



# Summary Document: How Paulines learn about Safeguarding

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**This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to [policyquery@stpaulsschool.org.uk](mailto:policyquery@stpaulsschool.org.uk)**

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued and to always consider the best interests of the child. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We operate within a culture of openness, and recognise and accept that abuse can happen in any organisation.

## 1. Introduction

The School wishes to maintain a specific focus on how children may be taught about safeguarding, including online, through the curriculum and PSHE and Citizenship, as part of a broad and balanced curriculum. Particular attention is given in this summary document to School practices to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet. This includes covering relevant issues through Relationships Education and Relationships and Sex Education and through Personal Social Health and Economics education (PSHE).

## 2. PSHE (Personal, Social and Health Education) and Citizenship

The Deputy Head (Mental Health, Wellbeing & Life Skills), Head of PSHE & Citizenship and Assistant PSHE Coordinator have responsibility for developing, implementing and monitoring the provision of a 'beacon' safeguarding education programme to pupils through the [PSHE curriculum](#).

## **2.1 Fourth Form**

The Fourth Form PSHE course has four main pillars; Mental Wellbeing, Physical Health, Family and Relationships, and Online Safety. The full scheme of work including lesson materials and objectives can be found on the [PSHE department handbook](#). The curriculum has been created using guidance from the PSHE association and the Department for Education. All materials are accredited by the PHSE association.

The Mental Wellbeing pillar considers the challenges of settling in at a new school; the ways in which you can promote your own emotional wellbeing; the idea that pupils can reframe failure and challenge negative thoughts; and the important of recognising mental ill-health and knowing where to get help.

In the Physical Health section, pupils are taught about the factors that contribute to general wellbeing including sleep, nutrition and exercise. Individual lessons also deal with forms of substance abuse as it relates to smoking (including e-cigarettes), alcohol and drugs.

The Family and Relationships module deals with many aspects relevant to safeguarding including the characteristic of health long term relationships (both romantic and non-romantic) and deals explicitly with unhealthy relationships (including abusive ones) and bullying.

Finally, the online safety module includes discussions of the links between wellbeing and social media; the characteristics of healthy and unhealthy relationships online (including potential manipulative or abusive ones); and the risks of sending nudes and semi nudes (previously known as 'sexting').

Pupils also receive an extended personal safety session from tutors, run in conjunction with an extended assembly from the Metropolitan Policy Richmond Schools Liaison Officer, about street safety, mobile phones and online safety.

In addition, pupils attend various co-curricular PSHE events including external talks on Wellbeing (delivered by mental health campaigner, Dick Moore), Drugs Awareness (delivered by an external expert) and 'Diversity Day' (a joint event with SPGS that celebrates diversity and inclusivity)

At the end of the year, the Fourth Form Biology course covers human reproduction, contraception and sexually transmitted infections.

In addition, Fourth Form Moral Philosophy involves consideration and discussion of social justice and the 'protected characteristics': gender, sex, race, ethnicity, disability, sexual orientation, and religious belief.

## **2.2 Fifth Form**

This Fifth Form [PSHE](#) course looks at ethical and moral issues from birth to death, following current events wherever relevant. Discussion will cover a variety of issues, including the

ethics of abortion, stem cell use, ageism, sexism, pornography and euthanasia. In addition to this, an Eighth Form pupil will spend a lesson leading a discussion with the boys about sexism and misogyny; and another lesson talking with them about sexuality and homophobia.

Sex and Health Education for the Fifth Form runs for five weeks in half-class groups. The course considers discussion of pupils' own values when it comes to sexual relationships; societal expectations around sex and sexual relationships; the concept of 'love' and what it looks like in a healthy relationship; the importance of communication and consent in sexual relationships; and the importance of safe sex. The full Sex and Health Education Scheme of Work can be found on the [PSHE Handbook](#).

During the academic year, an external speaker will talk to the pupils about "Wellbeing and Stress". The talk will cover coping with anxiety and stress, depression, physical human needs (diet, exercise, and sleep), emotional needs, and being stretched vs. feeling stressed. It will tie in closely with a seminar given to parents on the same day, to enable open and informed discussion between parents and their child the issues raised; and to help support your son's wellbeing during his adolescent years.

There is an annual half-day Human Rights conference in November. The pupils hear a talk on current human rights issues, and then watch a play about the Holocaust entitled "And then they came for me"; followed by a Q & A session with a Holocaust survivor. There is also a Human Rights module in Moral Philosophy lessons around this time.

In February, the pupils attend a seminar by the RAP ("Raising Awareness and Prevention") Project, on the subject of sexual assault, rape and their prevention. This talk also covers online pornography, sexting, body image, the influence of social media and the effect on behaviour caused by excessive alcohol consumption.

### **2.3 Sixth Form**

PSHE in the Sixth Form focuses on citizenship, including an examination of British Values. The Sixth Form Scheme of work can be found on the [PSHE Handbook](#). The most relevant sections for safeguarding are:

- A lesson which considers the legal ages of various activities and the laws that apply around them (e.g. alcohol consumption);
- A lesson entitled "policing and your rights".

There is a seminar on "Drugs and the Law", given by an external expert when the pupils return for their Entrepreneurship course after their GCSEs. Pupils also receive a seminar on the risk of Gambling at this time delivered by campaigner Patrick Foster.

There is also an assembly given by one of the School Counsellors, with special emphasis on coping with the concerns and stresses of public exams.

### **2.4 Eighth Form**

Throughout the course of the year, all Lower Eighth pupils attend a four-week Life Skills course, which comprises four double-lessons (taught in small groups of 10-12 pupils) on a range of topics including health education and financial literacy. The health education course will incorporate lessons on drink driving, drug driving and other aspects of alcohol, drugs and the law. The financial literacy component of the course covers student loans and finance; debt management and banking; and living away from home and insurance. Pupils considering heading to US universities will be given a presentation which is geared towards American finance and university life.

In the summer term, all pupils receive a talk from the RAP (“Raising Awareness and Prevention”) Project, which looks at the move from school and home to university, and ways to cope with these changes. It covers potential issues in university life (including the proliferation of misogyny and “laddism”). It also includes some safety advice for music festivals and while travelling abroad.

Pupils attend a joint conference with St Paul’s Girls School in the Summer term. The conference is organised by the pupil leadership teams of both schools and tends to focus on a contemporary social issue. For example, in 2018, the pupils were addressed by Laura Bates of the Everyday Sexism Project, as part of an afternoon dedicated to thinking about how gender issues manifest themselves in the workplace. There is also an assembly given by one of the School Counsellors, with special emphasis on coping with the concerns and stresses of public exams.

### **3. The assembly programme and additional initiatives and messaging**

#### **3.1 *Assemblies***

A programme of assemblies is delivered on a year group (and sometimes whole-school) level, including various on safeguarding-related topics. These include:

- How to raise concerns if pupils are worried about a member of staff, or about another pupil;
- Personal and travel safety;
- Accessing school counselling
- Handling stress (particularly for exam year-groups)
- eSafety
- Vaping
- Bullying
- Diversity, sexism and gender
- Core personal values

#### **3.2 *Messaging and Other Initiatives***

Periodic messaging is shared with pupils on safety matters as they arise throughout the year, including on such matters as:

- Local safety updates (e.g. travel, crime, drugs)
- Threats to online safety (e.g. money-muling)
- Grooming/Harmful Sexual Behaviour

All Prefects and House Perfects receive two hours of formal Level 1 safeguarding training from the Safeguarding Co-ordinator.

#### **4. Harry Parsons Memorial Lecture Series**

In 2016, the School commissioned a series of lectures in memory of Harry Parsons OP, a former pupil who tragically took his own life at the age of 21 in 2013. The aims of the lecture series are:

- to raise the profile of adolescent mental health among pupils, parents and staff at the School;
- to try to remove any stigma attached by members of the School community towards mental illness in themselves or others to ensure those suffering feel able to seek support;
- to equip young people and those adults who work and live with them with information about specific mental health issues, strategies to promote sound mental health and sources and mechanisms of support for those who need it.

The inaugural lecture series was delivered by [Dick Moore](#). Dick presented to separate audiences throughout early January, including to staff, governors, parents and each year group at St Paul's. Dick now presents annually to the new Fourth Form intake, as well as to parents, at the very beginning of the first term.

In 2017, Blesma delivered the lectures; a charitable organisation which helps support wounded ex-servicemen, in part by equipping them with skills, which might be useful once they leave the services. In 2018, Fiona Spargo Mabbs spoke on the topic of drugs awareness and in 2019, Jonny Benjamin MBE, addressed the pupils about his own experiences of mental illness. In 2020, Olympian and Mental Health advocate, Jack Green, delivered the lectures.

#### **5. E-Safety**

##### **5.1.1 Fourth Form ICT lessons**

The following topics are covered (an annual seminar is also held for parents of Fourth Formers, which touches on many of these themes):

- reputation: its significance, how to establish it, how to maintain it
- respect for one's own and others' personal information and digital identity
- understanding online material: its persistence, replicability and searchability; the role of context
- understanding online audiences, present and future: unknowable with any certainty
- security: passwords and the teen years
- technical risks: spam, phishing, malware, viruses
- privacy, the web and devices: tracking; advertising

- privacy, social media and good practice: settings; definitions ("friends"); networks; limits to sharing
- trust, the web and apps: trading personal information for services
- legal issues: copyright; age limits and games; file-sharing
- attention: regulating time and focus.

#### **5.1.2 Fourth Form PSHE Lessons**

The following topics are covered in the Online Safety section of the Fourth Form PSHE course:

- Social media and its links to wellbeing
- Strategies to improve Wellbeing and use social media responsibility
- The importance of balance in online activities
- Ways of identify the characteristics of healthy and unhealthy relationships online
- That it's potentially abusive to pressure or manipulate someone into sharing sexually explicit material online
- The laws and legal context of the above

## **6. Science**

Links to the lab rules for students and the hazard symbols are found here:

<https://intranet.stpaulsschool.org.uk/chemistry/staff-only>

The biology, chemistry and physics departments each maintain their own safety policies in their department handbooks, which can be found here:

Biology

<https://intranet.stpaulsschool.org.uk/biology/staff-only/staff-handbook/health-and-safety>

Chemistry

<https://intranet.stpaulsschool.org.uk/chemistry/staff-only/chemistry-department-handbook>

Physics

<https://intranet.stpaulsschool.org.uk/physics/physics-department-handbook/health-and-safety>

Further safety advice is taken from CLEAPSS (<http://www.cleapss.org.uk/>), the School's health and safety advisors, radiation advisors and the Croner Head of Science manual (now Croner-i). All of these are services the school subscribes to as part of its commitment to keeping fully informed and compliant with best practice. Additionally we have a technician specifically trained and tasked with assisting the teaching staff and technicians on health and safety compliance and best practice.

### **6.1 Use of Electronic Equipment**

### **6.1.1 Computers**

Science makes use of computers and mobile internet-connected devices and boys are taught the safe use of these through their ICT lessons. There are no further specific issues to do with the use of computers in science.

### **6.1.2 Other Electronic Equipment**

Science makes use of electronic devices including, but not limited to, dataloggers, speed-time computers ("smart timers") and calculators. All of these devices have very limited functionality and no internet connection. As such, they cannot be considered a risk with respect to safeguarding.

## **6.2 General Science Health and Safety**

### **6.2.1 Pupils**

When pupils arrive in the school, either in the Fourth Form or higher up, they are issued with a set of lab rules in chemistry lessons. These are explained by the teacher and each pupil signs to say they have read and understood the rules. These sheets are stored by the Head of Science. All aspects of health and safety in science are covered by the science department health and safety policy in the science department handbook, and by individual risk assessments of specific activities such as practicals and demonstrations.

### **6.2.2 Staff**

All new staff, including technicians, are taken through an induction programme to ensure they understand the risks and safe use of all appropriate equipment they will use in lessons. This programme is outlined in the departmental handbook and once trained the member of staff is signed off by their mentor and a record of this is kept by the Head of Science.

## **7. Engineering**

Engineering department safety policy is here:

<http://intranet.stpaulsschool.org.uk/engineering-and-technology/staff/health-and-safety-policy>

Further safety advice is taken from DATA (<https://www.data.org.uk/for-education/health-and-safety/>), CLEAPSS (<http://www.cleapss.org.uk/>) and the school's health and safety advisors. All of these are services the school subscribes to as part of its commitment to keeping fully informed and compliant with best practice.

### **7.1 Use of Electronic Equipment**

#### **7.1.1 Computers**

Engineering makes use of computers and mobile internet-connected devices, and boys are taught the safe use of these through their ICT lessons. There are no further specific issues to do with the use of computers in engineering.

### **7.1.2 Other Electronic Equipment**

Engineering makes use of electronic devices including, but not limited to, oscilloscopes, signal generators and calculators. These devices have very limited functionality and no internet connection. In some advanced projects, devices do connect to the internet but this is limited to the gathering or transmission of data. As such these uses cannot be considered any sort of risk with respect to safeguarding.

## **7.2 General Health and Safety in Engineering**

### **7.2.1 Pupils**

Students receive a general introduction to safe working and behaviour in the workshop at the beginning of the Fourth Form and again at the beginning of GCSE courses. Students receive specific instructions in safe use of equipment from appropriately qualified staff (see “Staff” below). Health and Safety matters are also included in each of the 3 GCSE specifications taught.

Within the department we comply with all CLEAPSS and DATA guidelines, and pupils are made aware of these when they are instructed in the safe use of equipment. This is reinforced during supervised lessons as appropriate. Procedures are printed on laminated cards attached to machines in order to reinforce this at the point of use.

All aspects of health and safety in engineering are covered by the engineering department health and safety policy, and by the associated risk assessments.

### **7.2.2 Staff**

Instruction in the safe use of equipment and supervision of boys in the workshop are carried out by DATA accredited members of staff. Numbers of students being supervised complies with DATA recommendations.

## **8. Art**

Students making work on the GCSE and A Level course are encouraged to investigate subjects that are of personal relevance. As teachers, we set clear boundaries regarding what is acceptable within the context of the school. No work made by a student can challenge the school’s values of respect, care and inclusivity.

If information or images in a student’s work lead a teacher to be concerned about the student’s welfare, the Designated Safeguarding lead will be informed.

Art works and related imagery are discussed with great care to ensure an appropriate and meaningful context for work is established. Art and images that might cause anxiety or distress are



not used in teaching, nor allowed inclusion in, students' research. Teachers take care when recommending artists to be looked at and when organising visits to exhibitions.

## **9. Drama**

Staff address issues of depression, suicide, addiction through practical work. There are a number of other safeguarding issues around practical drama, including choice of material, managing practical sessions, guiding devised and improvisation work. The Drama Department Handbook now contains a specifically written Safeguarding Document, which is also included in the Directors' Handbook that is issued now to all those directing plays.

## **10. English**

English naturally covers a number of important PHSE topics due to the nature of the texts that staff study (and the subject itself), and appropriate consideration of moral, philosophical, and ethical issues is part of good English teaching.

English study naturally helps to build skills such as empathy and tolerance, especially the skill of developing responses to material which is initially recalcitrant to one's understanding; these may well have a part to play in helping children to develop more healthy attitudes to one another and to consider the importance of different cultural perspectives.

## **11. Geography and Outdoor Pursuits**

Fieldtrips: The trips provide numerous opportunities to discuss the risks associated with the activities, in particular in relation to personal safety with regard to strangers (such as when conducting interviews & surveys) and navigating new areas (assessing for potential threats and planning & implementing mitigation strategies). Some year groups will also construct their own risk assessments either pre or post fieldtrip, which helps develop their ability to monitor threats and develop appropriate responses.

Online: Discussions of safeguarding issues often arise during online activities, including the sharing of information between groups of pupils (for example when creating a group presentation or sharing data gathered in the field), or when providing advice on how to search for information online. (This is relevant to both Geography and also Extended Projects).

## **12. History**

Much electronic material is hosted on Firefly with its attendant safeguards.

Where pupils are told to undertake internet research tasks they are reminded periodically about best practice regarding the use of search terms and how to assess quality and authenticity of sites. Pupils are made aware that the number of sites does not correlate to the authenticity of the view represented. Pupils are consistently warned about the dangers of anonymous postings, the problem with unsubstantiated arguments and the importance of appreciating that the right to free speech is not synonymous with the right to offend.

### **13. Modern Languages**

In MFL staff cover units, which look at human relationships, technology, healthy nutrition and eating disorders among others. Staff discuss the dangers of the internet, mobile phones and tablets, social networking sites and cyberbullying. Lessons also cover the pressures experienced by young people, typically covering issues like addiction, including online addiction. Literature texts also frequently bring up pertinent topics too, such as domestic abuse in '*L'amica geniale*'.

### **14. Moral Philosophy**

Fourth Form Moral Philosophy course involves consideration and discussion of 'protected characteristics': gender, sex, race, ethnicity, disability, sexual orientation, and religious belief. The Fifth Form course involves lots of consideration and question of ethical questions about our treatment of others, our environment and ourselves. There are several peer-taught lessons (delivered by Eight Formers) about sexism, misogyny and homophobia.

### **15. Religious Studies**

The current GCSE syllabus covers a range of safeguarding issues: sexual relationships, including things like the age of consent, the misuse of drugs and alcohol, forms of prejudice and discrimination, terrorism and extremist ideology. Whilst we are constrained somewhat by the specifics of the syllabus, we invite and challenge pupils' views on these issues, with the key focus of approaching them from different ethical perspectives.

### **16. Politics**

In Politics lessons, situations arise where extreme political views are articulated and confronted (e.g. Islamophobia, homophobia, and racism). Staff are prepared and experienced in inviting and challenge the views of pupils and helping them understand how their views might be considered offensive or harmful to others. Both the L8 and U8 courses look at the values of a liberal democracy and how this includes a toleration and celebration of diversity.

Feminism is part of the Politics course. Staff cover this in depth after L8 exams in the summer. This provides an opportunity to expand the discussion into issues like male gender roles and homophobia – staff talk about the social pressure on men to appear 'tough', the causes of depression in men, and why men resort to violence more readily than women.

### **17. Sport – PE and Games**

All PE lessons have two members of staff, one of whom is a qualified PE specialist and detailed attention is given to providing a safe environment where pupils are made aware of any risks and provided with detailed instruction to help avoid accident/injury:

- In general, the PE and games staff build strong relationships with pupils and quite often may be the first to see physical and emotional issues. All are aware of the procedures of safeguarding and that any serious concerns should be reported to the DSL. Safety consultants to ensure that they are safe check the facilities / Gym annually.

- Staff regularly attend training courses on safety and all have been trained in safeguarding by the school.
- All PE staff are 'Sports First Aid' trained and confident in dealing with injuries and accidents, and issuing advice to pupils with injuries or referring them to medical practitioners.
- Two members of staff are always on poolside during swimming lessons in PE (one has to be lifeguard qualified).
- The Groundsmen, in conjunction with the Director of Sport, carry out weekly safety checks to ensure pitches are safe, fit for purpose and free of hazards.
- Within games and PE lessons, pupils are encouraged to build trust, openness and mutual respect for their team, the opposition and officials. They are also encouraged and taught to play within the rules and are aware that sanctions will apply e.g. A three-week ban is imposed following a red card offence for violent conduct in Rugby.
- Should accidents or injuries occur during matches, the school have excellent provision for the care of pupils including a school doctor, two ambulances with paramedics and the staff are advised to travel to hospital in the absence of parents.
- All injuries are reported immediately by phone to the parents and tutors are informed for follow up care. The Director of Operations keeps a record of all accidents.
- The School operates and follows all the regulation safety procedures and keep coaches fully up to date with the latest RFU [concussion guidance](#) for field sports. Pupils are instructed on all aspects of identifying and managing concussion and are helped to follow the Graduated Return to Play protocol.
- The boat club has a dedicated safety officer, who is responsible for keeping the boat club in line with British Rowing guidelines. The safety officer completes an annual rowing safety audit for British Rowing. This includes all aspects of the operations of the boat club.
- The School adheres to the [River Thames Flag Safety System](#) for Rowing and pupils are instructed on this system as part of their induction.
- The boatman and boathouse manager check all boats and land-based equipment in accordance with the best practise in the sport.
- All coaches are aware of school policies on child protection, Thames Region guidance on the river conditions and British Rowing policies on coaching the sport
- Further guidance is given in rowing as below;

#### **Fourth Form**

- The first Fourth Form games half of the year is wholly given over to an induction to the boathouse, primarily involved with safe movement in the boathouse and on the water.
- All Fourth Formers have to pass a swim test before they begin the games half.
- Fourth Formers are limited to specific safer areas of the river, and extra precautions are taken, e.g. coaching in teams, walkie talkie communication between coaches.
- To teach safe navigation, all pupils must take an online navigation test for the Tidal River Thames.

#### **Fifth Form, Sixth Form and Seniors**

- At the start of the Fifth Form pupils are given nutrition and diet advice, eat healthy, avoid supplements. Additional guidance is given during to the later year groups.

- All major sports players, including rowers, are encouraged to attend a "Drugs in Sport" talk from the RFU.
- Trips and Tours are carefully planned and pupils are clearly instructed about safety. They are issued with staff contacts and safety procedures and are taught to have an awareness of their welfare and the other pupils with them. Trips are planned with a staff ratio of 1:10 and all staff are to that school rules are not breached with particular emphasis on drinking alcohol, taking drugs or smoking.
- Staff are made aware of all life-threatening illness or severe allergies and this information is sent by the head of sport each term and coaches are advised to make sure they are fully aware if these pupils are in their team and check the pupils have EpiPens and parents' contact numbers.