



POLICIES & PROCEDURES

Safeguarding Policy

Reviewed on: 14/10/2021

Reviewed by: Chris Foley

Signed: 

Next Review Date: OCT 2022

- Providing effective support and management for staff and representatives
- While primarily intended to safeguard children and vulnerable adults; this safeguarding policy also serves to protect staff and representatives from unsubstantiated allegations of improper conduct.
- For the purpose of this Policy, the term 'representatives' refers to anyone who is contracted to act on behalf of Oxford Energy Academy and who come into contact with learners or receive learners' work for assessment purposes.

DEFINITION

Children

For the purposes of this Policy, the term "children" refers to a child who has not yet reached their eighteenth birthday in England, Wales, and N. Ireland and their sixteenth birthday in Scotland.

Vulnerable adults

For the purposes of this policy the term "vulnerable adult" refers to someone over the age of 18, or 16 in Scotland, to whom 'regulated activity' is provided.

Regulated Activity

This definition is taken from the Joint Council for Qualifications (JCQ) 'Principles for safeguarding children and vulnerable adults (Autumn 2014)' document.

'Regulated activity' is a broad term which applies to:

- Specified unsupervised activities relating to children and vulnerable adults (e.g. teaching, training, instruction, care or supervision) which are carried out on a frequent (as a general rule at least once a week), or intensive (more than three days in any 30 day period) basis, or overnight (between 2am and 6am where the activity gives the person the opportunity to have face-to-face contact with children or vulnerable adults)
- Certain work in a specified place which provides the opportunity for frequent contact with children or vulnerable adults (e.g. a school)
- Certain specified positions (e.g. An Oxford Energy governor) and functions

LEGISLATION AND REGULATION

- Key Legislation
- Children Act (1989)
- The Children's Act (Scotland) (1995); The Children's Order (Northern Ireland) 1995

- provide guidance and support to those dealing with any issues about safeguarding children or vulnerable adults involving the inappropriate behaviour or actions of a member staff of Oxford Energy Academy or representatives
- advise on safeguarding training within Oxford Energy Academy.

PROCEDURES

Disclosure Procedures for Recruitment of Representatives and Declaration Disclosure for Representatives involved in unregulated activity.

As part of the recruitment process, staff will provide all details of;

- any changes to the status of their registration with any relevant regulatory body
- any unspent convictions for the purposes of the Rehabilitation of Offenders Act
- whether any child has been removed temporarily or permanently from their care as a result of child protection proceedings

Oxford Energy Academy:

- will ensure it complies fully with its obligations under the Data Protection Act 1998.
- will ensure that information contained in the Disclosure is available only to those who need to have access in the course of their duties.
- reserves the right to reject any applicant who refuses to complete the Disclosure Declaration.

Disclosure for representatives involved in regulated activity

Oxford Energy Academy will require that the applicant undertakes a criminal records check.

The information received will be treated with the utmost confidentiality and will only be used by the Directors to reach a conclusion as to whether a contract of services should be offered to the applicant.

Oxford Energy Academy complies fully with the relevant criminal records checking guidelines issued within the UK by the Disclosure & Barring Service (England & Wales)

<https://www.gov.uk/disclosure-barring-service-check/contact-disclosure-and-barring-service>

Oxford Energy Academy shall reject any applicant who refuses to complete a criminal records check.

CODE OF CONDUCT

Oxford Energy Academy requires that representatives will behave appropriately at all times.

- make a note of the discussion, taking care to record the timing, setting and people present as well as what was said
- ensure that any medical attention needed is addressed as a priority

Reporting Information

Staff and representatives must inform the directors (via e-mail :). Record as much information as possible about the situation.

This should include:

- What has happened?
- Where and when
- Who was involved?
- Any contact details?
- What action, if any, has so far been taken?

Staff and representatives must pass on what information they have, even if the informant has only divulged a little or will not give their details. The information may join up with reports from someone else.

All information should be treated as confidential and staff and representatives must not to talk about this information with anyone other than the Directors as rumour spreads quickly, can be damaging and might even hinder any investigation that may result.

The Directors may discuss any raised concerns with staff and representatives and decide what action to take. They will not start a safeguarding investigation but will make sure if necessary that the relevant authorities have the information they need to decide themselves what to do next.

The Directors will treat all information received with complete discretion, and will maintain as much confidentiality as possible whilst making sure that action is taken to safeguard a child or vulnerable adult.

All information given will be treated seriously and with respect for the person providing it.

Procedure for allegation against a member of Oxford Energy Academy

If an allegation of abuse is being made against an Oxford Energy Academy representative in all instances, representatives must inform the Directors immediately (via e-mail).

If Oxford Energy Academy receives an allegation against a representative, they will inform the representative in question and may suspend them from their contractual duties while the matter is investigated.

Any allegation will be scrupulously investigated, having regard to confidentiality.

setting or community setting; by those known to them, or by a stranger. They may be abused by adult/s or another child or children.

Physical Abuse

Physical abuse 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. An important indicator of abuse is where bruises or injuries are unexplained or the explanation does not fit the injury.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making a child feel or believe they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve serious bullying 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 ill treatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs

Bullying

Bullying may come from another child or an adult. Bullying is defined as - deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.

There are four main types of bullying:

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 by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

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. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

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 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.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Peer on peer abuse All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. 14. All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Peer on peer abuse is most likely to include, but may not be limited to:

- Ensure that any concerns about inappropriate behaviour are quickly and appropriately reported on to the Safeguarding Leads within Oxford Energy Academy
- Be aware that some children and vulnerable adults may behave inappropriately. Any sanctions and approaches to discipline used must be appropriate to age and understanding
- Not engage in sexual relationships with learners (which may in any event constitute a criminal offence)
- OEA adheres to Cyber essentials with IT usage with filters employed and monitors usage.

As a representative, you must avoid:

- Being alone or out of sight of others. Where privacy is required, the door should be left ajar having ensured that others have been informed and are within earshot
- Never transport learners by car on one's own
- Have unnecessary physical contact
- Engaging in or allowing sexually provocative games or activities
- Making or permitting suggestive or discriminating remarks to/or about children or vulnerable adults
- Meeting children or vulnerable adults outside of organised/formal interaction
- Entering a room where learners may be changing their clothes, or are not fully dressed
- Participating in, or tolerating any bullying
- Taking any photographs or videos which include any participant unless authorised by the appropriate member of staff and the learner/parental (for children) consent has been given.