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**St Paul's Cathedral School**

**Safeguarding (Child Protection) Policy and Procedures  
September 2020  
(Reviewed annually)**

# AIMS & PRINCIPLES

***St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.***

*The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.*

*Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.*

# St Paul's Cathedral School

## Safeguarding (Child Protection) Policy and Procedures

### I Introduction

- I.1 St Paul's Cathedral School recognises that all staff (including temporary staff, volunteers and governors) have a duty to protect the children in their care (including those in the Early Years Foundation Stage) from abuse, neglect and exploitation. Appropriate action will be taken to minimise risks. The School aims to create an ethos which empowers children, encourages the expression of their ideas, feelings and opinions, and treats them with respect. Staff will consider, at all times, what is in the best interests of the child.
- I.2 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- I.3 The School is mindful of the legislation and guidance which is designed to safeguard the welfare of children. Appendix I lists the legislation and guidance which pertains currently.
- I.4 Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. The document "Keeping Children Safe in Education" (KCSIE) (September 2020) defines abuse in four categories:
- physical abuse;
  - emotional abuse;
  - sexual abuse and
  - neglect.

These apply to all children and young people under the age of 18. Detailed explanations of these definitions are contained in Appendix 2.

- I.5 This safeguarding policy is made available to parents on request and can be found on the school's website.
- I.6 This policy should be read in conjunction with these other policies:
- Anti-bullying policy
  - Educational Visits Policy
  - ICT and use of electronic equipment policy (pupils)
  - Staff behaviour policy and code of conduct
  - Use of email systems and internet policy (staff)
  - Social networking policy (staff)
  - Safe Working Practice Agreement (staff and volunteers)
  - Whistleblowing Policy
  - Recruitment Policy
  - St Paul's Cathedral Safeguarding Policy

## **2 Our Aims**

2.1 In order to create and maintain an environment which safeguards and promotes the welfare of children:

- We ensure safe recruitment practice in checking the suitability of staff, governors and volunteers to work with children;
- We raise awareness of child protection issues and equip children with the skills to keep themselves safe;
- We ensure children know that there are adults in the school and in the wider Cathedral community whom they can approach if they have worries, with whom they feel secure, are encouraged to talk, and are listened to;
- We provide access to external sources for support for children with concerns. We promote children's resilience to harm via the tutorial system and PSHEE curriculum;
- We are alert to risks of abuse and indicators of harm;
- We implement procedures to identify and report cases, or suspected cases, of abuse to the City of London Children's Services Team;
- We know how to find out who else is working with the child and when and how to share information and will work in partnership with all relevant agencies to the benefit of the child;
- We support pupils who have been abused in accordance with their agreed protection plan;
- We establish a safe environment in which children can learn and develop;
- We recognise that parents have a right to confidentiality but, should the need arise, parents will be advised if information needs to be divulged to other people concerned with the child or family's welfare.

## **3 The Role of the Governing Body**

3.1 The Governing Body is accountable for ensuring that the school has effective policies and procedures in accordance with legislation and guidance, and is accountable for monitoring the school's compliance. To demonstrate their compliance with this policy, members of the Governing Body have undergone DBS checks.

3.2 The Governing Body will ensure that:

- The school has a child protection policy and procedures in place, in line with current legislation and guidance, is in accordance with locally agreed inter-agency procedures and follows the guidelines of the City and Hackney Safeguarding Children Partnership;
- There is a designated governor for child protection (see 3.4);
- The school has a senior member of the leadership team, who is the Designated Safeguarding Lead (DSL) for child protection, who has

undertaken basic and further training, including refresher training every year;

- All staff know the name of the senior person responsible for child protection and are aware of that person's role;
- There is a job description for the DSL and that he or she has sufficient time, funding, supervision and support to fulfil child welfare and safeguarding responsibilities effectively.
- All staff (including temporary staff, senior boarders and volunteers) are made aware of the school's arrangements for child protection, and their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated senior person responsible for child protection;
- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of KCSIE.
- Written records of concerns about children are kept securely, away from the main pupil file in a locked location and that such records are kept even if there is no need to refer the matter immediately;
- The school always follows safe recruitment procedures, including DBS checks;
- There are procedures for dealing with allegations against a member of staff, volunteers or the head in line with locally agreed inter-agency procedures (in line with the City and Hackney Safeguarding Children Partnership's requirements);
- Staff and the Head have undertaken appropriate training to assure their competent execution of their child protection responsibilities (updated at least every 2 years) and receive safeguarding updates at least annually;
- It has considered how children may be taught about safeguarding, including online, through the curriculum and PSHEE and provision is made for teaching children to keep themselves safe;
- Children are safeguarded from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems are in place (see Annex C of KCSIE).
- Parents have an understanding of the responsibility for child protection placed on the staff and school;
- It recognises the importance of information sharing between professionals and local agencies and that the school develops effective links with the relevant agencies and co-operates as required with their enquiries regarding child protection matters in line with locally-agreed inter-agency procedures.

### 3.3 The Governing Body will:

- Review the school's child protection policies annually, including an update and review of the effectiveness of procedures and their implementation.
- Receive a report annually (in June) from the DSL.
- Remedy any deficiencies or weaknesses in the school's arrangements for child protection without delay.

- Nominate a member of the governing body (usually the Chair) to liaise with relevant agencies in the event of an allegation against the Head Teacher or the DSL for child protection.
  - Review its child protection policy and procedures annually and maintain information about them and the efficiency with which the above duties have been discharged.
- 3.4 The Designated Governor for child protection is The Revd Canon James Milne. The Designated Governor's function is to provide help and support to the DSL in the school and to liaise, as appropriate, with the Diocese and other agencies. The Designated Governor will meet with the DSL once a term. They will talk to members of staff across the school to check if they are aware of policies and procedures.
- 3.5 Other than the Designated Governor for child protection, Governors do not have a role with individual cases, except when exercising disciplinary functions in respect of allegations against staff. If there is an allegation against a Head Teacher, this would be dealt with by the Chair of Governors together with the other agencies involved in safeguarding children.

## **4 Staff Roles and Responsibilities**

- 4.1 School staff are in contact with children all day and are in a position to detect early indicators of possible abuse, including changes in children's behaviour or their failure to develop. All staff should be prepared to identify children who may benefit from early help.

All staff have a responsibility to:

- be aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school;
  - raise immediately any concerns about the welfare of a child, including children who may be at risk from being drawn into terrorism, and report concerns or allegations of risk of harm to pupils;
  - understand the additional safeguarding vulnerabilities of learners with SEN and disabilities and how those barriers can be overcome;
  - make a referral to children's social care and/or the police if a child is in immediate danger or is at risk of harm;
  - contribute to the assessment of a child's needs;
  - contribute to ongoing action to meet those needs.
  - Read at least part one of KCSIE.
- 4.2 The school has a Designated Safeguarding Lead for child protection who takes lead responsibility for dealing with child protection concerns.
- 4.3 All staff may raise concerns directly with the Children's Social Care Services. See Appendix 3 for details. Staff with concerns including support and advice

about extremism may also call the local police on 101 (non-emergency number) or the DfE dedicated telephone number or mailbox for non-emergency advice: 0207 340 7264; [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

- 4.4 All staff have a legal obligation to report to the police any cases of FGM they discover. They should discuss the case with the DSL who will involve children's services.
- 4.5 All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior management team. Where a staff member feels unable to raise an issue with the school or feels that their genuine concern is not being addressed, they should use the Whistleblowing Policy, or call the NSPCC whistleblowing helpline (0800 028 0285 – 8.00am – 8.00pm Monday – Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- 4.6 The DSL for child protection at St Paul's Cathedral School is the Deputy Head, Mr Jaco Brand, who is also the designated person to take lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate. The Assistant DSL for child protection is Mrs Caroline Heylen. All three staff members have received training in Safeguarding Children on a regular and systematic basis. The DSL has also received training in Safer Recruitment.
- 4.7 The DSL's broad areas of responsibility are:
  - To refer allegations of suspected abuse or child protection concerns to the City of London Children's Services Team. Such a referral or referrals must be made within 24 hours (in writing or with written confirmation of a telephoned referral) to the City of London Children's Services Team to carry out child protection investigations rather than internal investigations by the school;
  - To provide support, advice and expertise within St Paul's Cathedral School;
  - To decide whether to make a referral to City of London Children's Services Team or to the Police and to liaise with the City and Hackney Safeguarding Children Partnership and other organisations when necessary;
  - To attend relevant training in child protection, inter-agency working and training in the LSCB's approach to 'Prevent' duties provided by the local social services department or an external welfare agency acceptable to the local safeguarding children board with updates at least every two years;
  - To ensure that all staff have access to and understand the school's Child Protection policy;
  - To ensure that all staff and the Head have regular training to assure competence in child protection matters (at least every 2 years), and 'Prevent' awareness, and to keep records detailing such training;

- To ensure that temporary and voluntary staff who work with children are made aware of the school's child protection arrangements.
- To keep written records of all concerns in respect of child protection in a locked location;
- To notify City of London Children's Services Team of any unexplained absence of more than two days for any child who is subject to a child protection plan;
- Where children leave the school, to ensure their child protection plan is copied for the new establishment as soon as possible but transferred separately from the main pupil file;
- If a child leaves and the new school is not known, to alert the LEA so that these children can be included on the database for lost pupils;
- To make an annual child protection report to the Governing Body in consultation with the designated governor for child protection;
- To ensure the school's Safeguarding/Child Protection policy is reviewed annually, and updated as necessary and to work with the Governing Body regarding this, including a review of associated policies such as anti-bullying and policies applicable to boarders, such as steps to be taken if a child is presumed missing;
- To ensure parents see a copy of the Child Protection policy which alerts them to the fact that referrals may be made and the role of the School in this.
- To liaise closely with the cathedral staff responsible for rehearsals and performances with the choristers and probationers to safeguard their general well-being.

4.8 The School Nurses may provide advice and guidance on appropriate matters (e.g. health or injury to a child) to the Designated Safeguarding Lead.

4.9 All newly appointed staff and volunteers are required to be trained in the school's child protection policy as part of their induction as soon as they start working at the school. The training will include:

- the school's child protection policy;
- the staff behaviour policy and code of conduct including the whistleblowing procedure;
- the identity of the designated person;
- a copy of Part I of KCSIE

4.10 As St Paul's Cathedral School is within the City of London, the policy and practice of the school is reviewed by the Corporation of London Children's Services.

4.11 Staff in the EYFS setting and across the Pre-Prep department have a responsibility to ensure they adhere to the EYFS policy on mobile phones



and cameras. This includes not using personal mobile phones, cameras, apple watches and video recorders in the presence of children either on school premises or when on outings and not using mobile phones in any teaching area within the setting or within the bathroom area.

- 4.12 For student or trainee teacher placements, the tertiary education provider must provide written confirmation that they have carried out all safeguarding checks regarding the individual, before the student or trainee teacher can start a placement at the school.

### **Disqualification by Association**

The school educates EYFS pupils and therefore requires all staff who come into contact with EYFS pupils to complete a self-declaration form that they should not be disqualified under the Childcare Act 2006 by association with others.

## **5 Safe Recruitment Procedure**

- 5.1 The school recognises that a structured approach to recruitment, which includes appointing staff to specific job roles which have a job description, is an important part of ensuring safe recruitment.
- 5.2 Job descriptions are provided which include reference to procedures relating to the protection of children, the duty to prevent child abuse, and the action to be taken if abuse is discovered or disclosed; they also set out clearly to whom members of staff are accountable and those whose work they are responsible for supervising as well as the name and role of the Designated Safeguarding Lead in the school.
- 5.3 The school will ensure that applicants for any post provide the following documented information when applying for a post:
- full name (including any changes of name), current and recent addresses and date of birth
  - details of previous experience, voluntary or paid, of working with children
  - permission to contact, in writing and in person, two persons who have experience of their work or contact with children and who may be asked for a reference.
- 5.4 During the interview process interviewees will be asked specifically about their experience of work with children.

Before appointment of the individual to a post the school will:

- obtain two references from persons who have experience of the applicant's paid or voluntary work with children and have specifically addressed this topic in giving a reference;
  - make no appointment prior to receipt of a satisfactory Enhanced DBS check.
  - make no appointment prior to checking prohibition from teaching orders if the individual is to carry out teaching work.
  - make no appointment prior to checking prohibition from management directions if the individual is to be appointed to a management position.
- 5.5 The school will make a barred list check and an overseas check if applicable.
- 5.6 The school has registered with an agency so that it can access the Disclosure service in relation to all paid staff (full, part time and temporary) and volunteers who have regular unsupervised access to children. All school staff must have a DBS check. Disclosure arrangements for the School are managed by the Bursar and the Designated Safeguarding Lead. Disclosure information is kept securely by the Designated Person or the Bursar.
- 5.7 As part of the Disclosure process, the Bursar will establish the identity of the applicant by reference to a range of appropriate documents (full birth certificate, passport, or photo card driving licence and an item such as a utility bill which shows the applicant's name and address.) Where appropriate, change of name documentation should also be verified.
- 5.8 All newly appointed staff will be asked to fill in a self-declaration form as required under legislation for those who work or who come into contact with children in the Early Years Foundation Stage. (Supplementary advice to KCSIE)
- 5.9 New staff will be required to make a self-declaration of medical fitness.
- 5.10 Photocopies of all documents will be kept confidentially on the individual's personnel file. A record of evidence to show that supply staff and volunteers have been checked is also kept.
- 5.11 The Bursar will obtain assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.
- 5.12 The school will ensure that any visiting speakers are suitable and supervised.

## **6 Procedure for dealing with a suspicion or concern about a child**

If a staff member or volunteer has a suspicion or concern about a child they should:

- Bring this to the attention of the Designated Safeguarding Lead immediately. The Head should be informed. In the absence of the Head, the Chair of Governors should be informed. In the absence of the Designated Person or the Assistant Designated Person, the staff member or volunteer should contact the most senior member of staff on site and seek their advice.
- Staff may also raise their concern directly with the Children's Social Care Services – see 4.3 and Appendix 3.
- Take advice about what action needs to be taken to ensure the child is safe. This may mean seeking medical attention for the child.
- In cases of serious harm, or on suspicion that a crime may have been committed, inform the police from the outset and inform the DSL that you have done so.
- Record all concerns and actions taken. This should include dates, times, what was observed and what was said, including the actual words said by the child. If there is an injury this should be noted on a body map form. What action has been taken should be clearly indicated and the form signed, dated and timed by the Designated Person.

Where concerns are such that they may indicate a child is suffering or likely to suffer significant harm, the Designated Person shall report these to the City of London Children's Services Duty Officer immediately. Where it is clear that a child is in need of additional support from one or more agencies, an inter-agency assessment should be set up using local processes.

Parents may be notified to both share and clarify information, unless it is felt this could place a child at risk or if the concerns are of sexual abuse where advice must be sought and advice taken from the duty social worker at City of London Children's Services. See Appendix 3 for contact details.

All staff will be trained so that they are alert to signs and symptoms which are cause for concern. (Appendix 4 gives details.) This includes being aware of child sexual exploitation, further information on which can be found on page 79 (Annex A) of KCSIE (2019), Female Genital Mutilation, including breast flattening, any concerns about children who run away or go missing and the vulnerability of 'Looked After Children', domestic abuse, honour-based violence and forced marriage.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, sexting and sexual harassment,

including upskirting, as well as behaviour involving initiation or other 'rituals'.

All staff should understand the contextual issues of safeguarding. This is done by considering the wider environmental factors affecting the child's life that may pose a threat or risk to their safety and/or welfare.

All staff should foster a greater awareness of the mental wellbeing of their pupils and will receive training to be better equipped to deal with the challenges in this field.

Types of abuse are outlined in Appendix 4 of this document and on pages 7 and 8 of KCSIE (September 2020). All staff will be made aware of the school's policy in respect of finding/reporting a missing child (Appendix 5.)

The school will report to the Local Authority pupils who have more than ten days of unauthorised absence (other than for reasons of sickness or leave of absence), pupils who fail to attend on a regular basis and any pupil who is deleted from the attendance register when the next school is not known.

## **7 What to do if a child discloses that s/he is being abused**

- 7.1 When a child makes an allegation of abuse, s/he must be taken seriously. Even if the allegation seems improbable, it must be treated seriously.
- 7.2 The child should be reassured that they have done the right thing to talk and, if possible, his or her words should be noted, as accurately as possible. The note should be timed, dated and signed.
- 7.3 All staff will be trained in the use of appropriate questioning techniques. It is important not to use leading questions. Open-ended questions should be used when talking to the child. It is important that the child is not questioned other than to gain basic information: an investigation will not be undertaken. (Guidance in note form of how to respond is shown in Appendix 6.)
- 7.4 Where a child discloses they are being abused, whether by one or more children, the Designated Person should be notified. He will then notify the City of London Children's Services. Reference should also be made to the school's anti-bullying procedure, as appropriate.

## **8 Confidentiality**

- 8.1 Sometimes children will tell an adult they trust that they are being abused, but will ask that no-one else is told. If that happens it must be explained that certain people must be told about the child's disclosure but this will be confidential and not mentioned to anyone other than staff designated for child protection concerns and City of London Children's Services Team.

- 8.2 It is very important that anyone who suspects a case of child abuse maintains confidentiality at all times. Other members of staff will be informed on a need-to-know basis.
- 8.3 The duty to share relevant information to keep children safe overrides all other privacy related legislation.

## **9 Procedure for dealing with Allegations of Abuse Against Another Child, a Member of Staff, Volunteer or the Head**

- 9.1 The school recognises its dual responsibility: to protect the wellbeing of children and to support its staff by fostering mutual confidence and trust. Any allegation will be dealt with sensitively, straight away and as confidentially as possible.
- 9.2 Staff should recognise that children are capable of abusing their peers. Abuse can take place between children. This can occur when there is a large difference in power (size, ability, development) or if the perpetrator has repeatedly tried to harm one or more other children. Care and consideration must be taken to ensure that abuse is not incorrectly identified as banter or teasing. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.
- 9.3 Any allegation of abuse against another child must be reported immediately to the Designated Person and the Head must be informed (or in his absence the Chair of Governors who will usually consult the Designated Person on the Governing Body) and will be treated very seriously. Any allegation against a member of staff, volunteer, a member of the Cathedral community or the designated person must be reported to the Head who will refer on to the LADO. All allegations against staff members or volunteers will be dealt with under the City and Hackney Safeguarding Children Partnership’s Procedures: ([http://www.londoncpc.co.uk/chapters/referral\\_assess.html](http://www.londoncpc.co.uk/chapters/referral_assess.html))
- 9.4 If the allegation concerns the Head, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head first.
- 9.5 The London Child Protection Procedures apply if there is an allegation of concern that any person who works with children in connection with their employment or voluntary activity has:
- behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against a child;
  - behaved towards a child or children in a way that indicates they are unsuitable to work with children.

- 9.6 All allegations should be referred to the Local Authority Designated Officer (LADO) for advice before any investigation takes place.
- 9.7 In case of serious harm, or on suspicion that a crime may have been committed, the police should be informed from the outset.
- 9.8 A staff member may be suspended until the matter has been fully investigated, although such suspension is not automatic. Suspension is a neutral act and the suspension will be on full pay. If an allegation is made against the Head or the Designated Person, the Designated Governor and the Chair of Governors will become involved.
- 9.9 The school is bound by a requirement to notify the Disclosure and Barring Service (DBS) within one month of any person (whether employed, contracted, a volunteer or student) leaving the school whose services are no longer used because he or she is considered unsuitable to work with children; the DBS address for referrals is: P.O. Box 181, Darlington DL1 9FA (tel: 01325 953795) This requirement remains if a member of staff resigns before the completion of a disciplinary investigation but in the event that a determination to dismiss would have been the likely outcome.
- 9.10 The school will consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed and a prohibition order may be appropriate. This requirement remains if a member of staff resigns before the completion of a disciplinary investigation but in the event that a determination to dismiss would have been the likely outcome.
- 9.11 The school will undertake to make arrangements for alternative accommodation away from children in cases where a member of boarding staff is suspended pending an investigation of a child protection nature.
- 9.12 Members of staff should be aware of their vulnerability and should do their utmost to prevent misunderstanding. All Staff, even if they are non-residential, should be familiar with the School's Code of Conduct guidelines for Residential staff (Appendix 7) and the general Code of Conduct for Staff (Appendix 30 in the Staff Handbook). This is particularly important for staff accompanying residential trips.
- 9.13 If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether any improvements to be made to the school's procedures or practice to help prevent any similar events in the future.

## **10 Staff Training and Mutual Responsibilities**

- 10.1 It is recognised that this is a highly sensitive and difficult area of work which few teachers will have experienced previously. Whilst it is the responsibility of each member of staff to raise his/her awareness in matters of child abuse, the school also recognises its responsibilities.

## 10.2 The school has a responsibility:

- to provide staff development workshops on child protection at the beginning of each year;
- to ensure all staff, including temporary staff and volunteers are provided with induction training that includes:
  - the school's child protection policy;
  - the staff behaviour policy and code of conduct including the whistleblowing procedure;
  - the identity of the Designated Person and their assistant;
  - a copy of Part I of KCSIE
- to ensure the Designated Person receives updated child protection training every year;
- to invite other professionals to speak to staff on matters of child abuse;
- to send staff on courses as available;
- to make available to all staff the London Safeguarding Children Procedures which are available from the Designated Safeguarding Lead;
- to remind staff that if they raise legitimate safeguarding concerns under the school's 'Whistleblowing' procedure, including the possibility of raising such concerns or allegations with Ofsted, this will be regarded as a 'Protected Disclosure' for which there will be no retribution nor disciplinary action if the Disclosure is made in good faith.

## 11 Record Keeping

- 11.1 All concerns relating to child protection will be recorded and these notes will be retained in a separate file kept securely by the Designated Safeguarding Lead. Information will be recorded with regard to facts, timed and dated observations, objective descriptions of the child's behaviour/appearance, without comment or interpretation. Where possible the exact words spoken by the child will be recorded. All notes will be dated, timed and signed by the maker of the record.
- 11.2 The Designated Person will review these records regularly to see if there are any patterns of concern about a child's welfare.
- 11.3 The Designated Person will produce an anonymised annual report to the Governing Body.

## 12 Pupil Support

- 12.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at

school their behaviour may be challenging and defiant or they may be withdrawn.

12.2 The school will endeavour to support the pupil through:

- the content of the curriculum including the PSHE curriculum.
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- the school discipline and rewards policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- the school's anti-bullying procedure which is contained in the school's handbook.
- access to a publicised independent "listening ear" and the readily available contact number for Childline
- the school's formal tutorial system
- liaison with other agencies that support the pupil
- ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred (under separate cover) to the new school immediately and that the child's social worker is informed.
- creating an atmosphere in which children's views can be expressed, listened and responded to.

This document is accurate as at June 2019 and will be reviewed annually by the Governing Body:

Reviewed October 2014

Reviewed February 2015

Updated September 2015

Updated October 2015

Updated February 2016

Updated July 2016

Revised and Updated September 2016

Updated May 2017

Updated September 2018

Updated November 2018

Updated June 2019

Updated October 2019

Updated September 2020

The Very Reverend David Ison, Dean of St Paul's  
Chairman of Governors

Reverend Canon James Milne  
Designated Governor for Child Protection



### Child Protection Legislation and Guidance

- The Children's Act 1989 and 2002
- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (September 2020)
- London Child Protection Procedures 2020 (City and Hackney Safeguarding Children Partnership)
- National Minimum Standards for Boarding schools
- Education (Independent School Standards) (England) Regulations 2014
- Statutory Framework for the Early Years Foundation Stage
- Disqualification under the Childcare Act (Feb 2015)
- Disqualification by Association (September 2018)
- What to do if you are worried a child is being abused (March 2015)
- Prevent Duty Guidance: for England and Wales (July 2015)
  - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
  - The use of social media for on-line radicalisation

## Appendix 2

### **Keeping Children Safe in Education: Statutory guidance for schools and colleges (2020)**

This document can be found at:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

End of Appendix 2

**Appendix 3**

**City of London Children's Services – Contact Details**

|  |                           |                      |
|--|---------------------------|----------------------|
| <b>City of London<br/>Social Services Dept.<br/>Children &amp; Families Team</b> | <b>(LADO – Pat Dixon)</b> | <b>020 7332 3621</b> |
|--|---------------------------|----------------------|

End of Appendix 3

### Types of abuse and neglect.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**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 in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which 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 in 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 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 a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, 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.

## **Pointers to the Possibility of Abuse**

### **I. Physical Abuse**

The most common examples are:

- **Bruises**

In or around the mouth

Fingertip bruising on arms, chest or face indicating tight gripping or shaking

Bruises of different colours indicating injuries of different ages

Two simultaneous black eyes without bruising to the forehead

Bruising showing the marks of a belt or implement or a hand print

Bruising or tears around the earlobes

Bruising to the head or soft tissue areas of the body

- **Bites**

Human bite marks are oval or crescent shaped and can leave a clear impression of teeth

- **Burns and Scalds**

Burns with a clear outline are suspicious

Circular burns from cigarettes

Linear burns from hot metal rods or electric elements

Burns of a uniform depth over a large area

Friction burns from being pulled across a floor

Scalds producing a waterline from immersion or pouring of hot liquid

Old scars indicating previous burns

- **Fractures**

Any fracture in a child under 1 year old is suspicious

Any skull fracture in the first three years is suspicious

- **Female Genital Mutilation**

This is illegal in the UK and is regarded as abusive. There is further information on page 9 of Part I of KCSIE (2020)

### **2. Emotional Abuse**

This is difficult to identify. It is the result of ill treatment in the form of coldness, hostility and rejection; constant denigration or seriously distorted emotional demands; extreme inconsistency of parenting. Some of the signs and symptoms are as follows:

- Low self-esteem
- Apathy
- Being fearful and withdrawn or displaying 'frozen watchfulness'
- Unduly aggressive behaviour
- Excessive clinging or attention seeking behaviour
- Constantly seeking to please
- Over-readiness to relate to anyone, even strangers

### **3. Sexual Abuse**

Can be suspected based on physical signs, the child's behaviour or following a direct statement by the child. It is often investigated because of a combination of these signs:

- A level of sexual knowledge inappropriate to the child's age
- Sexually provocative relationships with adults
- Sexualised play with other children
- Self-harm, mutilation, or suicide attempts or threats
- Recurrent urinary tract infections
- Sudden onset of soiling and wetting
- Truancy, running away from home
- Uncharacteristic difficulty in learning, poor concentration
- Recurrent abdominal pain
- Promiscuity
- Requests for contraceptive or other sexual advice
- Severe sleep disturbance
- Change of eating habits
- Social isolation and withdrawal.

### **4. Neglect**

This is difficult to identify but leads to physical and emotional harm of a child. The signs and symptoms include:

- Failure of a parent to provide adequate food, clothes, warmth, hygiene, medical care or supervision
- Failure of a child to grow within the normally expected pattern – they may show pallor, weight loss and signs of poor nutrition
- Failure of parents to provide adequate love and affection in a stimulating environment
- A child may look listless, apathetic or unresponsive with no apparent medical cause
- A child may be observed thriving when away from the home environment.

End of Appendix 4

## **Appendix 5**

### **Steps to be taken if a child is presumed missing**

1. The teacher on duty should immediately alert the Headmaster or Deputy Head. An initial search of the school will be carried out.
2. After 20 minutes, it must be presumed that the child has left the premises, in such case the Headmaster or the person deputising for him will immediately contact the child's parents and after consultation with the parents, alert the police. If the parents cannot be contacted, the Headmaster or the person deputising for him will make a decision about contacting the police or not.
3. A contact number will be given. A member of staff will be at that number until the child is accounted for.
4. A record of the absence and its outcome will be entered in the incident book.

## **Appendix 6**

### **Steps to be taken when a child is missing from education (unauthorised absence)**

1. With due regard to KCSIE ANNEX A
2. Children who are poor or irregular attenders, are more likely to be vulnerable and may become children missing from education. Poor and irregular attendance must be discussed with the school attendance service (Ian Norman-Bruce, City of London).
3. For any unauthorised absence, the school office contacts parents/carers daily and immediately after the close of registration.
4. If a child is unaccounted for, revert to Appendix 5 above.
5. Following good practice guidance KCSIE (September 2020), the school will hold the details of more than one emergency contact for each pupil.

**Safeguarding Children in School - Dealing with Disclosure**

Dealing with a disclosure involves the hearer in identification of what is being heard. It is not the same as investigation.

The following five step approach should aid the process.

***Receive – Reassure – React – Record - Support***

**1. Receive**

- Listen
- Accept

**2. Reassure**

- Stay calm
- Don't promise confidentiality
- Empathise

**3. React**

- No leading questions
- No judgments
- Explain what you will do next
- Inform Designated Safeguarding Lead is kept in contact

**4. Record**

- Brief notes – date/time/place etc
- Be objective
- Use child's words and diagrams

**5. Support**

- Give child time and a safe place

End of Appendix 6



## **Code of Conduct Guidelines for Residential Staff**

### **Introduction**

St Paul's Cathedral School has a commitment to provide for the welfare needs of choristers who board at the school during term-time. As part of the Child Protection Policy and Procedures, these Code of Conduct guidelines are directed at assisting residential staff in ensuring that children are protected from all forms of abuse and in enabling staff to protect themselves from being in situations where they may become vulnerable to allegations being made against them. Residential staff need to be vigilant and aware of the personal and professional boundaries that govern their working relationship with the choristers who board at the school.

These guidelines are part of the induction package for all new resident staff.

### **1. Being alone with children**

There will be occasions where staff may be alone with the choristers. In these instances both parties are in a vulnerable position whether that be in the building or outside.

1. If staff plan to be alone with a child, they should make sure their colleagues are aware of:
  - \* Where they are
  - \* Who they are with
  - \* The length of time the task may take.
2. If they will be away from the building, they should inform colleagues of the above and their estimated time of return.
3. Staff should plan the appropriate setting for their work alone with children. However, there will be times when the events happen spontaneously and staff may find themselves alone in more problematic circumstances such as lavatory, bathroom or dormitory. In these cases, they should ensure that the door is ajar and colleagues are aware, if possible. They should inform their line manager of any worrying situation.
4. If a staff member is observed spending long periods of time alone with a child, this should be reported to the Designated Safeguarding Lead in the school.

## **2. Record**

Any incident or difficulties encountered must be recorded in the Incident Book for St Augustine House (dormitories). Incidents will be reported on weekly at the Resident Staff Meeting. The action taken and outcome of any incident will be recorded.

## **3. Guidance on Body Language and Presentation**

- \* Staff should always be aware of their own body language and consider how children and young people may perceive it.
- \* They should always be aware of the body language of others and the messages this may give.
- \* They must not invade a child/young person's personal space.
- \* They should consider the exit from a room.
- \* They should be aware of how the child/young person is feeling.
- \* They should be aware of gender and race issues.
- \* They should be aware of the safety of themselves and others.

## **4. Personal presentation**

The staff role is a professional one and it is important that their presentation in terms of dress, language, etc. allows the young person to see them in that role.

Without being prescriptive, the following should be borne in mind:

- \* Staff should provide a variety of role models for young people. This will include dressing appropriately.
- \* Sleeping-in staff who may have to get up during the night should be adequately clothed, always wearing either a dressing gown or their day clothes. This ensures a greater feeling of confidence and will militate against undermining comments by young people or indeed possible allegations. It should not be assumed that the sleepwear used at home is appropriate for sleeping-in duties.

## **5. Dormitories/Bedtime**

Choristers are grouped in small dormitories and staff and children are required to respect the privacy of each dormitory.

- \* Staff should advise children when they need to enter a dormitory.
- \* The door should be left ajar.
- \* All incidents should be recorded.

Young people in residential establishments should not be in each other's dormitory uninvited. Even when invited, staff may consider it inappropriate, and the following action should be taken:

- \* Ask the child to leave.
- \* Give reasons for their action and talk it through.
- \* Record what has taken place
- \* Staff will intervene if bullying occurs in the dormitory.

## **6. Getting young people up in the morning**

Choristers are subject to a tightly structured day. There should be a clear understanding that they get up and are ready at the designated time. Staff must not:

- \* remove the quilt or bedding
- \* touch in any way

## **7. Off duty staff**

Staff are discouraged from being present in the dormitory area when they are off duty, as this avoids confusion of roles in terms of personal / professional behaviour. Continued presence once the shift ends can serve to undermine staff who are now on duty.

## **8. Sharing personal details**

Staff should never give personal contact details to children under the age of 18, in particular present and past pupils, text, email or telephone them except for agreed work purposes using work IT, or make arrangements such as using social websites (e.g. Facebook) to contact, communicate or meet children outside of work.

## **9. Guidance – Holidays, Residential and Activity-based**

Holiday time lends itself to informality and it is easy, therefore, in the desire to make things enjoyable, to blur boundaries. The following are a few of the areas which will need attention:

- \* Care should be taken in planning sleeping arrangements and ideally staff should be separated from young people. This is not however always achievable and in these cases staff sharing with young people should be of the same sex and not alone, e.g. dormitory/youth hostel type accommodation.
- \* Privacy of staff and young people needs to be respected and care needs to be taken in the sharing of lavatory and bathroom facilities.
- \* **Records/Log Books** - the requirement to keep logs exists for holidays also. All the usual observations should be made and action taken as appropriate, i.e. keeping managers aware of incidents and taking advice from the Designated Safeguarding Lead.
- \* **Money, treats, favours** - again because holidays have an air of informality care should be taken that “special” relationships, deals and favours do not develop.
- \* Some activities such as camping may mean that individuals are living in closer proximity. Care should be taken at all times that adequate space is provided. Additional extra attention need to be paid to boundaries for activities where staff and children wear less clothing, e.g. swimming.

## **10. Photographs**

Photographs provide an important account of personal history. Many young people like to take photographs and to have others take photographs of them. It will be important for staff to take photographs in order to provide young people with a record of their experiences. There should be an awareness that photographs can be misused and caution needs to be exercised. Staff should:

- \* Only take photographs of children with their consent. This can be obtained in advance of a holiday or special event and spontaneity will not be lost.
- \* Monitor the taking of photographs between the young people themselves:
  - a) Are they willing participants? If not the activity should be stopped.
  - b) Is there anything about the pictures which could place them in a vulnerable position? Could they be considered pornographic in any way? The member of staff should advise the young person about the possible dangers that could be involved.
  - c) Staff should question the inappropriate taking of photographs if it should occur and advise young people about their vulnerability.

## **11. Favouritism**

Most residential staff recognise that favouritism can exist in their workplace. Sometimes this can happen without a staff member being aware of their behaviour. When it occurs, staff may sometimes have difficulty knowing what to do. In such an instance they should ask themselves whether their anxieties could be real. Possible signs could be:

- \* Giving preferential time and attention to one child and not another.
- \* Giving or receiving gifts in relation to one child and not another.
- \* Offering special favours, i.e. cooking, washing, ironing, helping them with their room, the use of the telephone or handing out of monies to one child and not another.

Staff should demonstrate self-awareness in relation to their actions, and discuss any concerns about appropriate responses with their line manager or the Designated Safeguarding Lead.

## **12. Private transactions**

For the purposes of maintaining clear boundaries it is important to remember that members of staff should not enter into any private transactions with children, unless this has been discussed with the Head Teacher and parents. This involves the loaning of money or goods to or for young people.

## **13. Gender and Race**

There should always be sensitivity to gender and race issues. Adolescence, in particular, is a time when young people may feel self-conscious and staff should try to make them feel as comfortable as possible.

## **14. Transport**

Staff may have to escort children to outings, formal events, doctors' appointments, etc and may find themselves alone with the young person. In these situations, staff should recognise their vulnerability when transporting children alone and should inform colleagues:

- Where they are going
- Who they are with
- What they are doing
- The length of time the task will take

They should also record any incident that has taken place.

Staff attending formal situations should ensure that they are appropriately dressed. This will provide an example for young people and may even contribute positively to the outcome for them.

### **15. Comfort in Distress**

At times, choristers may be upset for a range of reasons (issues around school or home). Staff should be aware of the verbal and non-verbal signals that are being expressed and offer appropriate support and reassurance. This may include physical comforting such as a caring parent would offer, but the child should be asked if they would like a hand or arm around their shoulders. Staff should always maintain professional boundaries in their helping role.

### **16. Physical contact**

Physical contact can occur in a variety of different situations. It is not uncommon for a young person to spontaneously hug, or want to sit on a lap. If this is done briefly and openly it may be acceptable initially and should be dealt with sensitively, e.g. by gently guiding the young person off a lap to sit next to the member of staff if at all possible. However, if this is persistent or inappropriate, clearly there needs to be discussion with the child or young person.

Touch is very important but staff should bear the following in mind:

- \* Be aware of their own and the young person's body language
- \* Be non-threatening and non-sexual
- \* The touching of certain areas of the body is wholly inappropriate by staff and young people, e.g.:
  - \* the genital area, including the bottom
  - \* the chest
  - \* the thighs and upper legs

If young people are engaging in this form of touching with staff it should immediately be drawn to the young person's attention, by guiding their hand away and the inappropriateness discussed with them. They may need to be assisted to find other forms of relating.

Staff must:

- \* Be aware of whose needs are being met.

- \* If any situations give cause for concern, raise this with the Designated Safeguarding Lead.

### **17. Visits to staff homes**

It is not advisable for staff to invite students to their homes, unless this is an exceptional situation. The written consent of parents and Headmaster is required when any child visits the home of a member of staff, or that staff member visits the child's home. It is essential that the guidelines are strictly adhered to, in order that staff and young people are protected.

### **18. Private correspondence**

The need to form "special relationships" can be very great for some children and young people. It is not unusual for them to send notes and letters to individual staff or to request continued contact with an individual staff member when their time at the school is ended. Any correspondence with children should be made with the knowledge of the Headmaster and parents. Any letters written should be photocopied and placed on the file, and letters received by staff from the child should be open to all staff to read and filed also.

Staff should not enter in to a "special" relationship with a child nor accept invitations to become the child's "friend" on social networking sites (for example on Facebook) without referring to their line manager or the Designated Safeguarding Lead for guidance.

### **19. Conclusion**

Looking after children and being placed *in loco parentis* to them is a heavy responsibility. It is essential, therefore, for the protection of children and to assist staff in ensuring that they place neither themselves nor children at risk, that guidance is available.

These guidelines are intended to raise the awareness of the staff at St Paul's Cathedral School to the potential difficulties which can arise in working closely with children and young people. It is not intended that every possible situation that might arise can be addressed in such guidelines. However, once some areas of risk are acknowledged, staff will be able to recognise the similarity which may exist between a new situation and those dealt with here.

End of Appendix 7

### **Response to COVID-19**

**(Effective 20<sup>th</sup> March – 30<sup>th</sup> August 2020)**

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

#### **Reporting arrangements**

- The school arrangements continue in line with our policy.
- Any safeguarding concerns should still be reported to Jaco Brand (DSL) or Caroline Heylen (DDSL) via email, Teams or by telephone on the duty phone (07545 929841).
- The school's approach ensures the DSL or a deputy is always on site while the school is open.

#### **Awareness**

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. This should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning).

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school.

Staff should be aware of the following Key Themes and Concerns emerging Nationally:



- Support networks could fail – some families could become unseen and unheard.
- Effects of Poverty – some families might be unable to meet basic needs.
- Accommodation – exposure to unsuitable accommodation may rise.
- Domestic Abuse – conflict and violence may escalate due to additional pressure and stress.
- Substance Abuse – unhealthy coping mechanisms may increase.
- Neglect – increased exposure of children to neglectful environments.
- Bereavement – effect of loss and limitations surrounding funerals in the case of bereavement during lockdown.

### **Guidance for online learning:**

- Staff and children must wear suitable clothing, as should anyone else in the household.
- No parent or child should initiate a call to a teacher using Microsoft Teams.
- Parents wishing to speak with a teacher should email the teacher concerned, who will schedule a call using Microsoft Teams.
- Any computers used should be in an open, shared, space at home and not be in a private area of the house such as bedrooms; and where possible be against a neutral background.
- Think about what may be in view in the background, for instance photos of a beach holiday, so that it is not an intrusion of privacy.
- Language must be professional and appropriate, including any family members in the background.
- Parents must remain in control of electronic devices and children should be monitored throughout their online learning activities.
- Staff should only use their SPCS Google account to enter a Google Meet.
- Requests from users not signed in with SPCS accounts should be ignored.
- Support staff in the lesson should actively be checking if any pupil name appears twice and alert the teacher, who should ask the pupil to identify themselves by their camera or voice.
- Support staff are asked to be extra vigilant when teachers are presenting and intervene if necessary.

### **Online Platforms**

- Staff should use Microsoft Teams for communication with individual families or pupils.
- Staff in Pre-Prep should use Microsoft Teams for online learning and communication.
- Staff in the Pre School should use Google Classroom for online learning and communication with pupils.

March 2020

Updated May 2020

## **Safeguarding Children and Young People Safe Working Practice Agreement**

St Paul's Cathedral School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

It is everyone's responsibility to ensure that pupils are cared for appropriately and safeguarded from any harm, and their duty of care to promote the health, safety and welfare of all members of the school community.

The Safeguarding Policy, as well as other policies in the staff handbook, the school's Code of Conduct and the Code of Conduct for Children give clarity to the measures needed to ensure that all employees and pupils can work within and enjoy being part of a safe and caring environment.

It is acknowledged that the vast majority of employees behave appropriately whilst working with our pupils. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the headmaster and governing body.

Staff occasionally express uncertainty as to what is and is not acceptable and seek guidance regarding those behaviours which, whilst most probably innocent, may be perceived by others as inappropriate\*.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

### **You should always:**

- Adhere to all school policies, many of which are specifically written with safeguarding in mind. For example: Safeguarding (Child Protection); Behaviour; Physical Intervention; Anti-Bullying; Equal Opportunities; Health and Safety; Disability Discrimination; E-Safety.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the pupils.

- Observe other people's right to confidentiality (Unless you need to report something to the Headmaster or Child Protection Officer e.g. concerns about a child protection issue).
- Treat all children equally, never confer favour on particular children, or build 'special relationships' with individual children, except where one-to-one working is part of a plan agreed with your manager (e.g. for counselling, tuition, mentoring or other purpose).
- Inform the Headmaster, the Deputy Head or your line manager if you are going to be working alone in a room with a child.

**Report to the Headmaster / Child Protection Officer (or in the case of an allegation concerning the Headmaster, the Chair of Governors) as soon as possible:**

- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself.
- Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.
- Any behaviours of another adult in the school which gives you cause for concern or breach of this code of conduct or other school policies and procedures.

**You should never:**

- **Behave in a manner that could lead to a reasonable person to question your conduct, intentions or suitability to care for other people's children;**
- touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating;
- discriminate either favourably or unfavourably towards any child;
- give personal contact details to children under the age of 18, in particular present and past pupils, text, email or telephone them except for agreed work purposes using work IT, or make arrangements such as using social websites (e.g. Facebook) to contact, communicate or meet children outside of work;
- develop 'personal' or sexual relationships with children;
- push, hit, kick, punch, slap, throw missiles at or smack a child, or threaten to do so;
- be sarcastic, embarrass or humiliate, make remarks or "jokes" to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate\* or offensive nature;
- give or receive (other than 'token') gifts unless arranged through your line manager / Headmaster, for example, outgrown sports kit, football boots or uniform;
- allow, encourage or condone children to act in an illegal, improper or unsafe manner, e.g. smoking or drinking alcohol;

- behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, failing to use seatbelts and drive in a safe manner at all time whilst transporting children;
- undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress which is likely to impair your judgement.

**\*Please note:**

It is the perception of the person subject to a remark or action rather than your stated intention that defines ‘appropriate’ or ‘inappropriate’.

I ..... have read the school’s policy on Safeguarding and agree to abide by the Safe Working Practice guidance contained therein and in this document.

Signed ..... Date.....

The Headmaster and Governors of St Paul’s Cathedral School thank you for your support of the arrangements made for the safety and care of young people and adults in our school community.

Signed.....Headmaster

Date.....

