



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

POLICY & PROCEDURES ON THE SAFEGUARDING OF CHILDREN

INTRODUCTION

St. Paul's School recognises its clear responsibility in respect of its duty of care to protect children and to support pupils in school. All members of staff should note that it is incumbent on them to report any suspicion of child abuse. In all cases strict confidentiality must be maintained.

This policy should be read in conjunction with the following:

- Behaviour policies and procedures
- Digital devices and network policy
- Mobile phone procedures
- Peer-on-peer abuse policy

Staff should be aware that many of the concerns and issues addressed in these documents are also safeguarding concerns.

Aims of this policy

- ✿ For the school to comply fully with the requirements of the Children Statute (Federal Law 8.069/1990) and regulations issued by the Council of Children's Rights.
- ✿ To provide an ethos within school where children feel secure, valued, respected and encouraged to talk and are listened to.

Objectives

- ✿ To follow, as far as possible, practice from the statutory advice in the UK Government's Department for Education (DofE) document, *Keeping Children Safe in Education (2019)*.
- ✿ To follow good practice advised in the Brazilian Government's Conselho Nacional de Justiça document *Cartilha Bullying (2010)* and in the document produced by the Secretary of Education for São Paulo State, *Normas Gerais de Conduta Escolar: sistema de proteção escolar (2009)*.
- ✿ For the Board of Governors to annually monitor and review policy and procedures.
- ✿ To provide support and counselling for staff whenever the need arises.

SCHOOL COMMITMENT

St. Paul's School will use, as far as possible, the guidance given in the documents: *Keeping Children Safe in Education* (DofE 2021), *Cartilha Bullying* (Brazil 2010) and *Normas Gerais de Conduta Escolar: sistema de proteção escolar* (Brazil 2009).

St. Paul's School is committed to safeguarding, protecting and promoting the welfare of children and young people and expects all staff to share this commitment. Further information is available in the school's policy on the recruitment of staff.

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to protect them. St. Paul's School therefore establishes and maintains an ethos where children feel secure and are encouraged to talk and are listened to, with staff making time to support children whenever the need arises.

We will ensure that children know that there are adults in school who they can approach if they are worried, or in difficulty. This is achieved through PSHE curriculum, tutorial time, assemblies, the presentation of certificates, Quality Circle Time and other pastoral work. The PSHE curriculum features regular opportunities to equip children with the skills they need to stay safe from abuse. Children, as they approach the end of Prep School and at the commencement of Senior School will be encouraged to develop realistic attitudes to the responsibilities of adult life, with particular regard to relationships, childcare and parenting skills, through the school's sex and relationship education curriculum. St. Paul's School will make every effort to establish effective working relationships with parents and colleagues from other agencies.

SAFE SCHOOL, SAFE STAFF

The school gives the monitoring of children in terms of their health and welfare a high priority.

- ✿ The school adopts a proactive approach to safeguarding at all times. This includes, but is not limited to the PSHGE programme, including the school's relationships and sex education programme.
- ✿ The DSLs closely monitor the performance of all staff, including the building of successful and appropriate relationships with children.
- ✿ The school requires that necessary police checks are in place before any person is employed, or deployed to work with children in the school.
- ✿ The school monitors closely all personnel who work with children during induction and probationary phases.
- ✿ The school participates readily when sharing perspectives and experiences with practitioners from other agencies.
- ✿ Staff have a duty to know the pupils they teach well and to be observant about them. It is our duty to safeguard the pupils in our care. A member of staff may be the only approachable person in a child's life and may be the only person they feel able to disclose abuse to. This means that staff need to be ready to respond responsibly and to be there for them.
- ✿ Staff must NEVER put themselves in a position where their behaviour or actions place pupils or themselves at risk of harm or of allegations of harm to a pupil e.g. one-to-one tuition; sports coaching; driving a pupil in their car etc. Members of staff should avoid being alone with a pupil in any space which is closed to public viewing (e.g. a classroom with the door closed). If in doubt colleagues should seek the advice from the Head of Pre-Prep, the Prep Head of Pastoral or the Assistant Head (Pastoral) in Senior School (DSLs).
- ✿ Staff should never give their personal details to pupils, including personal mobile phone numbers, and should avoid any social networking with them.
- ✿ Staff must always behave appropriately with pupils; they should always listen to them and respect them.
- ✿ Staff should avoid showing favouritism for any pupil and always remember that they are in a position of respect and trust.
- ✿ Any concerns about the behaviour of a colleague should be reported to the Head.
- ✿ The Compliance Committee, the Strategic Leadership Group and the Board of Governors will review effective implementation of the safeguarding of children annually.
- ✿ Staff should always adhere to the school's intimate care policy where appropriate.

Child Protection is the responsibility of all adults and especially those working with children.

The Safeguarding Leads (SLs) for child protection at St. Paul's School are as follows:

- ✿ Head of Junior School
- ✿ Head of Pastoral, Junior School
- ✿ Assistant Head (Pastoral), Senior School.
- ✿ Assistant Head (6th Form)
- ✿ School Counsellor
- ✿ Learning Support Coordinator

They are overseen by the **Designated Safeguarding Lead (DSL)**, the Deputy Head, and aided where necessary, by the Learning Support Unit coordinator and school counsellor.

In consultation with the Head and the safeguarding team, training will be planned and carried out regularly. Staff should discuss any concerns regarding child protection with the

relevant persons mentioned previously. This person will then consult with the Head, who will advise on the monitoring of children and the making of referrals to the appropriate organisations.

THE BOARD

The Head is responsible for reporting issues related to this policy to the Board of Governors. Board members will not normally be given specific details relating to child protection situations.

The school has representation for safeguarding on the Board of Governors by the presence of a member of the Board identified as a specialist for safeguarding and a link between the safeguarding provided by the head and the three designated professionals and the board.

This role covers the following responsibilities:

- ✿ Being a critical friend – offering a listening ear on occasion to the 3 designated safeguarding leads and helping them (as necessary) where there are complex decisions to be made.
- ✿ Ensuring that the safeguarding policy is reviewed regularly and kept up to date.
- ✿ Having oversight of the procedure for training and recruitment of staff with respect to safeguarding.
- ✿ Sharing expertise with the Board and raising the status and importance of safeguarding, especially with new Board members.

In the case of a disclosure / concern about safeguarding in which the allegation is made against the Head, the specialist for safeguarding on the Board is the person to whom the allegation should be passed.

PROCEDURES

There are four basic elements to the safeguarding of children: recognising, responding reporting, and recording the abuse or concern.

The 4 Rs:

RECOGNISE: staff must be able to recognise signs of children in need of help and/or at risk, including signs of possible abuse.

RESPOND: staff must be able to respond appropriately if a child makes a disclosure to them about a safeguarding need or possible abuse or if they suspect a child is suffering from possible abuse.

REPORT: staff must report the concerns/disclosure to the appropriate person(s)

RECORD: staff must record all information (details of observations, disclosures, concerns and actions taken) relating to the safeguarding issue on the appropriate form (see annexe from which can also be found in the staff section of Firefly under safeguarding.)

Where staff recognise signs that give cause for concern (i.e. children in need of help or who are at risk) they should make this known to the relevant SL **immediately**. For the sake of the children, all cases must be treated with confidentiality by all of the people involved. Staff should note that it is **not** their responsibility to diagnose abuse, but just to be aware of the different signs and indicators which may alert them to the possibility that a child may be being harmed, and to take those concerns to the appropriate SL.

Throughout this process, staff should always act in the best interests of the child.

RECOGNISE

What is abuse and neglect?

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

In most instances, the conduct of pupils towards each other will be covered by the school's policy on behaviour. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older pupils and their behaviour towards younger pupils or those who are vulnerable. For example, those with special educational needs and/or disabilities.

If an allegation is made by a pupil, against another pupil or pupils, members of staff should consider whether the complaint raises a safeguarding concern. Most of the situations, which arise under this heading, here at St Paul's can usually, be resolved by using the relevant policy on behaviour (see the policy for your section of the school) or the anti-bullying policy. If there is a safeguarding concern that is not covered by either policy, then the appropriate DSL should be informed and they will decide what appropriate measures should be taken.

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 from 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.

The UK Government's Department for Education defines bullying as: *'Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be direct or indirect (physical or verbal) or non-direct (online) and is usually based on difference or prejudice.'*

For additional guidance on how to deal with specific allegations of bullying see the school's anti-bullying policy, which can be found in the policies section on Firefly or on the website.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect

Neglect is 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, for example, 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 providers).
- ✿ Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. Everyone directly involved in peer on peer abuse is under the age of 18.

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ Children and young people (CYP) and those who are from different communities.

Definition There is no clear definition of what peer on peer abuse entails. However it can be captured in a range of different definitions:

Domestic Abuse: Relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships.

Child Sexual Exploitation: Captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person.

Harmful Sexual Behaviour: Refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours).

Serious Youth Crime / Violence: References offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Upskirting: Typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offense (UK) and may constitute sexual harassment.

On-line safety: Pupils and adults should be aware that all the definitions and requirements set out in this policy apply to the on-line environment just as much as the off-line.

RESPOND

Staff recognising/observing signs of abuse should make sure they respond appropriately to the child who has made the disclosure (or to the signs which they feel may indicate abuse). Staff may see or hear something; either a mark or injury on a child, or a comment made. Staff may note a change in a child's behaviour which they feel warrants further action. A concern may be mentioned by someone else or a child may tell you something directly. When this happens it is called a *disclosure*.

A disclosure is when a child says anything which makes you feel that they may have been abused/are being abused/or are at risk of abuse. The disclosure may be full or partial; a child may blurt something out and then stop before giving full details.

In the case of a disclosure it is very important that the member of staff receiving the disclosure stays calm, listens extremely carefully to all details, confirms to the child that they have their wellbeing at heart and **does not promise** the child to keep the disclosure a secret. The member of staff should also reassure the child and tell them what will happen next i.e. that they will inform the SL who will do what is necessary.

Responding to a disclosure

- ✿ Be calm and receptive.
- ✿ Listen carefully without interrupting.
- ✿ Repeat back what was said for clarification.
- ✿ Keep responses neutral: Be aware of your body language.
- ✿ Take the child seriously.
- ✿ Acknowledge the child's courage and let them know you will help them.

REPORT

Reporting means passing on the information to the relevant SL. You are responsible for passing on what has been disclosed or anything you are concerned about. It is not a member of staff's responsibility to decide whether or not a child or family are in need of support or if a child is at risk of abuse.

When to report

Your report should be made as soon as possible and within 24 hours at most.

What needs to be reported

- ✿ Name and information about child.
- ✿ Nature of your concern/the disclosure/injuries noted/behaviour changes observed etc.
- ✿ Your name and role.
- ✿ When and where the disclosure happened or details observed.
- ✿ Who else was present if relevant.
- ✿ What the child said or what was observed by you.
- ✿ What was said to the child about confidentiality.
- ✿ Name of the alleged abuser.
- ✿ Your response to the child and what you said.
- ✿ Your opinion if relevant: you must define what is fact and what is opinion.
- ✿ Who you told (if not the child) and any advice received or action taken.
- ✿ Any notes taken, should include the date, time and emotional condition of the child during any conversations held with the child. Where possible the exact words used by the pupil should be recorded.

Other staff should be informed of concerns on a **strictly need to know basis** only and any suspicions or additional information added to the concern notes. Decisions about with whom to share information must be made in the best interests of the child. Any safeguarding issues which are raised will be mentioned in weekly year group minutes but no reference will be made to a pupil by name.

RECORD

Once you have reported your concern to the SL you must make a record of what you have seen/heard and what you have done with your concerns. No matter what happens, your concerns must be recorded. You should do this using Edukey.

Your record must be clear and accurate (see above section on reporting for details of what must be included).

Following initial discussions it may be decided that other reasons are responsible for the concern and the possibility of child abuse can be ruled out. If this is so, then the matter can

be dropped, but all notes of the case, including those related to the decision to drop the case, will be held in a secure area.

Following initial discussions it may be decided to monitor the situation. In this case, the designated member may appoint somebody to record daily observations (including times), emphasizing the accuracy in the description of facts. These notes must be kept confidentially and in a secure area.

If, following initial discussions concern is still felt by all parties, then a referral must be made to the Police/Conselho Tutelar as appropriate (the DSL and the Head will decide this):

Pinheiros Section - Children Steward Council (*Conselho Tutelar*)
Rua Professor Frederico Hermann Junior, 595, São Paulo
Telephone: 3095 9525, 97283-6523 and 97283-6485

If a staff member has raised a concern and they do not feel that the resolution is satisfactory, then they are able to make the referral to the Conselho Tutelar him or herself.

TRAINING AND SUPPORT

The school will ensure that the DSLs attend relevant training every two years. All staff employed by the school, volunteers and those running paid after school activities will receive annual training on safeguarding policies and procedures, and any necessary updates. This includes members of the PTA, board members and all classroom and other staff.

Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The purpose of confidentiality in this respect is to benefit the child.

- ✿ Confidentiality is stressed to all staff and governors as part of the schools' induction procedures.
- ✿ On no account is a child guaranteed confidentiality.
- ✿ Information relating to child protection issues should only be shared with the DSLs and the Head who will then decide if information needs to be disseminated to other personnel, based on the best interests of the child.

Records and monitoring

Well-kept records are essential to good child protection practice. The school is clear about the need to record any concerns held about the child or children within our school, the status of such records and when these records should be passed to other agencies.

General information about a child's behaviour and discipline are kept in a secure filing system on the computer network.

Child protection concerns are monitored closely and regular reviews organised by the DSL. The Head will decide when further advice or a referral is necessary.

Attendance at child protection case conferences

The Head or designated members will represent the school at case conferences. A member of staff with detailed knowledge of the child may also be asked to attend. Staff will be offered support and counselling to assist them deal with any stress that results from dealing with a case.

Supporting pupils in need or at risk of harm

The school recognises that those children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. St. Paul's recognises that it may be the only stable, secure and predictable element in the lives of children at risk. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school will endeavour to support pupils through:

- ✿ A curriculum that encourages high levels of self-esteem and self-motivation.
- ✿ An ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- ✿ The implementation of school behaviour management policies.
- ✿ A consistent approach, which recognises and separates the cause of behaviour from that which the child displays.
- ✿ Regular liaison with other professionals and agencies who support the pupils and their families.
- ✿ A commitment to develop productive, supportive relationships with parents, whenever it is in the interests of the child to do so.

- ✿ The development and support of a responsive and knowledgeable staff group trained to react appropriately in child protection situations.

This policy will be carefully considered alongside other related policies in school (in particular the anti-bullying, behaviour policies and the Teacher's Referral Agency TRA). Incidents of bullying must always be regarded as a potential safeguarding issue.

St. Paul's recognises that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. Where children are exposed to domestic violence, drug or alcohol abuse, children may be vulnerable and in need of support or protection.

Allegations against staff, relevant adults or the Head

All complaints must be directed to the Head, or in the case of the complaint being against the Head, to the Board's safeguarding lead, in accordance with the school's complaints policy. In addition, on receipt of an allegation or complaint, the member of staff or volunteer will normally be suspended with immediate effect whilst the allegation is investigated.

To comply with British Standards Overseas the Head (or the Chair of Governors) will inform the Disclosure and Barring Service (DBS) and Teachers' Referral Agency (TRA) in the UK of any situation where a member of staff leaves because of a child safeguarding issue, or resigns or is dismissed pending an investigation.

IMPORTANT CONTACT DETAILS

Designated Safeguarding Lead

Zeba Clarke zc@stpauls.br

Safeguarding leads

Junior School: Amy Clifford ac1@stpauls.br

Prep: Talula Santos tps@stpauls.br

Senior: Angela Fregonesi acf@stpauls.br

6th Form Sam Bishop SB8@stpauls.br

Counsellor Laura Mack lr@stpauls.br

SEN Rosie Pountain rp@stpauls.br

Staff concerns

Mr Titus Edge twce@stpauls.br

British Schools Overseas (BSO) Standards

This policy has been written in the context of the UK Government's BSO standards and should be read together with the information available on our school website at www.stpauls.br

Policy review

This policy is to be reviewed, at least annually by the Compliance Committee and leadership of the school and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors

December 2021