



St Paul's School
FOUNDED 1509

Safeguarding and Child Protection Policy – Safer Recruitment, Training and Supervision

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Applicable to:	SPS & SPJ		

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

To be read in conjunction with the [Child Protection and Safeguarding Policy](#).

Introduction

'Keeping Children Safe in Education September 2025' makes clear that all staff members should have appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates as required (at least annually) to provide them with relevant skills and knowledge to safeguard children effectively.

'Working Together to Safeguard Children 2026' places a duty on all employers to ensure that their

staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children, and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

The School will ensure that all staff (which includes the High Master, Head, all Governors, teaching and support staff [including temporary staff and all volunteers who do not fall under visitor procedures], hereafter 'staff') at St Paul's School and St Paul's Juniors (hereafter 'the School') will have training appropriate to their role, and in accordance with the KCSIE and recommendations of the Kingston and Richmond Safeguarding Children Partnership (KRSCP).

At SPS and SPJ, all staff fall into three groups:

Group 1

Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. This group includes contractors and volunteers.

These staff will receive Level 1 Safeguarding and Child Protection training at induction, along with annual updates.

Group 2

Staff in regular contact or who have a period of intense but irregular contact with children, young people and/or parents/carers, including all health staff who may be in a position to identify concerns about maltreatment, including those that may arise from an Early Help Assessment. This group includes academic staff, Learning Support staff, VMTs and all support staff.

These staff will receive Level 1 Safeguarding and Child Protection at induction. They will also receive Level 2 Safeguarding and Child Protection training on, or shortly after appointment, which will be refreshed every 3 years, along with annual updates.

Group 3

Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns. This

group includes relevant members of the School's Senior Leadership team, Senior Pastoral staff, Undermasters, Heads of Year, Senior Boarding staff, Nurses, Designated Safeguarding Leads (DSL) and Deputies, and School Counsellors.

These staff will receive Level 1 Safeguarding and Child Protection at induction and Level 2 Safeguarding and Child Protection training on or shortly after appointment. Group 3 will also attend Level 3 Child Protection training after appointment, and refresher training every 3 years (2 years if a DSL or deputy DSL). They will also receive annual updates.

Due to the complex nature of the DSL and Deputy DSLs roles, other training and continuous professional development will be provided, especially in developing ways to embed safeguarding into all aspects of the school. They will also undertake training in supplementary courses, such as Youth Mental Health First Aid.

All single and multi-agency training delivered to staff will be reviewed on a regular basis to ensure the inclusion of ongoing lessons from research, local and national child safeguarding practice reviews (previously known as serious case reviews) and government inquiry reports. Training will also reflect any changes in updated Government or Local Authority guidance relating to safeguarding children.

Governors

In line with KCSIE September 2025, all Governors will receive training to ensure they are aware of their responsibility for the management of Child Protection and Safeguarding in the School.

Safeguarding and Child Protection Induction

All new staff will receive Level 1 training on appointment as part of their induction on or before the first day of employment, overseen by the DSL and delivered by a member of the Safeguarding Team (either in person or online) or the HR department.

This will include (as a minimum):

- Level 1 Safeguarding and Child Protection training (unless the Level 2 course is being delivered on their day of commencement);
- The Safeguarding and Child Protection Policy;
- The Staff Code of Conduct;

- Missing Pupil Policy:
- Pupil Behaviour Policy;
- The School's Low Level Concern procedure and how to refer concerns, including self-referral;
- The identity and contact details of the Designated Safeguarding Leads (DSLs) and Deputy DSLs;
- A copy of Part One of statutory guidance Keeping Children Safe in Education (KCSIE) and details of the KCSIE quiz, which must be completed to the satisfaction of the DSL;
- A copy of the Whistleblowing Policy.

For those staff who require Level 2 training in addition to training on induction, this will be delivered as soon as possible, either on or following appointment, and in any case no later than six months from the commencement of employment.

All staff will be required to sign to confirm that they have understood this information and that they are aware of their responsibility for safeguarding children. In addition, the date of their induction training, and the date that they complete the KCSIE quiz, will be recorded on the Single Central Register.

Safeguarding and Child Protection Training (excluding induction)

All staff will receive Safeguarding and Child Protection training that is updated regularly and at least every 3 years (every 2 years for DSLs and Deputy DSLs) in accordance with national guidance. Such training, when arranged, takes priority over all other commitments.

The HR department will:

- Organise induction training as necessary;
- Organise Level 2 in-house Safeguarding and Child Protection training (including refreshers), in conjunction with the Safeguarding Coordinator;
- Organise Level 3 Safeguarding and Child Protection training (including refresher)
- Take a register at each training session, certificate all attendees and follow up all non-attendance;
- Log dates of training on the Single Central Register along with renewal dates;
- Identify the dates of future renewal training for all staff at all levels.

This will ensure that all new governors, teaching and support staff, and any staff due for renewal

training, have regular opportunities to undergo and refresh their training.

In addition to induction and refresher training, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Level 1 Safeguarding and Child Protection Training

All staff in group 1 will receive, as a minimum, annual update training equivalent to Level 1.

Training will be delivered at induction by the HR department (or a member of the Safeguarding Team) prior to starting work, or on the first day of work.

In addition, all new SPS prefects (including School House prefects) will receive Level 1 training at the beginning of the U8th from the Safeguarding Coordinator.

Level 2 Safeguarding and Child Protection Training

All staff identified as falling into group 2 will complete Level 2 Safeguarding and Child Protection training, as soon as possible following appointment. The training will be certificated and must be refreshed every 3 years.

Level 2 training will generally be provided by the Safeguarding Co-ordinator and will be consistent with National and Local Safeguarding Partnership guidance.

Visiting Music Teachers will receive a specialist Safeguarding and Child Protection induction (delivered by the Music School Manager) on or before their first day of work, which will include one-to-one teaching situations, physical contact, and specific information for safe practice in music teaching. VMTs will also attend Level 2 Safeguarding and Child Protection training as soon as possible following appointment. This training will be certificated by the school and must be refreshed every 3 years.

VMTs must be booked onto an in-house level 2 course before their first day. If they are unable to attend any of the available course dates, or subsequently do not attend, they must complete a Level 2 equivalent online course that has been approved by the Safeguarding Coordinator, prior to their first day of teaching and provide this certificate to the HR department.

If a VMT holds a recent Level 2 certificate from another school, this may be accepted as an alternative to SPS training, at the discretion of the Safeguarding Coordinator.

Level 3 Safeguarding Children training

The Level 3 training (including refresher) will be provided externally by the KRSCP.

It is the responsibility of the DSL and DDSs to keep up to date with developments in safeguarding practice e.g. Prevent, Child Sexual Exploitation and Female Genital Mutilation (FGM), Sexual Violence and Harassment in schools, Child on Child abuse, Forced Marriage, So-Called Honour Based Violence, Children Missing from Education, and to attend any necessary training events to support this process.

Safer Recruitment and Termination Training

The HR Director, High Master, Head, Surmaster, Safeguarding Co-ordinator, Safeguarding Leads and Deputies, Heads of Faculties, Safeguarding Governor and all members of the HR department will undertake Safer Recruitment training on appointment, and this will be updated every two years.

Content of safeguarding training and additional safeguarding training

KCSIE (2025) offers a framework for training content and expected learning outcomes for all professionals working with children and young people dependent on their roles.

All staff members will receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This additional training is devised by the Safeguarding Team and delivered as and where appropriate via a variety of media, including staff meetings, emails, online resources, INSET courses, etc.

School Need Specific

The DSLs will monitor safeguarding issues within the School and locally, and identify patterns, e.g. bullying issues, mental health issues, instances of self-harm, etc. Where patterns of concern emerge, the DSLs will attend, organise and/or deliver training themselves and/or to other staff as

necessary to promote the safety and welfare of all pupils. Such training, when identified, planned and completed, will be recorded in the minutes of the Safeguarding Governors meeting.

Training Summary Checklist

The following tables summarise the training regimens of the various constituencies within the School.

School Governors:

Training	All Govs	Vice Chair	Chair	CP Governor
Level 1 induction	✓	✓	✓	✓
Safer Recruitment and Termination (refreshed every 2 years)	✓	✓	✓	✓
Level 2 S&CP (refreshed every 3 years)	✓	✓	✓	✓
Level 3 S&CP (refreshed every 3 years)				✓

School teaching staff:

Training	All Teachers	Recruiting HODs	Pastoral Leads	DSL and Deputies	High Master/ Head
Level 1 induction	✓	✓	✓	✓	✓
Safer Recruitment (refreshed every 2 years)		✓	✓	✓	✓
Level 2 S&CP (refreshed every 3 years)	✓	✓	x	x	x
Level 3 S&CP (refreshed every 3 years)	x	x	✓ (every 2 years)	✓ (every 2 years)	✓ (every 3 years)

Support staff:

Training	Contractors and Volunteers	All other Support staff, VMTs and Invigilators	Recruiting Line Managers	HR Department
Level 1 induction	√	√	√	√
Safer Recruitment and Termination (refreshed every 2 years)			√	√
Level 2 S&CP (refreshed every 3 years)		√	√	√
Level 3 S&CP (refreshed every 3 years)				

Supervision

The School recognises the value and effectiveness supervision has on day-to-day safeguarding practice. Effective supervision provides support, coaching and professional development for the practitioner. It builds confidence around decision making, communicating and collaborative working to keep children safe.

The School also recognises the emotional impact that supporting vulnerable children can have on members of the school staff and supervision can provide that important opportunity to offload worries and concerns in a safe structure.

Supervision is integral to the effective delivery of pastoral care throughout the school, it is recognised as necessary in our efforts to maintain the highest standard of safeguarding and pastoral interventions.

Working Together to Safeguard Children 2026 and *Keeping Children Safe in Education 2025* specify that in order to reflect their commitment to safeguarding children then organisations should have in place, particularly for practitioners with safeguarding responsibilities access to training, support and supervision.

Safeguarding supervision is a shared responsibility, where staff and supervisors are expected to contribute to the process and support the culture of supervision in schools.

Scope

Designated Safeguarding Leads and Deputies, Pastoral Leads, Junior School Heads of Year and Undermasters will access safeguarding supervision. Nurses and Learning Support teachers, Housemasters, Tutors, and any member of staff who may require support at a particular time will be able to access supervision.

Definition

There are different models of supervision in different settings, the model that the school has chosen to adopt is the 4x4x4 Integrated model of supervision developed by Jane Wonnacott and Tony Morrison.

The functions of supervision are:

- Managerial Function – Competent, accountable performance.
- Development Function – Continuing professional development.
- Supportive Function – Personal support.
- Mediation Function – Linking the individual to the organisation.

The process of supervision is supported by the development of a relationship between supervisors and supervisees which provides a safe environment to support the worker and facilitate reflection, challenge and critical thinking.

The supervisor will use the supervision learning cycle of:

- Experience
- Reflection

- Analysis
- Action planning

This 4x4x4 model keeps the child as the central focus but also incorporates the staff member, the organisation and our external partners.

Supervisor and supervisee expectations

The school fully supports the process and need for supervision and recognises its benefits to the pupils, their families and the school itself. Therefore, they appreciate that the time needed to access supervision should be considered sacred and permissible time. Supervision is provided by a trained supervisor with extensive safeguarding experience.

Supervisors will:

- Offer supervision sessions at a frequency in line with this policy.
- Ensure that supervision is recorded each time.
- Maintain a child centred focus.
- Provide constructive feedback, while also addressing performance concerns and work positively with the supervisee to improve on these.

Supervisees will:

- Prepare adequately for the supervision session
- Use the session to raise concerns about any pupils or any other safeguarding related issues.
- Copy notes provided by the supervisor across to each child's pupil file.

Delivery method for supervision

One to one supervision is the preferred method, this allows time for the supervision cycle to progress and gives individual's opportunities to work through all the functions of supervision. It also provides privacy and confidentiality with regard to the emotional impact of safeguarding work.

Ad-hoc supervision is inevitable in a school environment but it should never replace the regular one-to-one. It is useful particularly in emergency or more urgent situations as it

provides support and direction in a faster paced situation.

Peer group supervision is useful for practitioners who are in similar roles or sharing roles, e.g. DSL and deputy DSLs. If conducted properly then regular DSL and welfare meetings may act as part of the supervision process.

Frequency

Dependent on individual practitioner roles, the frequency will vary. Currently the Safeguarding Coordinator provides safeguarding supervision to relevant staff at the school.

The recommendation is as follows:

- Safeguarding Coordinator and DSLs - monthly with an external provider.
- Deputy DSL's - fortnightly
- Undermasters – weekly in the first 6 months, then fortnightly.
- SPJ heads of year – weekly in the first 6 months, then every 3rd week.
- Tutors – ad-hoc although regularly during a difficult safeguarding issue involving a tutee.
- Boarding Housemaster – fortnightly.

Recording of supervision

Supervision notes are made by the Safeguarding Coordinator and sent to the supervisee after each session. The supervisee will copy the notes to the child's file. They should include current concerns and agreed action plans. These plans will be reviewed at the subsequent supervision session and welfare meetings. Professional development plans should be kept on that practitioners file with the supervision agreement.

Supervision agreement

It is considered best practice to have a written and signed agreement between the supervisor and supervisee, building trust, an understanding of each other's roles and factors that may disrupt the process are vital for a supervisory relationship to be productive and positive. The supervision agreement will be reviewed yearly.