officer and Examinations Assistant

The Administration Team

- Melanie Bloor, PA to the Principal and Deputy Principal
- Magdalena Wojcik, Student Services Assistant
- Thomas Zavros, IT Coordinator
- Emily Harris, Head of Reception
- Dariusz Maton, Receptionist and Invigilator
- Laura Santana Gonzalez, Warden, Between Towns Court
- Memi Mbangwa, House Parent, Thame Street
- Shadi Eltanani, Warden Thame Street
- Haleigh Bellamy, Warden, Thame Street

The Business Support Team

- Mia Jarvis
- Maria Rozalska
- Jamie Young
- Felix McCulloch
- Dani de Freitas

OUR TEACHERS

We are proud to work with extremely academic, committed and dedicated teachers, all of whom make an enormous contribution to the success of our school. Every year we receive lovely comments from our students that show how much they appreciate and admire their teachers.

Mrs Margaret Alton	<i>B.A. (Hons). M.A. P.G.C.E.</i>	<i>Mathematics</i>
Dr Tet Amaya	<i>B.A. (Oxon, Hons), M.A. (Oxon), D.Phil. (Oxon)</i>	<i>Mathematics</i>
Dr Peter Arthur	<i>B.A. (Cam, Hons), B.A. (Herts), M.A. (Hons). P.G.C.E.</i>	<i>Economics</i>
Mr Howard Aspden	<i>B.A. (Hons) Fine Art; P.G.C.E.; BTEC National Dip Art & Design</i>	<i>Art</i>
Mr Jonathan Beckett	<i>M.Chem. (Oxon, Hons)</i>	<i>Science and Mathematics</i>
Mr Andrew Beevers	<i>B.SC, D.Phil, P.G.C.E</i>	<i>Chemistry</i>
Mr Toby Blundell	<i>B.A. (Hons). P.G.C.E.</i>	<i>Science</i>
Daniel Casey	<i>M.A. (Cam) Geography; M.Sc Environmental Change and International Development; PhD Geography</i>	<i>Geography</i>
Dr Mona Chaudhury	<i>M.E.N.G (Wales), Phd, P.G.C.E.</i>	<i>Science</i>
Ms Su Claire McRae	<i>M.Sc. in Pathobiology with Subsidiary Chemistry</i>	<i>Biology</i>
Mr Tim Croston	<i>M.Phys., M.A.</i>	<i>Physics</i>
Mr Christopher Douglas	<i>B.A. (Hons)</i>	<i>Biology</i>
Mr Patrick Finch-Noyes	<i>M.A. (Oxon), P.G.C.E. (Oxon)</i>	<i>Mathematics</i>
Mr Dominic Fuge	<i>B.A. (Hons), M.Sc. (Accred. BPS)</i>	<i>Psychology</i>
Mr Ian Grout	<i>B.A. (Hons) Philosophy, Politics and Economics</i>	<i>Economics</i>

Ms Anna Harries	B.A. (Hons) English Literature; M.B.A; P.G.C.E.	English Literature & IELTS
Mr Mick Hicks	B.A. (Hons), M.Litt. (Oxon)	IELTS
Mr Jake Hogg	B.A. (hons) History and International Relations; Cambridge RSA CELTA	IELTS
Ms Namrita Lally	B.A. (Hons), M.A. M.Ed.	Psychology
Dr Zoe Lundy	M.Bioch, D.Phil. (Oxon)	Biology
Dr Anna Maciag	M.Sc in Mathematics with teaching qualification for all levels; Doctor of Education (EdD); P.G.C.E; Certificate of Higher Education in Mathematics;	Mathematics
Ms Sarah Margetts	B.A. (Hons)	IELTS
Ms Jen McKenna	M.sci (Hons) Physics (Imperial)	Mathematics
Ms Dolly McLaughlin	B.Sc. (Hons), P.G.Dip., Psych. Obs. U.K.C.P. Accred. (UKAHPP)	Physics
Mr Bob Mitchell	B.Sc. (Hons), P.G.C.E.	Biology
Dr Nicholas Mulvey	B.Sc. (Hons), Ph.D, P.G.C.E., C.Eng, M.I.E.T.	Physics
Mr Minh Nguyen	B.Sc. (Hons) Economics, M.Phil (Oxon)	Economics
Dr David Nolland	DPhil; M.A. (Oxon), M.A.	Mathematics
Dr Jan Perz	B.Sc. (Hons), M.Sc., Ph.D., P.G.C.E. (Oxon).	Physics and Mathematics
Mr Richard Pugsley	B.Sc Pure and Applied Mathematics; M.Sc Fluid Mechanics; P.G.C.E.	Mathematics
Dr Mikhail Rakovshik	B.Sc. (Hons), M.Sc. (Hons), Ph.D., M.B.A.	Mathematics
Dr John Sulola	B.Sc (Hons) Biochemistry; M.Sc Biotechnology; MBA; P.G.C.E (Oxon)	Chemistry
Dr Matthew White	B.A. (Hons) Cam; D.Phil (Oxon);P.G.C.E. (Oxon)	Mathematics



JOINING OIC

If you are receiving this handbook for the first time, then welcome to Oxford International College - we look forward to working with you. I hope that many of your questions will be answered in this document which is updated annually by the Senior Leadership Team.

If you come from a background in education, you will already be aware that safeguarding and child protection are paramount and as such we're taking this opportunity to remind you that we are committed to protecting children from harm. As part of our commitment, we ask every employee to grant us permission to carry out various vetting checks. These checks are listed below together with other information:

1. **DBS:** The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions by processing and issuing DBS checks. DBS also maintains the adults' and children's Barred Lists and makes considered decisions as to whether an individual should be included on one or both of these lists and barred from engaging in regulated activity. In advance of starting work, every employee will be expected to either provide a DBS on the update system or to undergo a DBS check.
2. **List 99:** A list 99 check is a search on the Children's Barred List to confirm if an individual is or is not barred from working with Children. It is against the law for anyone who is barred from working with children to be employed in a role where children are involved. Our DBS check is an 'enhanced' check which means that the list 99 check will automatically be included. If, for whatever reason, the result of your DBS check is delayed, we can carry out a List 99 check before you start work.
3. **Self-disclosure:** Every employee and potential employee is entitled to make a self-disclosure. This allows you to tell us something about yourself that may come-up in your DBS result or in a reference. It gives you an opportunity to explain something from your point of view so that it can be fairly considered by the college interview panel or SLT.
4. **Prohibition from Teaching:** If you are a teacher, we will run one of these checks as part of the pre-employment checking process. A record of the result will be kept on the school's single central record as well as on your HR file. A Prohibition Order check ensures that you're not prohibited from teaching.
5. **QTS check:** If you have a PGCE, the college will run a QTS check.
6. **Section 128 (Management check):** These checks identify the names of individuals who are barred from taking part in the management of any independent or maintained school. The list is maintained by the National College for Teaching and Leadership (NCTL) under the terms of direction from the Secretary of State for Education.
7. **Two References:** As part of your application to work at OIC, you will have been asked to provide two referees. It is often the case that it is this part of the process that holds you up from working. If one of your referees has not replied to us, please provide a third referee.
8. **Lanyard:** When in college, you will need to wear a lanyard so that you can be identified as a member of staff. All students and staff are asked to do this.
9. **Designated Safe-Guarding Lead – Mrs Kim Terrar:** Our Designated Safe-Guarding Lead is Mrs Kim Terrar. Kim is also the Principal and Managing Director. **Matthew Storey, Head of Boarding,** is the Deputy Safe-Guarding Lead. In the event that you become concerned or worried about a student,

please report your concerns to Kim Terrar or Matthew Storey. If Kim or Matthew are not available or are off site, please report your concerns to a Member of the SLT.

10. **Your HR File:** At OIC, we hold your CV, application form, copies of your ID, proof of address and copies of your qualifications. You have probably already been asked to bring in originals for us to see. If you have not already done so, please could you bring originals with you on your first day at work. All documents are kept securely in a locked cabinet. If you have any concerns, please speak to me.
11. **Policies and procedures:** At OIC we have a Staff Handbook and a Tutor Handbook as well as a Student Handbook. Each document contains the most important policies and procedures. These policies can also be found on the college website. The policies you need to be familiar with are:
 - Keeping Children Safe in Education
 - Staff Code of Conduct Policy
 - E Safety Policy
 - Health & Safety Policy
 - Whistleblowing Policy
12. **Nature of our agreement:** At OIC all members of staff sign a contract. This includes self-employed tutors, mentors and student workers. If you have not received your agreement, please contact HR.
13. **Induction:** Your induction will be with your line manager on your first day of work. At this point your line manager will go through every point on this page to ensure that you meet all the necessary requirements in order to work with students. Please note that if you have not yet received your DBS in the post or if your referees have not responded to us, you are likely to be asked **not to have any regulated contact with the students**. This will continue until all aspects of your HR checks are complete. Exceptions are occasionally made where your line manager agrees to attend your lessons until the correct paperwork is in place.
14. **Mentor** – you are entitled to ask for a mentor. This person can help you to settle into the college, get to know the systems and support you with all those ‘how do I...?’ and ‘where is the...?’ questions you may begin with. Your mentor may also be available should you need to discuss any concerns. Your mentor will normally be your line manager, but you can request that this be changed by speaking to Marianne Thompson-Hill.
15. **Payment from Bursary** – bursar@oxcoll.com : Our Bursar is Anya Rich. Anya is supported by Peter Hall, Yasmin Alexander-Hinds and Mick Hicks. Bursary will need you to complete the following forms in order to process your payment. If you have not received these forms, please contact HR:
 - Pay Claim Form – for those on 0 hours contracts and self-employed teachers or mentors.
 - Staff bank form – for all staff.
 - HMRC Check list for the financial year that you join – for full-time, permanent employees.
16. **Essential Training:** At OIC, we also ask you to complete some essential training before you start work. The training is in child protection and Prevent (training relating to spotting radicalisation). Some tutors have already completed this training for another college. We are happy to accept your certificates from other institutions as long as they are no older than three years.
17. **Continuing Professional Development (CPD):** At OIC we are keen to encourage you to maintain and enhance your knowledge and skills. At your annual appraisal we will ask you to let us know what CPD would suit you. If you would like to discuss a training course before your next annual appraisal, please talk to your line manager. CPD will help you to keep pace with current standards and changing trends as well as assisting you in making a meaningful contribution to your team.



We hope you enjoy working with us. Please tell us if there's anything you need to know. We are a friendly team but tend to get very busy and sometimes need reminders!

With best wishes,
Marianne Thompson-Hill
Deputy Principal, HR and Pastoral Care



THE HOLIDAY SYSTEM

Holidays run from 1st January to 31st December. Employees are asked not to carry over more than five days into the next year unless they have permission from their line manager.

For teachers, holidays are taken outside of term-time and by agreement with their line-manager. Holiday entitlement for full-time teachers is 10.5 weeks + public holidays. Teachers are asked to work for the last two weeks of August when OIC runs a Head-Start Programme and a UCAS Programme for the A-level students. Within their departments, teachers are asked to rotate working for one of the Easter weeks and during the February half-term.

For other staff, holidays are taken by agreement with their line manager. At least 60% of the staff will be expected to be in college for the last two weeks of August and the first two weeks of September to assist with the preparation for the new academic year and with the two August Programmes that are mentioned above. Holiday entitlement for management and administration staff is 5.5 weeks (28 days) + public holidays.

The Boarding Staff are entitled to 9 weeks holiday per annum including the usual bank holidays in England and Wales.

All employed staff working part-time are entitled to the pro-rata equivalent in holiday. If you start or finish employment part way through the holiday year, we will pro-rata your holiday entitlement for that year.

Staff on guaranteed or 0 hours contracts will accrue holiday at the rate of 12.07% for every hour worked. This figure includes public holiday entitlement. You will receive payment of holiday hours at the end of each term, unless you ask to take the holiday instead.

For booking holiday, please liaise with your line manager with a copy to HR.

SICKNESS AND ABSENCE

In the event of sickness or injury preventing you from coming to work, please call the college as early as possible. Please follow-up with an email notifying your line manager or Department Head of your sickness absence and the reasons for it (and copying in HR and Reception).

If you are a teacher and are well enough to do so, please provide instructions for the classes that you will miss. All teacher emails must be copied to HR and to the DoS.



If a period of absence is or appears to have been caused by negligence or other action by a third party in respect of which you may be able to recover compensation, you must immediately notify your line manager and provide such further information and cooperation in relation to any legal proceedings as we may reasonably require. Any payments we make to you in respect of that period shall be repayable on demand, provided that the amount to be repaid shall not exceed any compensation you recover for loss of earnings less any costs you incur in connection with such recovery.

APPRAISALS AND REVIEWS

Reviews following the probation period - the probation period at Oxford International College usually runs for three months. Occasionally, where it is felt that more time is necessary, the probation period is extended by a further three months.

Once probation has finished, the line manager meets with the new employee to review the probationary period and take a decision on whether the employee met the requirements in order to pass probation. This is an opportunity for both sides to discuss their experience and share their thoughts. Notes are taken and any concerns should be expressed. Assuming both parties are satisfied, an 'end of probation letter' should be issued at this point. From this point onwards the notice period increases from one week to one term for teachers and one month or more for others (see your contract for exact details). Should a new employee or line manager wish to call an earlier meeting, they are strongly encouraged to do this.

Appraisals - appraisals are held once annually with line managers and heads of department. The objective of the Appraisal Meeting is to discuss your role, share ideas, bring-up any concerns or worries, review goals and objectives and set new goals and objectives. Again, where there are concerns on either side, it is recommended that an earlier meeting is scheduled.

Prior to the appraisal, we ask the appraisee to complete a self-appraisal form. We also ask colleagues for feedback in the form of the 360s feedback form. Not all colleagues are asked for feedback – your line manager will suggest who the 360s go to. For example, for teachers they will usually go to everyone in the academic management team and to your colleagues in the department you work in. For teachers, information is also drawn from student feedback and lesson observations.



CAR PARKING

Whilst the College does have a small car park (with eight spaces), unfortunately these spaces have been already been allocated to the SLT and Senior Management. Therefore, if you have not been allocated with a place already, you will need to use the park and ride facilities that are provided just outside Oxford.

For further information please visit: <https://www.oxford.gov.uk/parkandride>

OXFORD TUBE

The Oxford Tube (London / Oxford / London) passes the college and is a convenient and comfortable form of transport. For further information please visit: <https://www.oxfordtube.com/tubetimes.aspx>

OXFORD TRAIN

Oxford railway station is a mainline railway station located about 0.5 miles from the City Centre and about 2.8 miles from college. There are both buses and taxis available from the station which is on Park End Street (OX1 1HS)



MEETINGS

SENIOR LEADERSHIP TEAM (SLT)

The SLT meets weekly on a Tuesday at 11.00 am. The meetings are chaired by Mark Logan. All items for the agenda should be sent to Melanie Bloor by the end of the day on Monday.

'COBRA' (ACADEMIC TEAM)

The COBRA team meets weekly on a Tuesday at 12.00 midday. All items for the agenda should be sent to Melanie Bloor by the end of day on Monday. The meeting is chaired by Yasmin Sarwar.

WELFARE TEAM

The Welfare Team meets weekly on a Monday at 11.00 am at Wavy Gate Boarding House. These meetings are attended by the Principal, the Deputy Principal for Pastoral Care, the Student Welfare Manager, the Director of Studies, the Head of Boarding and the House Parents from each boarding house. The meetings are chaired by Jenny Bourlakis. Students are discussed at these meetings and any concerns that are raised are looked at by the team. Academic concerns are reported to teachers by the DoS. Pastoral or welfare concerns are noted and where appropriate students are invited to see the college counsellor.

COOKIE CLUB (All Staff)

All staff meetings are held on a Friday at 11.00 am. These meetings are chaired by Mona Chaudhury.

TUTOR MEETINGS

Tutor meetings are held once termly and are chaired by Toby Blundell, Deputy Principal, Teaching and Learning.

DEPARTMENT MEETINGS

Departmental meetings are held twice termly and are chaired by the Departmental Heads.

CURRICULUM MEETINGS

Curriculum meetings are held once termly and are chaired by Mona Chaudhury, Head of Curriculum and Curriculum Development.



BENEFITS AND PERKS OF WORKING FOR OIC

Pension Scheme with Scottish Widows

The pension scheme is with Scottish Widows. There is an option to opt out or to increase payments. Full details are available from Bursary. Contributions are 5% from the employee and 3% from the employer.

Perkbox

Perkbox is a platform offering a range of employee benefits such as discounted gym membership, free coffees, a reduction on cinema tickets, money off your weekly shops and more. It also provides you with access to an Employee Assistance Programme (EAP) for free over-the-phone counselling and mental health support. All OIEG employees have access to Perkbox so you can start saving money on plenty of stuff from the day you start.

Cycle to work scheme

This is a tax efficient way to purchase a bike. You sacrifice some of your gross salary as a “monthly payment” therefore reducing the amount of taxable salary, which in turn means you pay less in tax each month.

Free eye test at Specsavers

All UK staff can also receive a free eye test at Specsavers, and vouchers for discounts on the glasses they end up purchasing. Glasses that are being purchased for work-only VDU use, can be bought for free.

SAFEGUARDING AND CHILD PROTECTION POLICY

POLICY INTENDED FOR:	Staff
CATEGORY:	Safeguarding
PUBLISHED:	Server, Policy Folders at College and Students Accommodations, Staff Handbook
POLICY IMPLEMENTED BY:	Principal
POLICY MONITORED BY:	Principal and Deputy Principals
REVIEWED BY:	Principal
REVIEWED DATE:	November 2019
CONSULTATION WITH:	Senior Leadership Team (SLT)
RECORD OF CHANGES & ADDITIONS:	None
NEXT REVIEW:	August 2020

Contents

Safeguarding and Child Protection Policy.....	15
PART 1: Policy Details.....	22
Introduction.....	22
Terminology.....	23
Aims.....	24
Principles and Values.....	24
Leadership and Management.....	24
Record Keeping.....	25
Confidentiality and Information Sharing.....	25
Training.....	26
Reporting and referring concerns.....	27
Multi-agency Working.....	29
Safer Recruitment.....	30
Allegations against staff or volunteers.....	30
Whistleblowing in a Safeguarding Context.....	31
Preventing radicalisation.....	32
Prevent Referrals.....	32
Channel Awareness.....	33
Related Safeguarding Policies.....	33
Policy review.....	33
Part 2: Appendices.....	34
Appendix 1: Roles and Responsibilities within Oxford International College.....	34
Appendix 2: Dealing with disclosures.....	37
Annex 3: Abuse and Neglect.....	40
Appendix 4: Peer on peer abuse.....	47
Appendix 5: Online Safety.....	49
ANNEX 6: Safeguarding issues.....	50
Appendix 7: Staff Induction, Awareness and Training.....	54
ANNEX 8: Contacts/links.....	55



Further Information.....58

Oxford International College recognises its responsibility for safeguarding and child protection.

KEY PERSONNEL	NAME(S)	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Kim Terrar	Tel: 01865 203988 Mob: 07887 840585
Deputy DSL(s)	Matthew Storey	01865 203988
School's named 'Prevent' lead	Kim Terrar	Tel: 01865 203988 Mob: 07887 840585
Nominated Safeguarding Governor	Mark Logan	Tel: 01865 203988 Mob: 07825 418834
Chair of Governors	Chris Spanoudakis	Mob: 07802 177943 Email: Cspanoudakis@oxfordinternational.com
Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs)	Alison Beasley Donna Crozier Sandra Barratt Charlotte Allen	01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk
Locality Community Support Service (LCSS) worker		0345 2412705
	Katrina Johnson	0345 050 7666

Multi Agency Safeguarding hub (MASH)		
Out of hours Emergency Duty Team (EDT)		08450 507666
Police		101 or in emergencies 999



PART 1: Policy Details

Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- “Keeping Children Safe in Education 2019”
- “Working Together to Safeguard Children 2018”
- “Framework for the Assessment of Children in Need and their Families 2000”
- “What to do if you are worried a Child is being Abused 2015”
- Oxfordshire Safeguarding Children Board guidelines

The Governing Body and Senior Leadership Team takes seriously its responsibility under Section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

Our school works hard to ensure we have a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff and governors working in our school.

This policy has been written in line with Keeping Children Safe in Education 2019

All staff will sign to confirm they have read and understood this policy.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Terminology

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; and
- taking action to enable all children to have the best outcomes.

Child protection is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term staff applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to all pupils of our school; however, the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role for example, adoptive parents, step-parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

DSL refers to Designated Safeguarding Lead.

DDSL refers to Deputy Designated Safeguarding Lead.

OSCB refers to Oxfordshire Children Safeguarding Board.

LCSS refers to Locality Community Support Service.

MASH refers to Multi Agency Safeguarding Hub.

DO refers to the Designated Officer, also referred to as Local Authority Designated Officer (LADO)



Aims

To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children

To ensure consistent good practice across the school

To demonstrate the school's commitment with regard to safeguarding children

Principles and Values

Children have a right to feel secure and cannot learn effectively unless they do so.

All children have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account *contextual safeguarding*, (Annex 6) in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.

Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

Leadership and Management

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff.

In this school, any individual can contact the Designated Safeguarding Lead (DSL) or the Deputy (DDSL) if they have concerns about a young person.

Our Managing Director of Schools takes overall responsibility for safeguarding, ensuring the DSL is fulfilling their role.



There is a nominated safeguarding governor, *Mark Logan*, who will take leadership responsibility for safeguarding. The Chair of Governors, *Chris Spanoudakis*, will receive reports of allegations against the headteacher and act on the behalf of the governing body.

As an employer we follow safer recruitment guidance as set out in KCSIE 2019

Record Keeping

- Staff will record any welfare concerns that they have about a pupil on the and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and facts and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and our own school GDPR policy, and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with GDPR to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- Detailed guidance on Record Keeping is found in a separate document "*Guidelines for Safeguarding Record Keeping in Schools*".
- The Headteacher will be kept informed of any significant issues by the DSL, if they are not the DSL.

Confidentiality and Information Sharing

- Oxford International College recognises that all matters relating to child protection are confidential. The Principal/DSL or Deputy DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.



- All staff must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or wellbeing.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- DfE Guidance on Information Sharing (July 2018) provides further detail.
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- OSCB provides advice on the Seven Golden Rules of Information Sharing
<https://www.oscb.org.uk/wp-content/uploads/2019/07/The-Seven-Golden-Rules-for-Info-Sharing.pdf>

Training

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

Our DSL undergoes training to provide them with the knowledge and skills required to carry out their role. Our DSL and any members of our DSL team undergo their DSL training every 2 years through the OSCB to enable them to fulfil their role.

Training is provided for all staff to a generalist level every 3 years, regular updates around safeguarding are shared with staff regularly.

Separate training is provided to all new staff on appointment as part of their induction process.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

Safeguarding Children with Special Educational Needs and Disabilities

Oxford International College acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

Oxford International College will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.



Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Reporting and referring concerns

KCSIE 2019 states: "No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

In our school we recognise the importance of sharing information and reporting concerns to help ensure children are protected.

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children with those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility which will include children visiting the site as well as those who are pupils.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information either via hard copy or electronic version.
2. Report it to the DSL immediately.



3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate factual record as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - i. Dates and times of their observations
 - ii. Dates and times of any discussions in which they were involved
 - iii. Any injuries
 - iv. Explanations given by the child / adult
 - v. What action was taken
 - vi. Any actual words or phrases used by the child
 - vii. Any questions the staff member asked (remembering not to ask any leading questions)

The records must be signed and dated by the author (or equivalent on electronic based records).

5. In the absence of the DSL or their Deputy, be prepared to refer directly to Children's Social Care (and the police if appropriate), if there is the potential for immediate significant harm or to carry out a no names consultation with LCSS, if appropriate.

Following a report of concerns, the DSL must:

1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible, seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via MASH, sharing:
 - i. the known facts
 - ii. any suspicions or allegations
 - iii. whether or not there has been any contact with the child's family.

The MASH can be contacted by phone on **0345 050 7666**

4. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.
5. When a pupil needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should seek immediate advice from the MASH about informing the parents, remembering that parents should normally be informed if a child requires urgent hospital attention. However, as in all cases, if it is felt this could put the child more at risk then all action should be taken in the best interests of the child.
6. If there is not considered to be a risk of significant harm, the DSL will either actively monitor the situation, consider the Early Help process or contact the LCSS for a no names consultation.

All contact details are in ANNEX 8.

Multi-agency Working

Oxford International College recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

Schools are not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. Oxford International College recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.



Safer Recruitment

- Oxford International College is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- Oxford International College is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children, including convictions, cautions, court orders, reprimands and warnings.

Allegations against staff or volunteers

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child,
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the headteacher as soon as possible.
- If an allegation is made against the headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the Designated Officer for Oxfordshire should be contacted directly.



- There may be situations when the headteacher or Chair of Governors will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the headteacher or Chair of Governors, they will contact the LADO on 01865 810603 or lado.safeguardingchildren@oxfordshire.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

In liaison with the LADO, the school will determine how to proceed and if necessary, a referral will be made to the MASH and/or the police.

The named Designated Officer (LADO) for Oxfordshire County Council is Alison Beasley.

The Designated Officer or a member of the team, will assess the information provided and advise on next steps, in line with KCSIE 2019 part 4, and Oxfordshire County Council's Designated Officers' local procedures.

Whistleblowing in a Safeguarding Context

While the school has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within Oxford International College, the Principal, Kim Terrar, is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should, in the first place, make the headteacher aware.



If your concern is about the Principal, you should raise this with Chris Spanoudakis, our Chair of Governors by phone or by email.

If you would prefer to raise your concerns outside of the school, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations or make contact with Oxfordshire County Council.

If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the headteacher and no/ insufficient action has been taken, or the member of staff you have concerns about is the headteacher, then you are able to contact the Designated Officers team (LADO) on 01865 810603 or [email lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)

If you believe that a child is being abused by individuals outside the school, you can make a referral to Children's Social Care by calling the MASH on: 0345 050 7666 (office hours) or 08450 507666 (outside of office hours).

Further guidance for staff can be accessed through:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> and through the NSPCC website <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

Preventing radicalisation

All of our staff will undergo online Prevent Awareness training to support them in identifying radicalisation and in understanding what steps they need to take to protect the children and families in our school.

This offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised, supporting terrorism or becoming terrorists themselves.

<http://www.elearning.prevent.homeoffice.gov.uk>

Prevent Referrals

This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust,



informed and with good intention, and that the response to that concern is considered, and proportionate.

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness

This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

link to OSCB guidance on PREVENT <https://www.oscb.org.uk/safeguarding-themes/prevent/>

Related Safeguarding Policies

This policy should be read in conjunction with the policies as listed below:

- Behaviour Management
- Online Safety and Social Media
- Anti-Bullying
- Data Protection
- Health and Safety
- Attendance
- Risk Assessments (e.g. school trips, use of technology)
- First Aid and Accidents
- Staff Behaviour Policy (including Acceptable Use of Technology)
- Safer Recruitment
- Whistleblowing

Policy review

As a school, we review this policy at least annually in line with DfE, OSCB and OCC requirements and other relevant statutory guidance.

Date approved by governing body:

Date reviewed by governing body:

Part 2: Appendices

Appendix 1: Roles and Responsibilities within Oxford International College

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to Social Care, and the police if appropriate, if there is a risk of significant harm and the DSL or DDSL is not available.
- Follow the allegations procedures, as set out in this policy and KCSIE 2019, if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Oxfordshire Safeguarding Children Board (OSCB) and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to ‘keep a secret’.
- Notify the DSL or DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of Early Help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and DDSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Senior Management Team responsibilities

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2019 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.

- Ensure staff are alert to the various factors that can increase the need for early help as written in KCSIE 2019.
- Working with Children's Social Care, supporting their assessment and planning processes including the school's attendance at conference and core group meetings and the contribution of written reports for these meetings.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff, regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the OSCB procedures.

Governing body responsibilities

- Ensure the school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a written response to children who go missing from education.
- Ensure OSCB is informed in line with local requirements about the discharge of duties via the annual safeguarding report that is returned to the Education Safeguarding Advisory Team.
- Ensure recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Ensure allegations against staff are dealt with by the headteacher and that allegations against the headteacher are dealt with by the Chair of Governors.
- Ensure a member of the Senior Leadership Team is appointed as Designated Safeguarding Lead and has this recorded in their job description.
- Ensure staff have been trained appropriately and this is updated in line with guidance.
- Ensure any safeguarding deficiencies or weaknesses are remedied without delay.
- Ensure a nominated governor for safeguarding is identified.



DSL responsibilities (*to be read in conjunction with DSL role description in KCSiE*)

In addition to the role of all staff and the senior management team, the DSL will:

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling its safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the DDSL are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the headteacher.
- Ensure whole school training occurs regularly, with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside the agreed training schedule receive induction prior to commencement of their duties.
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school.
- Ensure that, where a pupil transfers school and is subject to a child protection plan or is a looked after child, their information is passed to the new school immediately and that the child's social worker is informed. Consideration should be given to convening a transition meeting prior to moving, if the case is complex or on-going.
- Be aware of the training opportunities and information provided by OSCB to ensure staff are aware of the latest local guidance on safeguarding.

- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSiE 2019.

Appendix 2: Dealing with disclosures

All staff should ensure:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals, to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles: the seven R's:

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'

- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the pupil only as far as is necessary for you to establish whether you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticize the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the DSL as soon as possible by phone or by emails
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services department directly

Record

- If possible, make some very brief notes at the time, and record them as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'



Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review processes (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

Annex 3: Abuse and Neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff 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 (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding

issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definitions and Indicators of abuse and neglect

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 adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, 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.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette

- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

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

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

You should be concerned if the child or young person:

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

Link to OSCB guidance on physical abuse <https://www.oscb.org.uk/safeguarding-themes/physical-abuse/>

Emotional abuse: 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 in 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.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies

- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Link to OSCB guidance on emotional abuse <https://www.oscb.org.uk/safeguarding-themes/emotional-abuse/>

Link to OSCB guidance on Domestic Abuse <https://www.oscb.org.uk/safeguarding-themes/domestic-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 non-contact activities, such as involving children in looking at, or in the production of, 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 see ANNEX 4.

Characteristics of child sexual abuse:

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

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity. Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed

Link to OSCB guidance on sexual abuse <https://www.oscb.org.uk/safeguarding-themes/sexual-abuse/>

Neglect: 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 occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

NSPCC research has highlighted the following examples of the neglect of children under 12:

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

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

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Link to the OSCBB guidance on Neglect : <http://www.oscb.org.uk/safeguarding-themes/neglect/>

The OSCB have also created a neglect toolkit: <https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-care-and-development-checklist-neglect-toolkit-2019-update.docx>

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment

carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The OSCB neglect toolkit provides a more detailed list of indicators of neglect and is available to all staff

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food

[Appendix 4: Peer on peer abuse](#)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;



- upskirting, which typically 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;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.
- **All** staff should be clear as to the school's or college's policy and procedures with
- regards to peer on peer abuse.

Sexual violence and sexual harassment between children

Our school follows the DFE policy on sexual violence and sexual harassment between children in schools and colleges. <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool?gclid=EAlalQobChMikLdmLGy5AIVDLTtCh10vwo5EAAYASAAEgImM_D_BwE



Appendix 5: Online Safety

- It is recognised by Oxford International College that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- The DSL has overall responsibility for online safeguarding within the school.
- Oxford International College identifies that the issues can be broadly categorised into three areas of risk:
 - **content:** being exposed to illegal, inappropriate or harmful material
 - **contact:** being subjected to harmful online interaction with other users
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2019.
- Oxford International College recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 appropriate policies in place that are shared and understood by all members of the school community. Further information about specific approaches relating to this can be found in the schools
- Oxford International College will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.
- Oxford International College acknowledges that whilst filtering and monitoring is an important part of a school's online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

Oxford International College will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

ANNEX 6: Safeguarding issues

All staff should have an awareness of safeguarding issues which can put children at risk of harm.

Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can put children in danger.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its Criminal exploitation of children and vulnerable adults: county lines guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Upskirting

'Upskirting' typically 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.

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or 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. 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 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.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Link to OSCB guidance on contextual safeguarding <https://www.oscb.org.uk/safeguarding-themes/contextual-safeguarding/>



Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may involve sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. 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 noncontact 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 organised abuse; and
- 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.

Link to OSCB guidance on CSE <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/> and the CSE screening tool <https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-Exploitation-Screening-Tool.pdf>

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 to 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 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; and
- 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.



Link to OSCB guidance on child criminal exploitation <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/>

Further information around safeguarding issues can be found in KCSIE 2019 ANNEX A and on the OSCB website.

Appendix 7: Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of Part One of “*Keeping Children Safe in Education*” (2019) which covers safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school's internal safeguarding processes.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.
- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body (Chris Spanoudakis), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

ANNEX 8: Contacts/links

MASH	0345 050 7666	http://www.oscb.org.uk/concerned-about-a-child/
OUT OF OURS EMERGENCY DUTY TEAM	0800 833 408	
LCSS NORTH	0345 2412703	LCSS.North@oxfordshire.gov.uk
LCSS CENTRAL	0345 2412705	LCSS.Central@oxfordshire.gov.uk
LCSS SOUTH	0345 2412608	LCSS.South@oxfordshire.gov.uk
DESIGNATED OFFICER (LADO)	01865 810603	Lado.safeguardingchildren@oxfordshire.gov.uk
KINGFISHER TEAM (CSE)	01865 309196	
POLICE: EMERGENCY	999	
NON-EMERGENCY	101	
OSCB		oscb.oxfordshire.gov.uk

Information sharing advice: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

What to do if you are worried a child is being abused: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

NSPCC: <https://www.nspcc.org.uk/>

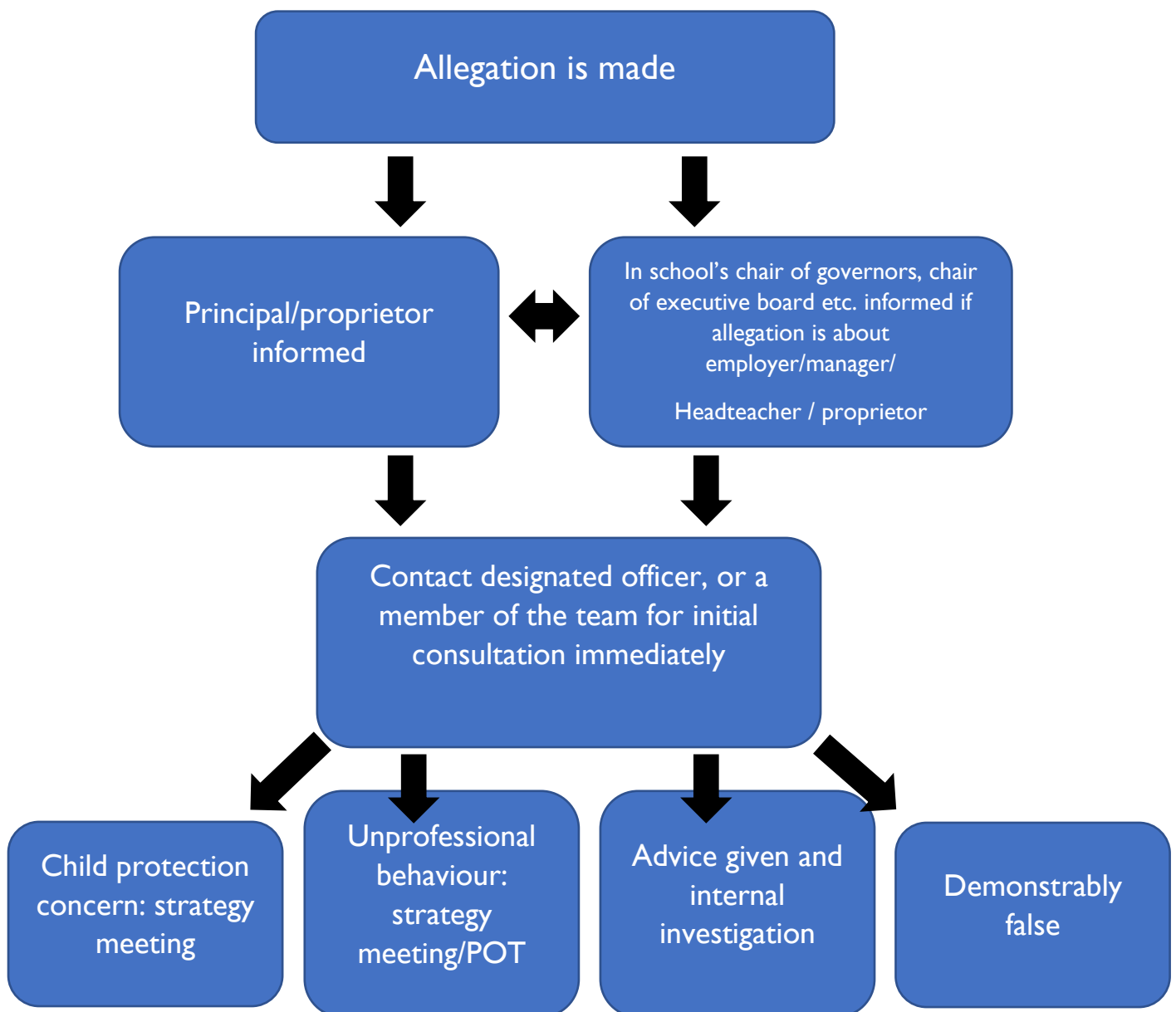
Whistleblowing guidance: <https://www.gov.uk/whistleblowing>

MASH leaflet for parents:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/socialandhealthcare/childrenfamilies/MashLeafletForParents.pdf>

Allegation flowchart

If you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:



Please note POT: Position of Trust Meeting

Staff have concerns about a child or young person

referral not required, setting takes relevant action, possibly including early help and monitors in house

referral made if concerns escalate

DSL or (staff member) make referral to social care/police

Social care makes a decision on how to progress the referral and the type of response required

Child in need of immediate protection (referrer informed)

Section 47 enquiry (referrer informed)

Section 17 enquiry (referrer informed)

No further action required (referrer informed)

Appropriate emergency action taken by police or social care

Identify child at risk of significant harm, will proceed to initial child protection plan (ICPC)

Identify child in need, offer appropriate support to child and family

Consider early help assesment, working with other universal seviles (consider CAF)

At all stages, staff should keep the child's best interest at the forefront of any decisions. The child's circumstances should be kept under review, and re-referrals should be made where appropriate.



Please note the referrer should always receive feedback after a referral is made, or be involved in any ongoing meetings if the case progresses

Further Information

For further information about safeguarding and child protection at OIC please speak with Kim Terrar.

kim@oxcoll.com

Principal

Oxford International College

1 London Place

OX4 1BD



STAFF CODE OF CONDUCT

Policy intended for:	Staff
Category:	Staff Policy
Published:	Server, Policy folders at College, Student Accommodation and Staff Handbook
Policy implemented by:	Principal
Policy monitored by:	Principal and Deputy Principals
Reviewed by/when:	Principal, January 2020. Next review August 2020
Consultation with:	Senior Leadership Team (SLT)
Record of changes and additions:	Dec 18: designated person to Designated Safeguarding Lead. Updated Transport with Parent/Guardian permission to be obtained. Jan 20: Changed date for KCSIE and removed restraint



Staff Code of Conduct Policy

This document should be read in conjunction with *Keeping Children Safe in Education September 2019* and *Working Together to Safeguard Children July 2018*.

The Code of Conduct applies to the college's staff, tutors, contractors, temporary staff, volunteers and mentors. Within this document 'staff' refers to all the above.

All staff have a responsibility to behave in an appropriate and professional manner with regard to matters of safeguarding. Staffs' conduct and behaviour should not give rise to any misinterpretation of motivation and intentions by a student, parent or observer.

Professional boundaries are required to be kept at all times, staff must not abuse or breach their position of trust.

Confidentiality

Staff should:

- Treat any information they receive in a discreet and confidential manner and share it with others purely on a need-to-know basis.
- Be aware that discussions about students' attainment and behaviour are confidential and should never be discussed in public places, other social gatherings or social network sites.
- Ensure they do not promise confidentiality to a student in matters of child protection and report any such information to the Designated Safeguarding Lead Officer
- Keep accurate records of important information in the appropriate place in the college (Student's individual folder/iSAMS)
- Ensure all out of date confidential papers are shredded.

Data Protection

Staff should:

- Not disclose any information about students or staff colleagues to members of the public.
- Not communicate with the media. Only approved staff should communicate to the media about the college.
- Keep all college data secure.

Dress

Staff should:



- Dress appropriately and professionally.
- Ensure their clothing is not offensive or revealing.
- Be aware that they are setting an example to the students by their dress code.

Educational and Residential Visits

When on an educational or residential visit, the atmosphere may be less formal than in college. Staff must however ensure their behaviour remains professional and appropriate at all times to prevent any misinterpretation of actions.

Staff should:

- Ensure comprehensive risk assessments are carried out and adhered to at all times.
- A field trip form is completed and signed by a member of the SLT.
- Ensure the correct ratio of staff is used on the visit.
- Ensure signed parental consent is given for college trips.
- A First Aid Kit is taken on a visit.
- Oxford International College's staff are trained appropriately and according to regulations for First Aid. The college has a number of trained and appointed First Aid Coordinators (please see posters around college for named First Aiders).

Gifts

Staff should ensure that any gifts given or received cannot be misinterpreted as a bribe or that a 'favour' is expected in return.

Medication

Staff must not be under the influence of alcohol or any other substance which may affect their ability to care/teach for students. If staff are taking medication which may affect their ability to care/teach students, those staff should seek medical advice. Providers must ensure that those staff only work directly with students if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after students properly. Staff medication on the premises must be securely stored, and out of reach of students.

One-to-one Situations

Particular care should be taken by staff when in a one-to-one situation with a student.

Staff should:



- Ask another member of staff to be present if they feel the meeting may be controversial.
- Conduct any tutorials/meetings with students in one to one situation in a room with visual access and/or an open door. Students must be able to leave at all times.
- Avoid meeting in an area of the college which is removed from other public areas.
- Be aware of the risk of allegations being made.
- There should be no social contact outside of work with students.
- Tutors are not to visit students in their homes, host family accommodation or at college student accommodation without the permission of the Principal, Chief Education Officer or SLT.

Smoking

If a staff member wishes to smoke, they must do so in the designated smoking area outside.

Transport

Staff should not transport a student by car, unless school insurance has already been arranged and approved by the Principal or member of SLT. Parent/Guardian permission to be obtained.

Physical Contact

Physical contact may be misinterpreted by a student, parent or observer. There are situations when physical contact with a student is appropriate and acceptable. However, touching students, including well-intentioned gestures such as putting a hand on a shoulder can, if repeated regularly, lead to serious questions being raised. As a general principle, staff must not make gratuitous physical contact with a student and should only have physical contact in a way that is appropriate to their professional role.

It may be appropriate to use physical contact to comfort a student who is distressed. Contact must not be intrusive, prolonged or overwhelming.

Corporal punishment and threat of corporal punishment are forbidden at Oxford International College. Shouting and sarcasm should not be used.

Staff should:

- Be aware that their actions could be misinterpreted.
- Not take part in activities such as tickling, fun fighting etc.
- Make notes of any situation which may give cause to concern.
- Report any concerns if they feel that a member of staff is behaving/or has behaved inappropriately
- The use of shouting, humiliation and sarcasm is to be avoided.
- Staff should model good behaviour – this includes with respect to language, drugs and alcohol.



Language

Language used with and around students should be respectful, suitable for the situation and age appropriate.

Parents

Parents should be treated with respect and courtesy at all times; they should feel listened to. If a conversation is becoming antagonistic, over sexual, or inappropriate in any way please conclude and report to Principal or a member of the SLT who will investigate.

Sanctions

Members of the SLT, HOD's and House Parents are those with authority to give sanctions. They should ensure they are fair and consistent in their procedures concerning sanctions.

Reputation

Staff should ensure that nothing they say or do brings the college's name into disrepute.

Safeguarding and Child Protection

All staff need to be aware of and fulfil of their safeguarding responsibility. This includes the reporting of FGM and concerns about child sexual exploitation, forced marriage and honour-based activities.

Use of mobile phones, cameras, technology

Staff should:

- Not use their mobile phones when they are working with students.
- They must be switched off or put on silent. Phones should be left out of sight, such as within their bag.
- Only use college cameras, iPads, tablets, recording equipment to take images of students.
- Never take photos or videos of students on their personal phones or cameras.
- Never engage in any communication with students using technology, including texting, personal emails, social media etc.
- Not give out personal phone numbers or personal email addresses unless by prior agreement with the Principal or another member of the SLT.
- College email addresses can be set up, for circumstances where email communication is needed.
- Communication with students with social media is not permitted.

Use of photographs and videos in other circumstances



When parents visit the college and wish to take pictures of the premises they must be reminded that these are for personal use only.

- Ensure that parents have given consent for images to be used in advertising, publications or displayed in a public place.
- Ensure that images are checked for suitability when used in advertising, publications or displayed in a public place.
- Ensure that students are not named when images are used in advertising, publications or in a public place.

Staff Student and Student Relationships

Relationships involving students under the age of 18 and vulnerable adults could fall within the scope of the Sexual Offences Act 2003 relating to persons in positions of trust having sexual relations with children under 18 or vulnerable adults. Members of staff must not enter a close personal relationship or intimate relationship with any student at the college. If such a relationship develops this must be disclosed by the member of staff to the Principal and Designated Safeguarding Lead.

All staff need to recognise that it is not uncommon for students to be attracted to a member of staff and develop a 'crush' or 'infatuation'. You must make every effort to ensure that your own behaviour can not be brought into question and be aware that such 'crushes' and 'infatuations' may carry the risk that your words or actions may be misinterpreted. If you become aware that a student has become infatuated or is becoming infatuated this should be reported to the Principal and Chief Education Officer. The Principal and Chief Education Officer will give careful thought and ensure a plan to manage the situation is put in place. Appropriate early intervention should be taken to prevent escalation and avoid hurt embarrassment or distress for those concerned. The college counsellor is available to help and support both students and staff.

Whistleblowing

Whistleblowing is the reporting, by those working for or on behalf of Oxford International College (OIC) of suspected wrongdoing on the part of employees, host family providers, management and leadership. Such wrong doings might include fraud, malpractice, breach of health and safety law, child protection concerns or some other illegal act or concern.

OIC is committed to achieving the highest possible standards of honesty, openness and accountability and relies on its employees to help maintain these standards. In pursuit of these aims OIC encourages all individuals to raise concerns which they may have about the conduct or practices of others.

There is a separate policy that sets out

- Current Legislation
- How to raise a concern
- How raise concerns are dealt with (with timelines)
- Information on malicious complaints



- How to contact external agencies if you would prefer not to go through the college procedures. This policy is available from the policies file in the tutor room or from the HR manager.

E-SAFETY POLICY

Policy intended for:	Staff
Category:	IT Policy
Published:	Server, Policy folders at College and Student Accommodation, Staff handbook
Policy Implemented by:	Principal, Operations Manager, IT & MIS Coordinator
Policy Monitored by:	Principal and Operations Manager
Reviewed by:	Principal
Reviewed date:	January 2020
Consultation with:	Senior Leadership Team (SLT)
Record of changes & additions:	22 Dec 17 changed he/she to them 20 Feb, included Operations Manager and IT & MIS Co-ordinator to persons implementing policy. Operations Manager now the e-Safety Co-ordinator Jan 20: None
Next Review	August 2020



Introduction

This e-Safety policy recognises our commitment to e-safety and acknowledges its part in the College's overall Safeguarding policies and procedures. It shows our commitment to meeting the requirements to keep students safe.

We believe our whole College community can benefit from the opportunities provided by the Internet and other technologies used in everyday life. The e-Safety policy supports this by identifying the risks and the steps we are taking to avoid them. It shows our commitment to developing a set of safe and responsible behaviours that will enable us to reduce the risks whilst continuing to benefit from the opportunities.

As part of our commitment to e-Safety we also recognise our obligation to implement a range of security measures to protect the College network and facilities from attack, compromise and inappropriate use and to protect College data and other information assets. We have adopted the good practice requirements for all staff which are included in the **Staff / Tutor Handbook**.

For the purposes of clarity and consistency throughout this document the person in Oxford International College who is taking a lead on e-Safety is called the **e-Safety Coordinator**.

The person at Oxford International College taking on the role of e-Safety Coordinator is **The Operations Manager**.

This policy applies to the use of all electronic devices used to access the internet, including desktop computers, laptops, tablets and smartphones.

Responsibilities of the College Community

We believe that e-Safety is the responsibility of the whole College community and that everyone has their part to play in ensuring all members of the College community are able to benefit from the opportunities that technology provides for learning and teaching. The following responsibilities demonstrate how each member of the College community can contribute.

The SLT accepts the following responsibilities:

- To identify a person (the e-Safety coordinator) to take responsibility for e-Safety and support them in their work.
- Ensure adequate technical support is in place to maintain a secure IT system
- Ensure policies and procedures are in place to ensure the integrity of the College's information and data assets
- Develop and promote an e-Safety culture within the College community



- Ensure that all staff and students agree to abide by the **Internet, Email and Telephone Policy** and that new staff have e-Safety included as part of their College induction procedures
- Make appropriate resources, training and support available to all members of the College community to ensure they are able to carry out their roles effectively with regard to e-Safety
- Receive and regularly review e-Safety incident logs; ensure that the correct procedures are followed should an e-Safety incident occur in College and review incidents to see if further action is required
- To take ultimate responsibility for the e-Safety of the College community

The responsibilities of the e-Safety Coordinator are:

- To promote an awareness and commitment to e-Safety throughout the College
- To be the first point of contact in College on all e-Safety matters
- To lead College e-Safety meetings which are part of the regular IT meetings
- To create and maintain e-Safety policies and procedures
- To develop an understanding of current e-Safety issues, guidance and appropriate legislation
- To ensure delivery of an appropriate level of training in e-Safety issues
- To ensure that e-Safety education is embedded across the curriculum
- To ensure that any person who is not a member of College staff, who makes use of the College IT equipment in any context, is made aware of the **Internet, Email and Telephone Policy**.
- To liaise with the Local Authority, Oxford Safeguarding Children's Board and other relevant agencies as appropriate
- To monitor and report on e-Safety issues to the Senior Leadership Team
- To ensure that staff and students know the procedure to follow should they encounter any material or communication that makes them feel uncomfortable or that contravenes this ePolicy
- To ensure an e-Safety incident log is kept and up to date
- To ensure that the **Internet Email and Telephone Policy** and **e-Safety Policy** are displayed in appropriate areas around the site
- The responsibilities of all staff are:
 - To read, understand and help promote the College's **Internet Email and Telephone Policy**
 - To take responsibility for ensuring the safety of sensitive College data and information
 - To develop and maintain an awareness of current e-Safety issues and legislation and guidance relevant to their work
 - To maintain a professional level of conduct in their personal use of technology at all times
 - To embed e-Safety messages in learning activities where appropriate
 - To supervise students carefully when engaged in learning activities involving technology
 - To ensure that students are told what to do should they encounter any material or receive a communication which makes them feel uncomfortable
 - To report all e-Safety incidents which occur in the appropriate log and/or to their line manager
 - To respect the feelings, rights, values, beliefs and intellectual property of others in their use of technology in College and at home

The responsibilities of all students are:



- To take responsibility for their own use of technology at all times
- To ensure they respect the feelings, rights, values, beliefs and intellectual property of others in their use of technology in College and outside of College
- To understand what action should be taken if they feel worried, uncomfortable, vulnerable or at risk whilst using technology, or if they know of someone to whom this is happening
- To report all e-Safety incidents to appropriate members of staff
- To discuss e-Safety issues with family and friends in an open and honest way

Learning and Teaching

Oxford International College believes that the key to developing safe and responsible behaviours online for everyone within our College community lies in effective education. We know that the Internet and other technologies are embedded in our students' lives, not just in College but outside as well, and we believe we have a duty to help prepare our students to benefit safely from the opportunities that these present.

We believe that learning about e-Safety should be embedded across the curriculum and also taught in specific sessions such as evening seminars.

We will discuss, remind or raise relevant e-Safety messages with students routinely wherever suitable opportunities arise.

Managing and Safeguarding IT Systems

The College will ensure that access to the College IT system is as safe and secure as reasonably possible.

Servers and other key hardware or infrastructure are located securely with only appropriate staff permitted access. Servers, workstations and other hardware and software are kept updated as appropriate. A firewall is maintained and virus and malware protection is installed on all appropriate hardware and is kept active and up-to-date. Staff have virus protection installed on all laptops used for College activity.

Any administrator or master passwords for College IT systems are kept secure.

Any future wireless network is protected by a secure log on which prevents unauthorised access. New users can only be given access by nominated individuals.

We do not allow anyone except technical staff and staff with administrator rights to download and install software onto the network.

Filtering Internet access



Web filtering of internet content is provided by through our Firewall. This ensures that all reasonable precautions are taken to prevent access to inappropriate material. However it is not possible to guarantee that access to unsuitable material will never occur. Teachers are encouraged to check out websites they wish to use. All users are informed about the action they should take if inappropriate material is accessed or discovered on a computer.

Access

The College decides which users should and should not have Internet access, the appropriate level of access and the level of supervision they should receive. There are security systems in place for managing network accounts and passwords, including safeguarding administrator passwords.

Staff are given appropriate guidance on managing access to laptops which are used both at home and College.

Access to personal, private or sensitive information and data is restricted to authorised users only, with proper procedures being followed for authorising and protecting login and password information. Remote access to College systems is covered by specific agreements and must never be allowed to be used by an unauthorised third-party user.

Using the Internet

We provide the internet to:

- Support curriculum development in all subjects
- Support the professional work of staff as an essential professional tool
- Enhance the College's management information and business administration systems
- Enable electronic communication and the exchange of curriculum and administration data with the examination boards and others

Users are made aware that they must take responsibility for their own use of and their behaviour whilst using the College IT systems or a College provided device and that such activity can be monitored and checked.

All users of the College IT or electronic equipment will abide by the relevant **Internet, Email and Telephone Policy** at all times, whether working in a supervised activity or working independently.

Students and staff are made fully aware of the actions that will be taken if inappropriate material is discovered and the consequences that these findings may involve.

Using Email



Email is regarded as an essential means of communication and the College provides all members of the College community with an e-mail account upon request. Communication by email between staff and students/parents will only be made using the College email account and should be professional and related to College matters only. Email messages on College business should be regarded as having been sent on headed notepaper and reflect a suitable tone and content and should ensure that the good name of the College is maintained. There are systems in place for storing relevant electronic communications which take place between College and parents.

Use of the College Email system is monitored and checked.

Responsible use of personal web mail accounts by staff is permitted.

Publishing content online on the College website:

The College maintains editorial responsibility for any College initiated web site or learning platform content to ensure that content is accurate and the quality of presentation is maintained. The College maintains the integrity of the College web site by ensuring that responsibility for uploading material is always moderated and that passwords are protected.

Identities of students are protected at all times. The College obtains permission from parents for the use of students' photographs. Group photographs do not have a name list attached.



Creating online content as part of the curriculum:

As part of the curriculum we encourage students to create online content. Students are taught safe and responsible behaviour in their creation and publishing of online content. They are taught to publish for a wide range of audiences which might include governors, parents/guardians or younger children.

We take all steps to ensure that any material published online is the author's own work, gives credit to any other work included and does not break copyright rules.

Online material published outside the College:

Staff and students are encouraged to adopt similar safe and responsible behaviours in their personal social networking sites and other online publishing outside College as they are in College.

Material published by students, tutors and staff in a social context which is considered to bring the College into disrepute or considered harmful to, or harassment of another student or member of the College community will be considered a breach of College discipline and treated accordingly.

Using images, video and sound

We recognise that many aspects of the curriculum can be enhanced by the use of multi-media and that there are now a wide and growing range of devices on which this can be accomplished.

Students are taught safe and responsible behaviour when creating, using and storing digital images, video and sound.

Digital images, video and sound recordings are only taken with the permission of participants; images and video are of appropriate activities and are only taken of students wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

College performances, debates, shows, etc may be recorded. However, students will be consulted before the recording etc takes place. No student's role or part in any performance or event would be jeopardised because they do not want to be photographed or recorded.

Using other technologies

As a College we will keep abreast of new technologies and consider both the benefits for learning and teaching and also the risks from an e-Safety point of view.

We will review the e-Safety policy when necessary or due to the introduction of any new technology that may not be covered by this policy.

Staff or students using a new technology not specifically mentioned in this policy will be expected to behave with similar standards of behavior to those outlined within this document.





Protecting College data and information

OXFORD INTERNATIONAL COLLEGE recognises its obligation to safeguard staff and student's personal data including that which is stored and transmitted electronically. We regularly review our practices and procedures to ensure that they meet this basic obligation.

The College is a registered Data Controller under the Data Protection Act 1998 and we comply at all times with the requirements of that registration.

Suitable procedures, and where necessary training, are in place to ensure the security of such data including the following:

- All devices holding sensitive information are password protected and staff are aware that all computers must be locked when they are left unattended
- Staff are provided with appropriate levels of access to the College's management information system (ENGAGE) holding student data. Passwords are not shared and administrator passwords are kept by each member of staff individually
- Staff are aware of their obligation to keep sensitive data secure when working on computers outside College
- When we dispose of old computers and other equipment we take due regard for destroying information which may be held on them
- We have full back up and recovery procedures in place for College data
- Sensitive staff or student data is only accessible to people who have a right to see the information, and they are reminded on receiving the information of their duty to keep it safe and secure and that it is not to be seen or discussed with any third party.

Dealing with e-Safety incidents

All e-Safety incidents should be recorded in the College e-Safety Log which should be regularly reviewed.

Any incidents where students do not follow the **Internet Email and Telephone Policy** will be dealt with following the College's normal behaviour or disciplinary procedures.

In situations where a member of staff is made aware of a serious e-Safety incident, concerning students or staff, they will inform the e-Safety coordinator or if necessary the college Safeguarding Officer (Kim Terrar), who will then respond in the most appropriate manner.

Instances of **cyberbullying** will be taken very seriously by the College and dealt with using the Colleges anti-bullying procedures. The College recognises that staff as well as students may be victims and will take appropriate action in either situation.

Cyberbullying will not be tolerated.



Incidents which create a risk to the security of the College network, or create an information security risk, will be referred to the College's e-Safety Coordinator and technical support and appropriate advice sought and action taken to minimize the risk and prevent further instances occurring, including reviewing any policies, procedures or guidance. If the action breaches College policy then appropriate sanctions will be applied. The College will decide if parents need to be informed if there is a risk that student data has been lost.

College reserve the right to monitor equipment of their premises and to search any technology equipment, including personal equipment with permission, when a breach of this policy is suspected.

Dealing with a Child Protection issue arising from the use of technology:

If an incident occurs which raises concerns about Child Protection or the discovery of indecent images on the computer, then the procedures outlined in the Safeguarding Procedures will be followed.

Dealing with complaints and breaches of conduct by students:

- Any complaints or breaches of **Internet, Email and Telephone Policy** will be dealt with promptly under the College discipline system
- Responsibility for handling serious incidents will be given to a senior member of staff
- An initial fact finding investigation must be carried out
- Parents and the student will work in partnership with staff to resolve any issues arising
- There may be occasions when the police must be contacted. Early contact will be made to establish the legal position and discuss strategies. External agencies will be contacted as appropriate

The following activities constitute behavior which we would always consider unacceptable (and possible illegal):

- accessing inappropriate or illegal content deliberately
- deliberately accessing downloading and disseminating any material deemed offensive, obscene, defamatory, racist, homophobic or violent
- continuing to send or post material regarded as harassment, or of a bullying nature after being warned, any form of cyberbullying will not be tolerated
- using digital communications to communicate with students in an inappropriate manner (for instance, using personal email accounts, personal mobile phones, or inappropriate communication via social networking sites)

The following activities are likely to result in disciplinary action:

- any online activity by a member of the College community which is likely to adversely impact on the reputation of the College
- accessing inappropriate or illegal content accidentally and failing to report this
- inappropriate use of personal technologies (e.g. mobile phones) at College or in lessons



- sharing files which are not legitimately obtained e.g. music files from a file sharing site
- using College or personal equipment to send a message, or create content, that is offensive or bullying in nature or could bring the College into disrepute
- attempting to circumvent filtering, monitoring or other security systems
- circulation of commercial, advertising or 'chain' emails or messages
- revealing the personal information (including digital images, videos and text) of others by electronic means (e.g. sending of messages, creating online content) without permission
- using online content in such a way as to infringe copyright or which fails to acknowledge ownership (including plagiarising of online content)
- transferring sensitive data insecurely or infringing the conditions of the Data protection Act, revised 1988
- accessing social networking sites, chat sites, instant messaging accounts, email or using a mobile phone for personal use during lesson time
- accessing non-educational websites (e.g. gaming or shopping websites) during lesson time
- sharing a username and password with others or allowing another persona to log in using your account
- accessing College IT systems with someone else's username and password
- deliberately opening, altering, deleting or otherwise accessing files or data belonging to someone else



Appendix

Extract from:

Guidance for the Safer Working Practice for Adults who work with Children and Young People.

Section 12 Communication with Children and Young People (*including the Use of Technology*)

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to children and young people including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/guardians. E-mail or text communications between an adult and a child young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet-based web sites.

Communication systems should only be used in accordance with the Colleges policies.

This means that the College should have a communication policy which specifies acceptable and permissible modes of communication underlining to staff that they should:

- never give their personal contact details to a children or young people, including their mobile telephone number and details of any blogs or personal websites
- only use communication equipment e.g. mobile phones, provided by the college for work purposes and never to communicate with students or young persons
- only make contact with children for professional reasons and in accordance with any college policy as part of your work commitment
- be aware of the inappropriate forms of contact with a student at all times
- not use internet or web-based communication channels to send personal messages to a child or young person e.g. Facebook

Photography and Videos

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well being of children and young people. Informed written consent from parents/guardians and



agreement, where possible, from the child or young person, should always be sought before an image is taken for any purpose.

Careful consideration should be given as to how activities involving the taking of images are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken especially if it is to be used for any publicity purposes or published in the media, or on the Internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings.

It is not appropriate for adults to take photographs of children for their personal use.

This means that staff should:

- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- be able to justify any images of children
- avoid making images in one to one situations or which show a single child with no surrounding context
- ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- only use equipment provided or authorised by the college
- report any concerns about any inappropriate or intrusive photographs found
- always ensure they have parental permission to take and/or display photographs of a student/child
- This means that adults should not:
 - display or distribute images of children unless they have consent to do so from parents/guardians
 - use images which may cause distress
 - use mobile telephones (College or personal) to take images of children
 - never take images 'in secret' or taking images in situations that may be construed as being secretive.

Access to Inappropriate Images and Internet Usage

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links **to** such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.



Adults should not use equipment belonging to the college to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Adults should ensure that children and young people are not exposed to any inappropriate images or web links. Oxford International College needs to ensure that internet equipment used by children have the appropriate controls with regards to access. e.g. personal passwords should be kept confidential.

Where indecent images of children or other unsuitable material are found, the **Designated Safeguarding Lead Officer** must be informed immediately. He/she will then inform the **Police and Local Authority Designated Officer (LADO)**. At **no** time should anyone attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

This means that the College should:

- have a clearly defined Internet Code of Conduct Policy
- have clear e-safety policies in place about access to and use of the internet
- make guidance available to both staff, children and young people about appropriate usage.
- This means that staff should:
 - adhere to the Internet, Email and Telephone Policy
 - follow the guidance on the **Use of IT** equipment
 - ensure that children are not exposed to unsuitable material on the internet
 - ensure that any films or material shown to children and young people are age appropriate.

Further information

If you have any questions about e-Safety at Oxford International College, please contact:

Claire.wellstood@oxcoll.com

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HEALTH AND SAFETY POLICY

Policy intended for:	Staff
Category:	Health and Safety
Published:	Server, Policy folders at College and Student Accommodation, Staff handbook
Policy Implemented by:	Principal
Policy Monitored by:	Principal and Deputy Principals
Reviewed by:	Principal
Reviewed date:	January 2020
Consultation with:	Senior Leadership Team (SLT)
Record of changes & additions:	Jan 218: Removed Academic Director Jan 20: None
Next Review	August 2020



Introduction

It is the policy of Oxford International College that its operations shall be conducted in such a manner as to ensure, as far as reasonably practicable, the health, safety and welfare of all College employees and any other persons who may be affected by its activities, including students, tutors, contractors, visitors and members of the public.

It is recognised and accepted that there is a direct relationship between a safe working environment and an efficient and well-run College. The College requires, therefore, that a high standard of safety be achieved and maintained across the College site and throughout all its activities.

Whilst a statutory duty exists to comply with the Health and Safety at Work Act 1974, and all subsequent and relevant legislation and regulations pertaining thereto, this shall be regarded as the minimum standard expected.

In order to meet these objectives, the College will provide:

- A safe working environment;
- Safe working practices;
- Suitable and sufficient information and training;
- Effective emergency procedures.

Responsibilities

1. Overall and final responsibility for health and safety lies with the Proprietor
2. Overall operational management of Health & Safety will be supervised by the Principal.
3. Day- to- day responsibility for ensuring this policy is put into practice is delegated to the Health and Safety Officer
4. All employees are required to:
 - co-operate with the managers on health and safety matters;
 - to not interfere with anything provided to safeguard their health and safety;
 - take reasonable care of their own health and safety;
 - report all health and safety concerns to an appropriate person; and
 - report all accidents and incidents

Health and Safety Risks arising from College activities

1. Risk Assessments will be undertaken by the Principal and Health and Safety Officer. They will have specific responsibility for ensuring that staff and students are covered by suitable and sufficient risk assessments for the jobs and activities they are to undertake within their area of responsibility.



2. The findings of the risk assessments will be reported to the relevant staff and students as appropriate
3. Action required to remove / control the risk will be approved by the Senior Leadership Team.
4. Responsibility for ensuring the actions required to reduce or control the risk are implemented will be with the Senior Management Team.
5. Assessments will be reviewed annually or when significant changes to the activity occur.

Consultation with Employees

The College recognises its responsibility to consult with employees on all matters involving health and safety. Where employees are represented by trade unions this consultation will be through the unions appointed safety representative.

Safe Plant and Equipment

The College recognises its responsibility to ensure all plant and equipment provided is fit for purpose and maintained in accordance with manufacturer's instructions.

1. Overall and final responsibility for plant, equipment and building maintenance lies with the Proprietor who will be responsible for ensuring effective maintenance procedures are prepared and implemented.
2. Any problems found with plant and / or equipment should be reported to the Health and Safety Officer.

Safe Handling and use of Substances

The College recognises its responsibility to control or reduce to a safe level the exposure to hazardous substances to prevent ill health to staff, students, contractors and visitors.

1. Overall responsibility for identifying which substances require a COSHH assessment lies with the Health and Safety Officer who will be responsible for undertaking COSHH assessments for activities and ensuring that actions identified in the assessments are implemented and that information regarding the control measures are provided for all employees and students.
2. For building and contractors' operations the responsibility for COSH lies with the Building Manager or the Health and Safety Officer depending on the nature of the task. This person responsible will be identified before any work is commenced.



3. Responsibility for checking that new substances can be used safely before purchase lies with the Health and Safety Officer.
4. Assessments will be reviewed annually or when the activity changes whichever is soonest.
5. Where failures in procedures or controls occur these will be reviewed by the Health and Safety Committee

Information, instruction and supervision

1. The Health and Safety Law poster is displayed in the Bursars office which is situated on the second floor.
2. Health and Safety advice is available from the Health and Safety Officer.

Competency for tasks and training

The college accepts its responsibility to provide new employees with suitable and sufficient health and safety induction training. This training will include:

- First Aid
 - Fire safety
1. General Health and Safety training including induction for new staff will be provided by the Director of Studies.
 2. Job specific training will be identified by the Senior Management Team **who** will be responsible for ensuring that all staff under their control will be provided with appropriate training relevant to their role and this will include any specialist training and assessment.
 3. Training records are kept by HR
 4. Training will be monitored by HR

Accidents, First Aid and work-related ill health

The College accepts its responsibility to ensure a safe working environment.



1. First Aid boxes are kept at the following locations – main office, science areas, kitchens and the art room.
2. The college has an appropriate number of First Aiders – they are identified by signage around the college.
3. The accident book and incident book is located in the main office.
4. The responsibility for reporting accidents, diseases and dangerous occurrences to the enforcing authorities lies with the Health and Safety Officer.

Monitoring & Review

1. To check the College's working conditions and ensure safe working practices are being followed, the College will monitor health and safety by:
 - a. Undertaking regular inspections
 - b. Investigating accident trends
 - c. Undertaking annual audits
2. The responsibility for undertaking regular inspections lies with the Health and Safety Officer.
3. The responsibility for investigating accidents and incidents lies with the Health and Safety Committee.
4. The responsibility for acting on investigation findings to prevent a recurrence lies with the Health and Safety Committee.
5. Responsibility for performing an regular audits of Health & Safety arrangements in their areas lies with the Health and Safety Officer.
6. Responsibility for coordinating the annual audit and summarising the results lies with the Health and Safety Committee.
7. Responsibility for reporting on Health and Safety to the Proprietor lies with the Health and Safety Committee.
8. Responsibility for amending the Health and Safety Policy and reviewing procedures lies with the Health and Safety Committee.



WHISTLEBLOWING POLICY

Policy intended for:	Staff and Host Family Providers
Category:	Staff Policies
Published:	Policy folder at OIC
Policy implemented by:	Principal and Chief Education Officer
Policy monitored by:	Principal
Reviewed by/when:	January 2020. Next review September 2020
Consultation with:	Principal
Record of changes and additions:	



Policy for Whistleblowing

1. Introduction & Purpose of Policy

Whistle blowing is the reporting, by those working for or on behalf of the Oxford International College (OIC) of suspected wrongdoing on the part of employees, host family providers, management or leadership. Such wrongdoing might include fraud, malpractice, breach of health and safety law, child protection concerns or some other illegal act.

OIC is committed to achieving the highest possible standards of honesty, openness and accountability and relies on its employees to help maintain these standards. In pursuit of these aims OIC encourages all individuals to raise concerns which they may have about the conduct or practices of others. This policy sets out how such concerns will be dealt with. It applies to all employees, host family providers, and management and leadership. Other individuals performing work on behalf of OIC, such as agency workers and contractors, are also encouraged to use it.

This policy aims to give members of staff and others working on behalf OIC the confidence to raise serious concerns using the routes provided, and to reassure staff of the protection they are afforded when they have made a disclosure in good faith. It will be fairly and consistently applied in accordance with the OIC's commitment to equal opportunities.

This procedure should only be used where all other existing internal procedures are felt to be inappropriate or when a member of staff, for whatever reason, feels inhibited in going through the normal line management. As an example, therefore, if a member of staff has a personal grievance then it must be raised through the grievance/complaint's procedure; it would not be appropriate for it to be raised through this procedure. The existence of this procedure does not prevent staff from raising concerns through their union if they so wish. The procedure is therefore not a route through which employees can raise concerns about mismanagement which may arise from weak management rather than malpractice.

This procedure is for disclosures about matters other than a breach of the employee's own contract of employment. Such concerns should be raised under the grievance/complaint's procedure.

2. Legislation

The Public Interest Disclosure Act 1998 (by way of amendment to the Employment Rights Act 1996) is designed to provide protection to workers who raise genuine

concerns about specified matters. These are known as "qualifying disclosures". The specified matters are:

- criminal activity.
- child protection and/or safeguarding concerns;
- miscarriages of justice;
- danger to health and safety;

- damage to the environment;
- failure to comply with any legal or professional obligation or regulatory requirements.
- financial fraud or mismanagement.
- negligence.
- breach of the BCIC's internal policies and procedures including its Code of Conduct.
- conduct likely to damage the School's reputation.
- unauthorised disclosure of confidential information.
- the deliberate concealment of any of the above matters.

The right not to be dismissed, subjected to any other detriment or victimised because he/she has made the disclosure.

OIC will take a zero tolerance approach to any act of harassment or victimisation resulting from a member of staff raising a concern in good faith. A member of staff making an allegation within the scope of this policy will be supported by OIC when raising a concern, providing that they:

- Believe the concern to be true
- Is not acting maliciously or making false allegations
- Is not seeking any personal gain.

3. Raising a Concern

As a first step, a member of staff should normally raise concerns with their immediate line manager or the Designated Safeguarding Lead (DSL) where this is appropriate to the nature of the concern.

Concerns may be raised verbally or in writing, but the earlier the concern is expressed the easier it is to take any required action. Where a concern is raised verbally, the person hearing it must ensure that a written statement of it is made to assist with any subsequent investigation. OIC management will take all concerns raised within the scope of this policy seriously and identify the appropriate level of investigation, taking external advice as necessary. The concerns raised will be treated in confidence, whilst recognising that the individual raising the concerns may need to come forward as a witness later.

The whistle blower may invite a recognised union representative or a work colleague to be present during any meetings or interviews held in connection with the concerns raised.

If a staff member requests that their identity be protected, it will not be disclosed unless OIC is required to do so in law. Whilst OIC will not refuse to consider anonymous reports, those making them must be aware that it is considerably more difficult to investigate matters properly in such circumstances or to resolve the concern satisfactorily.

Whilst OIC encourages members of staff to raise their concerns internally, OIC also recognises that some staff may feel unable to do this and that they may therefore wish to contact an independent external organisation.



4. Investigating Concerns

Preliminary enquiries will be made into the concerns raised to establish whether a formal investigation is required. Immediate action may be taken – prior to an investigation being conducted – if there are concerns for the safety of others.

If a formal investigation is not to be undertaken, the reasons why will be explained to the individual as soon as possible. If an investigation is undertaken, this will normally be conducted by an appropriate senior individual with no previous involvement with the concerns raised. In certain cases, this may involve advisors and/or an external independent investigator. The investigation will be conducted, where appropriate, in accordance with OIC's other relevant internal procedures which could involve the suspension of staff on full pay whilst the investigation is being carried out. Investigations involving child protection issues will not commence until external advice has been sought from the local authority designated officer.

Written records will be taken throughout the investigation and the employee will be kept informed of the likely timescale and progress of the investigation. The investigator will be responsible, where possible within 28 days, for reporting formally to the Principal on the outcome of the investigation. The Principal will be responsible for taking any necessary action, which may include reporting the matter to the local authority, appropriate government department, regulatory agency or the police, and/or taking action under internal procedures (e.g. disciplinary or bullying and harassment). On conclusion of the investigation, the worker will be informed of the outcome and the proposed action to be taken, whilst respecting the confidentiality of individuals and any legal constraints.

5. Malicious or Vexatious Complaints

If a member of staff makes an allegation in good faith but it is not confirmed by the investigation, no action will be taken against them. If, however, an allegation is made frivolously, maliciously or for personal gain, disciplinary action is likely to be taken in accordance with OIC's disciplinary procedure.

6. Contacting External Organisations

OIC encourages all staff to make use of the internal procedure before considering referring concerns outside the College. If the member of staff feels that it is right to take the matter outside the OIC organisation, contact can be made with a recognised union, local Citizens Advice Bureau, relevant voluntary or independent organisation or legal advisor. The Public Interest Disclosure Act also sets out a number of bodies to which protected disclosures can be made, including HM Revenue & Customs, the Health and Safety Executive and the Serious Fraud Office. Employees should be aware that going directly to the press may limit their protection under the Public Interest Disclosure Act. An employee considering such a course of action is strongly advised to seek prior advice from their union or an independent organisation such as Public Concern at Work (www.pcaaw.co.uk)



Further information

If you have any questions about Health & Safety at Oxford International College, please contact:

kim@oxcoll.com

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