



St Paul's School
FOUNDED 1509

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

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 consider 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 Head of PSHE Citizenship and Assistant PSHE Coordinators have responsibility for developing, implementing and monitoring the provision of a 'beacon' safeguarding education programme to pupils through the assembly programme and PSHE courses.

2.1 Fourth form

There is a series of seven PSHE and Wellbeing lessons for each form in groups of half a class, led by the PSHE, Wellbeing and Safeguarding coordinators. Pupils will have one lesson a week for seven weeks during the Autumn and Spring terms.

The course explores issues of independence, looking at decision-making, negotiation of increasing freedoms and life in a new community. Discussion often follows issues raised by the pupils, but typically covers work patterns, juggling academic life and extra-curricular activities, peer pressure and use of the internet.

We also draw on aspects of positive psychology, to explore issues around self-esteem and how other people's opinions affect us. We consider how to deal with setbacks, and the idea of reframing failure as a positive and taking feedback productively.

The course also covers safeguarding awareness for teenagers, including types of abuse, degrees of harm, who to talk to (including at school and outside: trusted adults, Childline and the police) and issues that other Paulines have received support with while at school (including self-harm, anxiety, family issues, domestic violence, parental drug and alcohol problems, parental mental health difficulties, bullying and young carers). The concepts of, and laws relating, to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape are considered. Finally, the pupils consider forced domestic violence, forced marriage, honour-based violence and FGM and how these all can affect current and future relationships.

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

Julie Johnson (who leads our evening seminars for parents) talks to the pupils about some of the issues surrounding alcohol and parties.

Just before half term in the Autumn term, police community support officers address Fourth formers in an extended assembly about street safety and mobile phones. The pupils also have a lesson with a member of the PSHE department, discussing personal safety further.

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

2.2 Fifth form

This Fifth form 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.

Health Education for the Fifth Form runs for five weeks in half-class groups. The course covers health and legal issues relating to drugs and alcohol; and healthy relationships

(including issues around consent and the dangers of sexting), sexually transmitted infections and contraception. Pupils are taught that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively. The PSHE provides a detailed breakdown of the Head Ed SoW.

The pupils will also have a two-week course on Wellbeing, focusing on positive body image and healthy eating.

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 a 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

Sixth form PSHE resources can be found at <http://intranet.stpaulsschool.org.uk/citizenship/Sixth-form-pshe-resources>. The most relevant documents 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 a Criminal Barrister when the boys return after study leave at the end of the summer term.

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 five-week Life Skills course, which comprises five 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 year group initiatives

3.1 *All year groups*

BRG delivers an annual assembly on staff-pupil and pupil-pupil relationships, grooming and inappropriate behaviours, the Staff Code of Conduct and how to raise concerns if pupils are worried about the behaviour of a member of staff.

3.2 *Fourth Form*

Attributes of Paulines

- At the Fourth Form residential weekend away held on the weekend immediately before the start of term, a workshop is delivered by an outside speaker (currently this has been Rob Higgs, but this may change in future years) on the topic of anti-bullying – strategies to deal with unkindness and how everyone must make a stand against – even as a bystander.
- The High Master addresses all Fourth Formers on the first day of term about the responsibility that goes with that privilege. He also discusses the importance of respecting each individual’s passions and that this passion, wherever it lies, unites Paulines.
- The Surmaster delivers an Assembly at the beginning of the term about attributes that we expect to see in all Paulines – paying attention to the traditional stereotypes of public schoolboys such as arrogance that we are keen to guard against. Overall, the message is given that kindness should be displayed to everyone in the community.

Counselling

- At Induction Day, the Undermaster explains the counselling service that is available at St Pauls and how this service can be accessed.

Personal safety

There is a Fourth Form workshop led by the PSHE department, which includes a talk on online safety from the local police community service and then a workshop led by PSHE teachers on how Paulines can keep themselves safe on the streets of London. This is held before the clocks fall back in October.

3.3 Fifth Form

In the Fifth Form Safeguarding is covered by topics in assembly:

Anything2say

- TRO and seniors talk about how boys can write anonymous questions on anything and these will then be answered by senior peers.

Personal safety

- RGH speaks to boys about protecting themselves to and from school, including what to wear, travelling in groups, avoiding dark areas, not exposing valuables in public areas. Mirko Mitridate also now comes in and speaks to the boys about safety when travelling home along with education on cyber bullying and the law. He also addresses issues around involvement in Knife crime and delivered workshops with Fifth form boys.

Counselling

- Professor Bor talks to the boys about his role as a counsellor, including why boys see him, how to book an appointment and confidentiality. In general, he demystifies and humanises what is on offer to all.

Bullying

- RGH covers racism, homophobia, cyberbullying and general bullying (physical, mental, cyber). On certain years, when appropriate, the assembly could be run by one or two senior boys.

This is not only about awareness, but what to do if a boy or friend experiences bullying. It covers how the school deals with it and who to approach.

Elements to do with safeguarding arise or are reinforced in assembly naturally when the Undermaster talks with boys about events of the week.

Coping with Stress and building resilience

- BRB covers how the pupils handle stress and anxiety and looks at ways in which we can take the pressure away and look at strategies to avoid stress.

- BRG talks to the boys about Group Dynamics and how we can help and support each other to build individual and group confidence.

Education on the dangers of Vaping and comparison and link with smoking and Drug use.

- SJM speaks to the boys about the trends of vaping and addresses the misconception that it is safe and educates them on the dangers of vaping and the associated problems.

3.4 Sixth Form

In the Sixth Form, pupils learn about safeguarding in the following ways:

Anything2say

- The Head of Anything2say and members of the Anything2say committee talk about how pupils can write anonymous questions on anything and these will then be answered by senior peers. *NB* The Head of Anything2say has oversight of these comments and can flag to a member of the DSL team should a significant safeguarding issue arise;

Managing Stress

- The Sixth Form Undermaster reminds pupils of the mechanisms by which pupils can receive support and highlights key stress points during the year, encouraging pupils to look out for each other and to report concerns about their peers should they have them;
- Deputy Head (Mental Health and Wellbeing) delivers an assembly on managing stress, specifically looking at when stress is useful and when it can become a problem. This includes signs to watch out for and steps to take if stress does become too much;

Diversity

- The Sixth Form Undermaster and guest speakers deliver sessions on diversity. These vary from year to year, including sexism and gender, homophobia, bullying and racism. Ultimately the aim is to create a culture of kindness amongst pupils;

Resilience

- Guest speaker delivers a session on resilience and on strategies to help build resilience.

3.5 Eighth Form

- Prejudice and discrimination/bullying
- Homophobia
- Happiness/well-being – 4 pillars based on British Medical Association guidelines
- Rule of law
- Failure and the bigger picture
- Sexism and gender
- Youth to youth

- Lower Eighth – RAP project on sex, gender, the law and safety
- E-safety

In addition to the above, from time to time reminders are issued to boys via assemblies and emails about their safety and that of junior boys to and from school, to include:

- Personal safety and what they can do to limit/reduce the likelihood and danger (muggings).
- Care when cycling, or as a pedestrian i.e. using crossings and making sure junior boys are doing the same.

3.6 Upper Eighth – Outside the Assembly programme

Formal Level 1 Safeguarding training

All Prefects and House Perfects receive two hours of formal training from SW in safeguarding and reporting concerns at the end of the summer term before they commence the Upper Eighth.

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 aim 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, Kearnan Myall will deliver the lectures.

5. E-Safety

5.1 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.

5.2 Fifth form ICT Issues in the PSHE course

Building on the ICT course taught in the Fourth Form, this part of the PSHE course seeks to keep pupils aware of some key developments in ICT, as these affect issues such as:

- privacy, disclosure and sharing of personal information;
- the speed and impact of technological development as forces shaping culture and society – and the need for the individual to stay abreast of such developments;
- the rise and rise of ubiquitous computing.
- The precise content of these two lessons will change during the year in response to issues becoming pressing or particularly pertinent.

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 Boys

When boys 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 boy signs to say he has 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 Boys

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 boys 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 boys 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 as part of the Pre-U courses, 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 in to 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 boys 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, boys 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 COO of all accidents keeps a record.
- The school operate and follow all the regulation safety procedures and keep coaches fully up to date with the latest RFU [concussion management procedures](#) for field sports. Boys 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 boys 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 boys must take an on line navigation test for the Tidal River Thames.

Fifth Form, Sixth Form and Seniors

- At the start of the Fifth form boys 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 boys 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 boys 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 boys in their team and check the boys have EpiPen and parents contact numbers.