

Oxford Professional Education

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Safeguarding Policy (including PREVENT)

- **Safeguarding Designated Lead Person: Paul Jones**
- **Deputy Designated Safeguarding Lead: Melanie Ash**
- **Email: safeguarding@oxfordpeg.com or Telephone: 07591 104118**

Introduction and overall aims of the Safeguarding Policy:

OxPE is committed to keeping all Learners, staff and visitors safe.

This policy deals with the protection of children and young people and all adults at risk. For the purposes of clarity, any person under the age of 18 is deemed to be a child, and an adult at risk is deemed to be a person who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against harm or exploitation. An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional. Personal services would include, for example, help with financial matters, feeding, washing or dressing. Any person up to the age of 24 with a current Educational Health and Care Plan in place is treated as a child for the purposes of safeguarding & child protection legislation.

All references to staff or adults comprise of teaching staff, other staff working in the organisation, visitors and includes contractors to the organisation with direct contact with learners, regardless of position, role or responsibilities.

The term 'safeguarding children, young people and adults at risk' embraces both reactive child protection and a preventative approach to keeping young people and adults safe. The statutory guidance 'Keeping Children Safe in Education 2022', 'Working Together to Safeguard Children 2018', 'The Protections of Freedom Act 2012', and the 'Safeguarding Vulnerable Groups Act 2006', are the key documents upon which this policy is predicated.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.

OXFORD PROFESSIONAL EDUCATION GROUP LTD

Summertown Pavilion, 18-24 Middle Way, Oxford OX2 7LG

☎ +44 (0) 1865 515 255 🌐 oxfordprofessionaleducationgroup.com

Reg. no: 03354327 VAT: 718160054

OxPE Safeguarding seeks to protect everyone from:

- groups and individuals presenting violent extreme ideologies;
- abuse or inappropriate relationships;
- bullying, cyber-bullying;
- self-harm;
- unsafe activities and environments;
- crime (including up skirting);
- fear of crime;
- exploitation including financial, sexual and criminal exploitation;
- victimisation and prejudice due to race, sexuality, faith, gender, disability etc.;
- alcohol and drug misuse;
- eating disorders;
- peer-on-peer abuse;
- not understanding the additional safeguarding vulnerabilities of learners with SEN and disabilities, and how those barriers can be overcome;
- sexual violence and sexual harassment between children;
- issues arising from children with family members in prison;
- domestic abuse;
- issues arising from children being in the Court System;
- children missing from education;
- anything which causes OxPE to be concerned that any Learner or member of staff might be at risk of significant harm as a result of one or more of the above.

Abuse can take many forms including emotional, physical, sexual and mental. Whilst it is more common for there to be a perceived disproportionate power differential between abuser(s) and abusee(s), peer on peer abuse is a significant issue. It must never be tolerated or treated as 'banter' or just 'part of growing up.'

Peer on peer abuse will be minimised through the vigilance and awareness of staff to recognise and identify where such abuse is occurring, and to act swiftly to ensure its curtailment. All disclosures will be recorded in the Safeguarding case files and reviewed on a monthly basis by the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

to ensure appropriate support mechanisms are in place for both victims and perpetrators. Whilst it is clear that peer on peer abuse disproportionately affects males, LGBTQ and SEND students will also be affected by this issue and staff must be aware of this and prepared to act accordingly.

OxPE has a statutory and moral duty to ensure the safety of, and to promote the welfare of children, young people and at-risk adults attending OxPE.

OxPE has the following clear objectives:

- to provide a safe environment for children, young people and adults in which to work and learn;
- to identify people who are experiencing, or likely to experience significant harm, providing support and taking appropriate action with the objective of producing positive outcomes for those people;
- to foster, promote and maintain a genuine feeling of safety throughout OxPE via the curriculum, pastoral support, and appropriate working practices through the promotion of an OxPE ethos where everyone feels secure, valued and listened to;
- to act where appropriate to safeguard the person through working in partnership with other agencies;
- to educate learners and staff in safeguarding and child protection issues so that they become more aware and confident in dealing with issues relating to those matters
- OxPE has processes which:
 - identify children, young people and adults at risk of significant harm, or where there are concerns for a person's welfare, provide procedures for reporting and addressing such concerns;
 - prevent unsuitable people from working with children, young people and adults;
 - maintain channels for reporting and dealing with all allegations of abuse;
 - work in partnership with local agencies including the sharing of information;
 - provide a safe environment for children, young people and adults

OxPE have appointed and trained a designated Safeguarding Lead who has been given the responsibility to lead on all matters pertaining to safeguarding and child protection, and who will ensure that appropriate and robust systems are in place that will coordinate reporting, monitoring, referral and support procedures. Name, role and contact details are available to all staff, students and parents/carers;

OxPE have appointed and trained a Deputy Designated Safeguarding Lead to act as the operational manager of day to day safeguarding issues.

OxPE have trained all staff to Recognise, Respond, Record and Report regarding Safeguarding procedures with training updates scheduled to be provided on an annual basis. Induction training that include safeguarding procedures and Part One of Keeping Children Safe in Education September 2022 is mandatory for all new staff working in OxPE;

- keep accurate and secure records of concerns about individuals, even when there is no need for immediate referral to outside agencies;
- provide a systematic means of monitoring children, young people and adults known, or thought to be, at risk of harm, and contribute to assessments/support plans with other agencies;
- make sources of help and support accessible for anyone who may experience abuse;
- develop effective working relationships with other agencies: Police, Social Services, Health Authority and the Local Safeguarding Children's Boards;
- train staff in safe practices to protect children, young people and adults in the learning environment, and also to protect themselves from false allegations of abuse;
- ensure safe recruitment practices by implementing enhanced checks on all new and existing staff in accordance with the Disclosure and Barring Service (DBS), taking of references, and training interviewers in accordance with Department of Education guidance to effectively establish suitability for role at the time of employment;
- provide tutorial or other curriculum, learning or pastoral support. The curriculum (both formal and informal) will be used to help children, young people and adults to develop their self-esteem, assertiveness and problem-solving skills, to promote their resilience, and help with behaviour problems such as anger. Duty of Care Staff are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect children and people from discrimination and avoidable harm. Staff should develop respectful, caring and professional relationships between themselves and all OxPE Learners. Staff behaviour should demonstrate integrity, maturity and good judgement.

Breach of Trust Under the Sexual Offences Act 2003

It is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This applies when the young person is in full time education and the person works in the same establishment as the young person, even if he/she does not teach the child. Where a sexual relationship exists between a staff member and a student aged 18 or over, it is required that the staff member discloses this to HR immediately.

Information Sharing

OxPE will ensure that it pursues robust and timely information sharing protocols with all of the agencies working with young people including schools, statutory authorities, support services and social services when required in line with the 'Working Together to Safeguard Children 2018' document.



Safeguarding Reporting Protocols for staff

All staff are responsible for safeguarding one another and our learners. Where a learner makes a disclosure to a member of staff they should do the following:

- LISTEN carefully, stay calm; do not express shock or embarrassment;
- DO NOT guarantee confidentiality, but be clear that you will act sensitively and explain what will happen next;
- GIVE REASSURANCE that you are taking the information seriously;
- DO NOT ask leading questions;
- DO NOT examine any physical injuries;
- DO NOT attempt to investigate the allegations yourself;
- NEVER JUDGE – even if the allegation is against a colleague;
- RECORD what was said, also time, date and place;
- CONTACT a member of the Safeguarding Team as soon as is reasonably possible.

OxPE Safeguarding Recording & Case Management Procedure

All safeguarding concerns are either identified by, or referred through to, the Safeguarding Team by members of staff, external agencies, learners (either self-referring or bringing concerns about peers) or parent/carers.

Learner Concern Process for Staff

If you are concerned about the behaviour of a learner/apprentice or if a learner has stopped engaging completely, and you believe that this may be due to health and wellbeing issues or in relation to Prevent, contact the learner Safeguarding team at safeguarding@oxfordpeg.com. The easiest way to do this is by completing the Safeguarding, Prevent and Child Protection Reporting Form which can be found on the Tutor page of www.oxcomlearning.com and in the Resources tab on OneFile. If you have concerns that a learner is in immediate danger of hurting themselves or others, you should phone 999 and contact the Designated Safeguarding Lead via our 24hour Hotline.

Learner Concern Process for Fellow Learners

If you are very concerned about another learners' wellbeing or safety, please complete the Safeguarding, Prevent and Child Protection Reporting Form or email the Safeguarding team safeguarding@oxfordpeg.com providing as much information as you can. If you have concerns that a fellow learner is in immediate danger of hurting themselves or others, you should phone 999 and contact OxPE DSL via our 24hour Hotline.

The Safeguarding Team will investigate all concerns and allegations, make a judgement on next steps and then refer on to the appropriate agency, and/or compose an Early Help Record.



The Safeguarding Team will meet monthly to review all new cases, monitor on-going cases, and review and monitor a watch-list of those cases where there are concerns or known pertinent information but that have not yet met an intervention threshold.

Cases are opened and closed by common agreement with the Designated Safeguarding Lead. The DSL always makes final judgement.

All cases are recorded in a secure folder and kept on the OxPE intranet in a password protected file.

Social Media

OxPE recognises that the use of social media by young people has grown exponentially, and that social media has become of focus for several issues including cyber-bullying, sexting, sharing of inappropriate images, the promotion of radical and extreme viewpoints, grooming and child/vulnerable adult sexual exploitation. All staff and learners will be trained regularly to be aware of and sensitive to this area of activity and OxPE will ensure that suitable IT policies, processes and reviews are in place to address access and monitoring of any unacceptable non-professional social media activity.

It is expressly forbidden for staff to seek to befriend/accept friend requests from existing learners on funded courses, Apprenticeships on any non -professional social media platform.

Befriending/accepting friend requests from existing funded learners and/or apprentices is **ONLY** allowed on the professional site LinkedIn **where prior permission from employer, apprentice and centre has been jointly agreed.**

If a funded learner and/or apprentice is deemed vulnerable (Learners with special educational needs and disabilities (SEND) this may affect permission, for befriending/accepting friend requests between learner and OxPE staff on the professional site LinkedIn, being granted **unless the activity can always be supervised by either an additional member of OxPE or the employer.** In these circumstances you must notify a member of the Safeguarding team who will risk assess, advise on and formalise the situation.

Any worker found to be in breach of the above Social Media OxPE policy rules will be liable to disciplinary action or termination of contract.

Other related OxPE Policies are E-Safety Policy, Information Security Policy and Acceptable use of ICT Policy which are given to both staff, learners/apprentices, and employers.

OxPE were awarded the Cyber Security Plus Accreditation in 2021 are were-accredited in November 2022.

Learners with special educational needs and disabilities (SEND) are more likely to be abused and/or neglected. OxPE will monitor and support these students through the Learning Support and the Deputy Designated Safeguarding Lead in order to ensure these students are appropriately identified and supported.



- OxPE will ensure that guidance is available so that all staff have an awareness that: behaviour, mood and injury may relate to potential abuse and not just as a result of SEND;
- SEND students face a higher risk of peer group isolation;
- That bullying has a disproportionate impact on SEND students;
- That difficulties with communication may also adversely impact SEND students.

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of 'Working Together to Safeguard Children 2018' provides detailed guidance on the Early Help process. The Safeguarding Team will be responsible for identifying and implementing any Early Help measures which are required.

Any child may benefit from early help, but all OxPE staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Child on Child Sexual Violence and Sexual Harassment

Where any reports are made of child on child sexual violence or sexual harassment these must be dealt with seriously and quickly. The normal disclosure protocols apply. Where such an allegation is made, the DSL will conduct a thorough risk assessment that considers:

- the victim, especially their protection and support;
- the alleged perpetrator;
- all the other children (and, if appropriate, adult students and staff) at OxPE, especially any actions that are appropriate to protect them.

This will be recorded and communicated to all staff that are required to know. Both victim and (alleged) perpetrator will receive appropriate support mechanisms from OxPE on a case by case basis.

Prevent Strategy

To ensure that OxPE effectively safeguards learners and staff, manages risks, monitor learner behaviour and is able to deal appropriately with issues around radicalisation and extremism, OxPE will;

- Understand the nature of the threat from extremism and how this may impact directly or indirectly on OxPE;
- Encourage staff and learners to respect and adhere to fundamental British values;
- Ensure staff receive awareness training in recognising and preventing extremism and radicalisation;
- Understand and manage potential risks within the College and from external influences including the display of extremist materials and the hiring of OxPE premises.

OxPE will respond rapidly and appropriately to events in local, national or international news that may impact on the OxPE community of learners including:

- Ensure measures are in place to minimise the potential for acts of extremism within OxPE premises;
- Ensure plans are in place to respond appropriately to a threat or incident within OxPE
- Work with contractors and employers to ensure they are compliant with the Prevent Duty and OxPE safeguarding procedures
- Adopt effective ICT security and responsible user policies and promote these to all staff and learners;
- OxPE will advise learners and staff regularly on internet safety and monitor this through reviews and interactive enrichment pieces.

The Government's national counter terrorism strategy CONTEST has four elements:

- Pursue
- Protect
- Prepare
- Prevent

OxPE has elements of its work that link to all four areas of the CONTEST Strategy.

However, two of the four areas are key to how OxPE plans to prevent and reduce the impact of Terrorism. They are, Prevent and Protect.

Prevent aims to stop people becoming involved in extremism or supporting terrorism. Education, like other key sectors, has a responsibility to promote values of openness, tolerance and facilitating free debate which is central to being a British Citizen. With the current government alert at substantial [Nov 2022] the College needs to be aware of risks and raise awareness within its community.

Definition of Radicalisation and Extremism

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

There is no obvious profile of a person likely to become involved in extremism, or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

Three main areas of concern have been identified for initial attention in developing the awareness and understanding of how to recognise and respond to the increasing threat of people being radicalised:

- Increasing understanding of radicalisation and the various forms it might take, thereby enhancing the skills and abilities to recognise signs and indicators amongst all staff working with learners;
- Identifying a range of interventions - universal, targeted and specialist - and the expertise to apply these proportionately and appropriately;
- Taking appropriate measures to safeguard the wellbeing of learners living with or in direct contact with known extremists.

OxPE uses the following accepted Governmental definition of extremism, which is:

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

Aims

The aims of this policy are to:

- Develop an awareness of Prevent within the organisation
- Recognise current practice which contributes to the Prevent agenda
- Identify areas for improvement
- Prevent students from engaging in, or being influenced by, extremist ideologies.

Objectives

This policy has five key objectives:

- To promote and reinforce shared values; to create space for free and open debate; to listen to and support the learner voice
- To break down segregation among different learner communities by supporting interfaith and inter-cultural dialogue and understanding, and to engage all learners in playing a full and active role in wider engagement in society
- To ensure learner safety and that the organisation is free from bullying, harassment, and discrimination
- To provide support for learners who may be at risk and appropriate sources of advice and guidance
- To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.



In order to achieve these objectives this policy will concentrate on four areas:

Leadership and Values

To provide an ethos which upholds core values of shared responsibility and wellbeing for all learners, Governors, staff and visitors and promotes respect, equality and diversity, understanding and inclusion. This will be achieved through:

- Promoting core values of respect, equality and diversity, democratic society, learner voice and participation e.g. via learner course representation, opportunities to capture learner voice, mock elections to promote democracy
- Building staff and learner understanding of the issues, and confidence to deal with them through staff training and dedicated communication
- Deepening engagement with local communities
- Actively working with local schools, local authorities, police and other agencies
- Reviewing and presenting to the Governing Body, at least annually, OxPE's Prevent Risk Assessment and Action Plan.

Teaching and Learning

To provide a curriculum which promotes knowledge, skills and understanding to build the resilience of learners by undermining extremist ideology and supporting the learner voice. This will be achieved through:

- Embedding equality, diversity and inclusion, wellbeing and community cohesion
- Making a connection with young people through good teaching design and a student focused approach;
- Promoting wider skill development such as social and emotional aspects of learning
- A curriculum adapted to recognise local needs, challenge extremist narratives and promote universal rights
- Teaching and learning strategies which explore controversial issues in a way which promotes critical analysis and pro-social values
- Use of external programmes or speakers to support learning while ensuring that the input supports College goals and values;
- Encouraging active citizenship and learner voice.

Learner Support

To ensure that staff are confident to take preventative and responsive steps working with partner professionals, families and communities. This will be achieved through:

- Establishing strong and effective learner support services
- Challenging discriminatory behaviour
- Recognising factors which may increase risk to a learner i.e. vulnerability, disadvantage or hardship and implementing early risk management strategies
- Signposting learners and staff to access support via community partners
- Supporting at risk learners through safeguarding and crime prevention processes.



Managing Risks and Responding to Events

To ensure that OxPE monitors risks and is ready to deal appropriately with issues which arise. It will do this through:

- Understanding the nature of the threat from violent extremism and how this may impact directly or indirectly on both the organisation, apprentice and employer
- Identifying potential risks within OxPE from external influences
- Ensuring measures are in place to minimise the potential for acts of violent extremism
- Ensuring that plans are in place to respond appropriately to a threat or incident within OxPE
- Responding appropriately to events reported via local, national or international news that may impact on learners and communities
- Developing effective ICT security and responsible user policies
- Managing External Speakers through the appropriate policies
- Liaising with the local Prevent Officer, Counter Terrorism Team, and Channel Panel to identify local risks and threats.

Staff Training

All staff and Governors complete the online Prevent training which is tailored to their role, as well as training on the local Prevent processes and terrorism profile as part of their induction training. They then undergo three year safeguarding, which includes Prevent refresher training. There are also regular safeguarding updates provided to staff all year round as applicable.

Reporting Concerns

Early reporting of any concern, however apparently trivial, is essential to prevent escalation in the case of an actual threat or risk. The Safeguarding Team is the first point of contact for staff where concerns have been raised. The College Prevent Lead is the Designated Safeguarding Lead – Apprenticeships Lead.

Staff should be vigilant to changes in learner behaviour, particularly in those students who are most at risk due to any vulnerabilities. Staff should be aware of changes in learner behaviour, particularly isolation or withdrawal from activities previously enjoyed. In this instance, speak with the learner to try to establish the cause – if in doubt, seek advice. Any unexplained absences where the learner cannot be contacted or the family are unable to satisfactorily explain the learner absence or state their whereabouts, should be followed up with the DSL.

External Influences – report any literature whether in the form of books, leaflets or posters, that promote extremist activities to the Designated Safeguarding Lead.

As with other safeguarding risks, staff will be alert to changes in student's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead (D/DSL) making a referral using the agreed local Prevent referral procedures.

Learner Support Mechanisms

OxPE believes all students have the right to be able to access and enjoy a high quality and rich learning experience that both enhances and increases their life chances. OxPE serves the needs of students from a range of backgrounds. OxPE will work in close collaboration with agencies to ensure all Looked After Children (and previously LAC) are identified and offered appropriate support mechanisms.

Partnership and Information Sharing

OxPE will work in conjunction with agencies to ensure information is passed freely where there are safeguarding concerns.

All safeguarding referral protocols will reflect the guidance laid down in Part 1 of KCSiE 2022 (Keeping Children Safe in Education), including Prevent referrals to Channel.

Peer on Peer Abuse

OxPE will seek to minimise instances of peer on peer abuse by ensuring that:

- Staff are receiving training to recognise the indicators of peer on peer abuse across its spectrum, including its gendered nature, and know how to refer cases and support students;
- Provide a Safeguarding /Support Team that works directly with staff and learners in a proactive manner to inform awareness of peer on peer abuse and provide guidance and support on how to manage and address it, including the consistent challenge and management of so-called 'banter';
- The Safeguarding Team will work closely with curriculum staff, learners and parent/carers to ensure that both victims and perpetrators have access to support and guidance mechanisms;
- All cases of peer on peer abuse will be recorded and managed through the existing referral and case management procedure.
- Peer on peer abuse can take a range of different forms including, but not limited to:
- sexual violence and sexual harassment. Part 5 of the KCSiE guidance sets out how training providers should respond to reports of sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery). This will be treated sensitively by OxPE and where disclosed or discovered the participants will be supported and guided appropriately. In the case of malicious intent being shown the Police will be informed and OxPE's Disciplinary Procedure invoked.

Children Missing From Education

Where students under the age of 18 are displaying erratic, long-term or regular absences, or other unusual attendance patterns, OxPE will ensure that staff follow up with parent/carers to ensure a full understanding of the underlying absence reasons is gained and recorded where appropriate.

In cases where a safeguarding concern is known or suspected the Safeguarding/Support Team will undertake RF1 referrals to Family First and/or conduct Early Help Records. All such cases will be recorded and monitored using the existing referral and case management procedure.

Safer Recruitment

OxPE's approach to Safer Recruitment is included in the Safer Recruitment Policy (which covers our DBS checking process for staff in regulated activity).

Roles and Responsibilities

All staff:

- All staff play a fundamental role in ensuring children, young people and adults are kept safe on OxPE premises through vigilance, attending training, reporting concerns and acting swiftly where there is a risk of immediate danger or harm;
- Concerns are any worries about a particular learner or colleague that need to be referred onto the Safeguarding Team, wherever there is a lack of surety or clarity about someone's safety;
- Risk of immediate danger or harm means a situation where action must be taken without delay in order to ensure adequate protection is put in place for the person at the centre of the issue. Staff are able to refer direct to Social Services or the Police in these circumstances should the need arise. The Safeguarding Team should be advised of any such action as soon as possible.

Use of Reasonable Force by Staff on Students

KCSiE 2022 states that there are circumstances when it is appropriate for staff to use reasonable force to safeguard learners. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. This can range from guiding a learner to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

OxPE has adopted the Department for Education's guidance on the use of reasonable force in schools which is made available to all members of staff within the College (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)



Role of the Designated Safeguarding Lead:

- Take lead responsibility in all safeguarding matters;
- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within OxPE when deciding whether to make a referral by liaising with relevant agencies;
- Liaise with HR Director to inform of any issues/ongoing investigations and ensure there is always cover for the role;
- Act as the Directors delegate with any Local Authority Designated Officer in reporting and managing cases of alleged staff abuse as appropriate and when required;
- Train in how to recognise signs of abuse, and when it is appropriate to make a referral. Training should be updated on an annual basis;
- Ensure all safeguarding team members have access to appropriate supervision as required;
- Working knowledge in how Local Safeguarding Children's Board works (until such time as new arrangements are put in place as specified in Working Together to Safeguard Children 2018 comes into effect and then to work collaboratively within those new arrangements), the conduct of case conferences, and be able to attend and contribute to these when necessary;
- Ensure all staff have access to and understand OxPE Safeguarding policy, and to make it available in a range of formats including audible and non-English where requested;
- Ensure all staff have child protection/vulnerable adult Safeguarding induction training and are able to recognise and report any concerns as they arise;
- Keep detailed, accurate and secure written records of referrals/concerns;
- Have access to resources and attend relevant or refresher training courses and to update training annually;
- Ensure Safeguarding policy is updated and reviewed annually;
- Ensure students/parents/carers have access to copies of the College Safeguarding Guidance, which alerts them to the fact that referrals may be made, contact details for the Safeguarding Team, and the role of the establishment;
- Where a young person leaves an establishment, ensure the file/information is transferred to a new establishment in line with the Working Together to Safeguard Children Guidance;
- Provide annual report to Board via meetings with HR Director;

Role of the Deputy Designated Safeguarding Lead:

- To take responsibility for day to day operational management of safeguarding issues under the direction of the DSL;
- Monitor staff induction and ensure induction resources are relevant and up to date;
- Maintain and keep accurate records of all safeguarding cases;
- Create effective strategies in conjunction with the DSL to ensure safeguarding is embedded throughout OxPE.

The Senior Management must:

Make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution and in considering those arrangements, have regard to any guidance given from time to time by the Secretary of State;

The Senior Management should ensure the institution has a safeguarding policy and procedures that satisfy and evidence statutory requirements and consider safeguarding needs as set out in the Department of Education 'Keeping Children Safe in Education September 2022' statutory guidance, 'Working Together to Safeguard Children 2015 (updated September 2018),' and the Prevent Duty Guidance 2015;

Have procedures for dealing with allegations against staff/volunteers that comply with LSCB (Local Safeguarding Children Boards) procedures, balance the need to protect children whilst protecting staff/volunteers from false/unfounded accusations;

OxPE DSL will advise/support staff/ liaise with Local Authority and other agencies. The OxPE DSL has the requisite authority to carry out the role e.g. commit resources to Safeguarding and direct staff as appropriate and including;

- Ensuring all new staff who work with young people receive written guidance about the institution's Safeguarding policy/procedures and name/contact of DSL;
- Ensure designated staff receive inter-agency training appropriate to their role, when first appointed, and refresher training annually;
- All staff receive refresher training annually;
- All students receive appropriate safeguarding and Prevent education;
- Remedy any deficiencies or weaknesses in Safeguarding arrangements without delay;
- Annually review policies/procedures and how duties are discharged;
- Request LSCB advice if required.

The HR Director will scrutinise the work of the DSL and Safeguarding Team. In addition the Board is nominated to be responsible for liaising with partner agencies, as appropriate in the event of the allegation of abuse being made against the HR Director.

The OxPE HR Director should ensure through the Senior Management Team:

- Policies and procedures are fully implemented and followed by all staff;
- Sufficient resources and time are allocated so that the DSL and staff can attend strategy discussions, interagency meetings, contribute to assessments etc.;
- Personally make referrals to the Local Authority Designated Officer where allegations of abuse by staff are brought forward, or delegate that responsibility to the DSL where required;
- Staff/volunteers feel able to raise concerns about poor/unsafe practices by addressing these sensitively and effectively in a timely manner in accordance with public interest disclosure policies;
- The operation of safe recruitment and checks on new staff and volunteers;



- The reporting of cases to the Secretary of State. It is essential that cases are reported if a person ceases to work for OxPE. The Secretary of State will consider whether to prohibit the person from working with children in the future or place restrictions on their employment in educational establishments. FE institutions have a statutory duty to make reports, and to provide relevant information to the Secretary of State.

Public Interest disclosure Staff should acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant external agencies (Public Interest Disclosure Act 1998). This should be a mechanism by which staff can voice concerns, made in good faith, without fear of repercussion. Staff should consult the OxPE Public Interest Disclosure Policy and can also use the NSPCC whistle-blowing helpline number 0800 028 0285, if required.

Staff Training

The Designated Safeguarding Lead will be trained to LCSB Level 3 in Safeguarding.

The Deputy Designated Safeguarding Lead and any other member of the Safeguarding Team will be trained to LCSB Level 2 in Safeguarding.

All staff will receive adequate training to familiarise themselves with safeguarding issues and responsibilities at induction (to include 'Part One of KCSiE 2022') and on at least an annual basis, and all staff with a role in directly working with under 18s will be required to read and understand Part One and Annex A of KCSiE 2022.

This policy is shared annually with all OxPE staff along with an assessment booklet which checks understanding on how to implement it within different roles.

Relevant Statutory Legislation and Guidance:

OxPE will ensure that all staff and learners are aware of and adhere to the relevant legislation and guidance both statutory and non-binding that attaches to all aspects of the Safeguarding agenda.

Related Documents: Staff should make themselves aware of following related policies /procedures:

- Emergency Lockdown Procedure
- E-safety Policy
- Acceptable Use of ICT Policy
- Information Security Policy
- Public Disclosure Policy
- Staff Code of Conduct
- Learner Code of Conduct
- Safer Recruitment Policy
- Equality and Diversity Policy
- Health & Safety Policy
- Covid 19 Policy
- Risk Assessment Procedures



- GDPR Protection Policy
- Confidentiality Policy
- Lone Workers Policy & Procedure
- Grievance Procedure

Annex 1

Substance Misuse Guidance

This guidance applies to all users studying, working or visiting OxPE premises. The guidance applies to substance-misuse within, or having an effect within, the grounds and premises of OxPE. This includes all settings where OxPE activity (including off site visits) takes place.

OxPE may authorise some events at which alcoholic drinks are available to staff, guests and students over the age of 18 years.

Prescribed drugs may only be used by the person for whom they are prescribed.

Smoking is not permitted anywhere on the OxPE premises except in designated smoking areas.

No substances, either legal or illegal may be used for the purpose of intoxication on OxPE premises. So-called 'legal highs' (psychoactive substances) are included in this definition.

The possession and/or distribution of paraphernalia on OxPE premises is also strictly forbidden and where found will result in seizure of the items and reporting to the police. The sale or distribution of illegal substances either within or outside the boundaries of the OxPE premises will be dealt with as Gross Misconduct and the strictest penalties applied. The police will be informed in all cases.

OxPE is committed to:

- Providing a safe and supportive learning environment for learners to stay healthy and safe by increasing support for young people engaged in substance misuse, and for staff affected by dealing with these issues;
- Helping and supporting, as far as is practical, those learners who either have a personal substance-misuse issue or whose lives are affected by the substance misuse issue of a partner, relative or friend;
- Facilitating the prevention of any substance-misuse through education, training and developing good practice and actively discouraging the non-medical use of substances on OxPE premises (except for alcohol for over 18's in authorised circumstances);
- Recognising and accepting OxPE's legal responsibility under the Misuse of Drugs Act (1968 (revised in 1971 and 1993) in not knowingly permitting any user of OxPE premises or grounds to produce, supply, possess or be under the influence of any banned or illegal substances;



- Taking appropriate action in any instance where there are students, staff or visitors possessing, using, dealing or producing any substances for the purposes of intoxicating themselves or others;
- The Safeguarding Team will act as the first point of contact for all substance misuse issues related to learners and will be responsible for providing on-going support where required, and external referral where necessary.

OxPE will endeavour to:

- Maintain confidentiality in accordance with OxPE policies;
- Facilitate time-off for advice and treatment in accordance with the usual student sick leave arrangements;
- Assess the severity of incidents and situations and carry out normal disciplinary procedures if learner behaviour is deemed to be of significant risk of harm to self or others;
- Facilitate and support an affected learner's return to previous studies.

Staff Behaviour/Code of Conduct

In your position of trust, it is important that you demonstrate exemplary behaviour. Remember that someone else might misinterpret your actions, no matter how well intentioned. You should always give due consideration as to what is an appropriate environment and what is appropriate conduct in relation to the activities you are undertaking. Furthermore, you should:

- treat all people including learners, staff and visitors with respect and with due regard to cultural differences;
- act as an appropriate role model and provide an example you wish others to follow;
- challenge unacceptable behaviour by others - do not permit abusive youth/peer activities (e.g. bullying, ridiculing, including 'cyber bullying');
- ensure feedback given in activities is constructive rather than negative;
- be careful in your use of language/terminology/behaviour and do not make unnecessary comments or actions which could be interpreted as having a sexual connotation;
- take special care when discussing sensitive issues with children or young people;
- report any concerns, suspicions or allegations regarding the welfare of a young person immediately to the appropriate team or follow the college's student of concern process;
- Record any Zoom and Team virtual calls held to communicate with vulnerable learners and send these recordings into Melanie Ash at Melanie@oxfordpeg.com;
- Let Melanie Ash (Learning and Compliance Manager) know prior to any Zoom or Team calls being held with vulnerable learners to allow her to sample audit these virtual calls where possible to monitor vulnerable learner safety;
- Use OxPE email addresses ONLY with no email forwarding when communicating with Vulnerable learners;
- Use OxPE mobile phones.



You should never:

- allow or engage in any form of inappropriate touching;
- allow vulnerable groups to use inappropriate language without challenging it;
- enter into a physical 'adult' relationship with a vulnerable person to whom you are in a position of trust, even if they give their consent. This would be a criminal offence if the relationship was with a child;
- give a vulnerable learner your personal phone number, personal e-mail or home address. OxPE email addresses must be used and no email forwarding is allowed).
- do personal things for a child/vulnerable adult which they can do for themselves. If a child /vulnerable adult has a disability any tasks should only be performed with the full understanding and consent of the parents/carers and the Safeguarding team should be copied in.
- allow allegations made by a vulnerable person or about a vulnerable person to go unchallenged, unrecorded or not acted upon.

What must be reported:

- OxPE has a legal obligation to refer to the Independent Safeguarding Authority where we remove an individual (including volunteers or other participants) from the workplace or would or might have removed him/her (if the individual has already left prior to the conclusion of the disciplinary procedure), someone who has caused harm or would have or poses a risk of harm to a vulnerable person.
- If a vulnerable person is accidentally hurt whilst they are under your supervision or care, you should report the incident as quickly as possible to the support team at the OxPE head office.

Other things to report:

- there is a concern that a relationship is developing which may be an abuse of trust;
- you are worried that a vulnerable person is becoming attracted to you;
- you are worried that a vulnerable person is becoming attracted to a colleague who supervises or works with them;
- you think a vulnerable person has misunderstood or misinterprets something you have done;
- you have been required to physically restrain a vulnerable person to prevent them from harming themselves or another or from causing significant damage to property;
- a vulnerable person tells you they are being abused or describes experiences you believe may constitute abuse;
- you see suspicious marks on a vulnerable person.

Online training regarding safeguarding is available through the oxcom learning site.

OxPE Context

As a provider of further education OxPE is a mainly adult independent learning environment. Ultimate responsibility for students under the age of 18 rests with those who have parental responsibility. Offers of admission to applicants under



the age of 18 are made on the understanding that they are equipped to study within a predominantly adult, independent learning environment and are able to act responsibly, appropriately and in accordance with English laws.

Contact details

Whether you're concerned about yourself or a loved one, these helplines and support groups can offer expert advice:

Anxiety UK: Charity providing support if you've been diagnosed with an anxiety condition.

Phone: 03444 775 774 (Mon to Fri, 9.30am to 5.30pm) Website: www.anxietyuk.org.uk

Bipolar UK: A charity helping people living with manic depression or bipolar disorder. Website: www.bipolaruk.org.uk

CALM: CALM is the Campaign Against Living Miserably, for men aged 15 to 35.

Phone: 0800 58 58 58 (daily, 5pm to midnight) Website: www.thecalmzone.net

Men's Health Forum: 24/7 stress support for men by text, chat and email.

Website: www.menshealthforum.org.uk

Mental Health Foundation: Provides information and support for anyone with mental health problems or learning disabilities. Website: www.mentalhealth.org.uk

Mind: Promotes the views and needs of people with mental health problems.

Phone: 0300 123 3393 (Mon to Fri, 9am to 6pm) Website: www.mind.org.uk

No Panic: Voluntary charity offering support for sufferers of panic attacks and obsessive-compulsive disorder (OCD). Offers a course to help overcome your phobia/OCD. Includes a helpline.

Phone: 0844 967 4848 (daily, 10am to 10pm) Website: www.nopanic.org.uk

OCD Action: Support for people with OCD. Includes information on treatment and online resources.

Phone: 0845 390 6232 (Mon to Fri, 9.30am to 5pm) Website: www.ocdaction.org.uk

OCD UK: A charity run by people with OCD, for people with OCD. Includes facts, news and treatments.

Phone: 0845 120 3778 (Mon to Fri, 9am to 5pm) Website: www.ocduk.org

PAPYRUS: Young suicide prevention society.

Phone: HOPElineUK 0800 068 4141 (Mon to Fri, 10am to 5pm & 7 to 10pm. Weekends 2 to 5pm) Website: www.papyrus-uk.org

Rethink Mental Illness: Support and advice for people living with mental illness.

Phone: 0300 5000 927 (Mon to Fri, 9.30am to 4pm) Website: www.rethink.org

Samaritans: Confidential support for people experiencing feelings of distress or despair.

Phone: 116 123 (free 24-hour helpline) Website: www.samaritans.org.uk



SANE: Emotional support, information and guidance for people affected by mental illness, their families and carers.
SANEline: 0300 304 7000 (daily, 4.30 to 10.30pm)
Textcare: comfort and care via text message, sent when the person needs it most: <http://www.sane.org.uk/textcare>
Peer support forum: www.sane.org.uk/supportforum
Website: www.sane.org.uk/support

YoungMinds: Information on child and adolescent mental health. Services for parents and professionals.
Phone: Parents' helpline 0808 802 5544 (Mon to Fri, 9.30am to 4pm)
Website: www.youngminds.org.uk

Abuse (child, sexual, domestic violence)

NSPCC: Children's charity dedicated to ending child abuse and child cruelty.
Phone: 0800 1111 for Childline for children (24-hour helpline)
0808 800 5000 for adults concerned about a child (24-hour helpline)
Website: www.nspcc.org.uk
Refuge: Advice on dealing with domestic violence.
Phone: 0808 2000 247 (24-hour helpline) Website: www.refuge.org.uk

Addiction (drugs, alcohol, gambling)

Alcoholics Anonymous
Phone: 0845 769 7555 (24-hour helpline) Website: www.alcoholics-anonymous.org.uk

Gamblers Anonymous
Website: www.gamblersanonymous.org.uk

Narcotics Anonymous
Phone: 0300 999 1212 (daily 10am to midnight) Website: www.ukna.org

Bereavement

Cruse Bereavement Care
Phone: 0844 477 9400 (Mon to Fri, 9am to 5pm) Website: www.crusebereavementcare.org.uk

Learning disabilities

Mencap
Charity working with people with a learning disability, their families and carers.
Phone: 0808 808 1111 (Mon to Fri, 9am to 5pm) Website: www.mencap.org.uk



OXFORD
PROFESSIONAL EDUCATION

ENCOMPASSING OXFORD COLLEGE OF MARKETING

Next review due: 01/05/2024

Signed:

Date: 21st December 2023

OXFORD PROFESSIONAL EDUCATION GROUP LTD

Summertown Pavilion, 18-24 Middle Way, Oxford OX2 7LG

+44 (0) 1865 515 255  [oxfordprofessionaleducationgroup.com](https://www.oxfordprofessionaleducationgroup.com)

Reg. no: 03354327 VAT: 718160054