



## CHILD PROTECTION AND SAFEGUARDING POLICY

### 1) An Overview of Principles and Practice:

St Paul's School for Girls School for Girls adheres to Birmingham Safeguarding Children Board (BSCB) and the Birmingham Child Protection Procedures.

St. Paul's School for Girls will fulfil local and national responsibilities as laid out in the following documents:

- Keeping Children Safe in Education (DfE 2024)
- Working Together to Safeguard Children (DfE)
- What to do if you're worried a child is being abused (DfE 2015)
- Information Sharing (DfE 2015)
- The Procedures of Birmingham Safeguarding Children Board
- The Children Act 1989
- The Education Act 2002 s175 / s157
- Dealing with Allegations of Abuse (DfE 2012)
- Sexual Violence and Sexual Harassment between Children (DfE May 2018)

Our mission statement acknowledges that each person is made in the image and likeness of God and is therefore, worthy of respect, dignity and protection from that which may harm their physical or emotional well-being. We strive to promote "a warm atmosphere, full of caring relationships." Our priority is the welfare of our girls and we are committed to the highest standards in protecting and safeguarding the girls entrusted to our care at all times. Our school provides all children with a safe place to speak out or share their concerns with a member of staff.

Any child may benefit from **EARLY HELP** but all school staff should be particularly alert to the potential need for **EARLY HELP** for a child who: is disabled or has certain health conditions and has specific additional needs, has special educational needs (whether or not they have a statutory Education, Health and Care Plan), has a mental health need, or is a young carer.

### 2) Definitions and signs of abuse:

The potential signs of abuse identified in this policy are not exhaustive but give staff some indicators to look out for in their encounters with children. We are clear that potential signs of abuse may not necessarily be indicators of abuse. However, we have a culture of vigilance which alerts staff to potential concerns which require investigation.

#### **Emotional Abuse:**

Emotional abuse is the ongoing emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are usually suffering another type of abuse or neglect at the same time – but this isn't always the case.

#### Potential Signs of Emotional Abuse:

- Can be very emotionally fragile and can struggle to control strong emotions or have extreme outbursts

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- Can have very low self-esteem and feel worthless – may self-harm, have eating disorders
- Can find it genuinely difficult to identify any of their strengths/positives
- Rarely participate in class as they feel stupid or afraid their teacher may be abusive towards them in front of their peers
- Can be very aggressive towards other pupils and staff
- May develop risk taking behaviours such as stealing, bullying and running away.
- Lack social skills or have few, if any, friends
- May try to make people dislike them, which is called self-isolating behaviour.

### **Neglect:**

#### **Physical neglect**

Failing to provide for a child's basic needs such as food, clothing or shelter. Failing to adequately supervise a child, or provide for their safety.

#### **Educational neglect**

Failing to ensure a child receives an education.

#### **Emotional neglect**

Failing to meet a child's needs for nurture and stimulation, perhaps by ignoring, humiliating, intimidating or isolating them. It's often the most difficult to prove.

#### **Medical neglect**

Failing to provide appropriate health care, including dental care and refusal of care or ignoring medical recommendations

#### Potential Signs of Neglect:

- Look unkempt: school blouse dirty, hair greasy and unwashed, torn tights, broken shoes, inadequate clothing (eg no winter coat), smelling
- Going to the canteen at the end of lunch to see if there is free food, taking food from the bin
- Falling asleep in lessons or very tired (especially in the afternoon), lethargic in PE
- Untreated medical or dental issues, recurring illnesses or infections because they have not been given appropriate medicines, missed medical appointments such as vaccinations, skin sores, rashes, flea bites, scabies or ringworm or anaemia, constant colds because of no heat at home
- Faltering weight or growth and not reaching developmental milestones (known as failure to thrive) or weight gain because of eating junk food
- Poor attendance/punctuality because of caring for siblings, not allowed to go on school trips
- Constantly borrowing money, "forgetting" ingredients for Food Technology, requiring sanitary towels each month
- No parental contact or response from calls from pastoral team



### **Physical Abuse:**

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It is not accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. It can be from hot liquids, hot objects, flames, chemicals or electricity on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs, sometimes in the shape of an implement for example, a circular cigarette burn.

#### Potential Signs of Physical Abuse:

- Absence from school to allow bruising to heal
- Change of walking gait, signs of discomfort with sudden movement
- Arriving late to PE so she does not have to get changed in public, not wanting to participate in PE
- Bruising
- Bite marks
- Burns
- Welts in the shape of an object
- Defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- Aggression to other pupils
- Isolated from school friends, collected at the end of school by boyfriends

### **Sexual Abuse: Definition:**

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in an exchange for something the victim needs or wants, and/or (b) for financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

Child sexual exploitation: definition and guide for practitioners (DfE February 2017)

#### Potential Signs of Sexual Abuse:

- Making themselves unappealing by not washing or brushing teeth, changes in personal appearance by dressing shabbily
- Absence from school
- Inappropriate knowledge and discussion of sexually explicit acts in creative writing and conversation
- Use of sexually explicit language
- On retreats/residentials: bed wetting/nightmares
- Change in family circumstances – new person moving into the household
- Becoming sexually provocative in attire and make-up
- Secretive
- Excessive time spent online



## **Domestic Abuse**

Domestic Abuse can be psychological, physical, sexual, financial or emotional. It can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

We must remember that children may not feel ready or know how to tell someone they are being abused.

## **FGM (Female Genital Mutilation):**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. FGM is child abuse and a criminal offence and must be reported to the police. There is a mandatory duty on all staff to report disclosures about FGM about any female under the age of 18.

### Potential Warning Signs of FGM

- Discussion about having a party because she is “becoming a woman”
- Before holidays girls talking about going to meet elders in their country of origin especially in Africa or the Middle East and having a party to celebrate “becoming a woman”
- On return from holidays – change in personality, pain and discomfort especially during PE and periods
- Not wanting to go on residential visits
- Breakdown in family relationships
- Change in personality

## **CSE (Child sexual exploitation):**

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

### Potential Warning Signs of CSE

- have new things such as clothes or mobile phones that they can't afford nor explain how they have acquired
- very secretive, especially about what they are doing online
- go missing from home, care or education
- absence from school and poor punctuality
- go to unusual and isolated places to meet friends
- deliberately isolate themselves from family and previous friends
- have significantly older boyfriends or girlfriends

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- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- have access to drugs and alcohol
- come into school with a hangover or high
- involved in gangs, gang fights, gang membership

### **Radicalisation:**

Schools have a duty to prevent extremism which is enshrined in Section 26 of the 2015 Counter-Terrorism and Security Act which requires that schools have “**due regard to the need to prevent people from being drawn into terrorism**”. Staff will have PREVENT training online in the Autumn Term. Teachers have Prevent Duty training once every two years.

### Potential Warning Signs of Radicalisation

- Change in personality
- Becoming subservient and compliant
- Change in vocabulary: using technical terms such as “reversion”
- Sudden interest in world politics and injustices in countries such as Syria
- Refusing to go into the Chapel
- RE/PSHRE lessons very critical of western values
- Spending lots of time on the internet
- Isolated from previous friends

### Child on Child Abuse Including Sexual Violence and Sexual Harassment

We recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/ hazing, sexual violence and harassment. The school's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child on child abuse i.e. that it is more likely that girls will be victims and boys perpetrators.

We recognise the impact of sexual violence and the fact pupils can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy follows the guidance set out in the DfE document “Sexual Violence and Sexual Harassment between children in schools and colleges” May 2018.

This means that in our school:

- We will not tolerate instances of child on child abuse and will not pass it off as “banter”, “just having a laugh” or “part of growing up”.
- We will follow both national and local guidance and policies to support any pupils subject to child on child abuse, including sexting (also known as youth produced sexual imagery) and gang violence.
- We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.



- We will utilise the Children who pose a Risk to Children School Safety Plan produced by the local authority.

DSLs will follow local guidance to enable provision for pupil affected by this type of abuse.

### Spotting the **signs and symptoms**

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- abusive towards others

It is important to recognise that children are vulnerable to abuse in a range of social contexts as they form different relationships in their neighbourhoods, schools and online and these can feature violence and abuse which is often hidden to adults. Peer influence and pressure is a major factor in decisions made by young people to join groups. Keeping Children Safe in Education highlights the importance of awareness of factors across a school's local community so they understand where young people are living, who they come into contact with and the dynamics at play – contextual safeguarding. Understanding the power dynamic that can exist between children and young people is very important in helping to identify and respond to child on child abuse – there will be a power imbalance and this may be due to age or status – social or economic – and the perpetrator in one situation may be the powerless victim in another so it is essential to try to understand the perpetrator and what is driving their behaviour before taking sanctions.

A thorough investigation of the concerns should take place to include any wider contexts which may be known. However, the victim should always be made to feel safe and actions will need to be taken to separate victim and perpetrator and ensure that the abuse is not allowed to continue. The issues of the interplay between power, choice and consent should be explored with young people.

#### Online Safety

Governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring system.

Staff must be aware of the system in place. We use Wave 9 Fast View Monitoring. The system should be managed effectively and staff should know how to escalate concerns.

Communication with parents is key and they need to reinforce the importance of online safety. We share with parents the systems we use to filter and monitor online use.

Parents should know what sites their children are asked to use. Parents should know who their children will interact with online from school.

### 3) Key principles and processes:

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These are the key principles of child protection work, as stated by Birmingham Safeguarding Children Board : Right Services, Right Time.

- Always see the child first.
- Never do nothing.
- Do with, not to, others.
- Do the simple things better.
- Have conversations, build relationships.
- Outcomes not outputs.

All staff should be aware of the guidance issued by Birmingham Safeguarding Children Board on -

- Keeping Children Safe in Education
- What Constitutes a Good Referral

### **Signs of Safety**

Our policy applies to all staff, governors and volunteers working in the school. The five main elements to our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equipping children with the skills needed to keep them safe
- develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused, in accordance with her agreed child protection plan
- establish a safe environment in which children can learn and develop.

We recognise that some of our children may be the victims of neglect, physical, sexual and emotional abuse and that the staff at St. Paul's will often, by virtue of their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need. Staff training will be based on the DfE guidance, 'What to do if you're worried a child is being abused' (2015). The principles of 'be alert, question behaviours, ask for help and refer' will be emphasised with all staff. In order to protect our girls we aim to:

- Create an atmosphere where all of our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse
- Monitor and support children at risk
- Use the curriculum to raise children's awareness, build confidence and skills
- Work closely with parents/ carers and support external agencies
- Ensure that all adults within our school, who have access to children, have been checked as to their suitability



St. Paul's will support all girls by:

- Offering Early Help using Right Help, Right Time if required
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Children's Services via the approved mechanisms as soon as there is a significant concern regarding child protection (including safeguarding concerns surrounding forced marriage, female genital mutilation [FGM], child sexual exploitation [CSE] and children missing in education (CME).
- Notifying the Local Authority and other relevant agencies of girls who are at risk of being radicalised and who are at risk of being involved in religious or political extremism ( Counter Terrorism and Security Act 2015)
- Providing continuing support to a child (children) about whom there have been concerns, who leave St. Paul's, by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

We will follow the procedures set out by the Birmingham Safeguarding Children Board and take account of guidance issued by the DfE to:

- ensure we have a DSL for child protection who has received appropriate training and support for this role
- ensure that Governors are trained at the point of induction and at regular intervals
- ensure we have a nominated governor responsible for child protection
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the DSL responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL responsible for child protection
- notify social services if there is an unexplained absence of a pupil who is on the child protection register
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- ensure that Child Protection files are transferred securely to a new school and a receipt is obtained from the receiving school
- ensure that Child Protection files are kept until the child's 26<sup>th</sup> birthday
- ensure that girls who are absent are tracked and reported to Children's Services, the Police and the Children Missing Education team as appropriate.

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- develop and then follow procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed.

#### 4) Designated Safeguarding Leads:

##### Safeguarding Lead

Dr Dawn Casserly (Headteacher) [dcasserly@stpaulgl.bham.sch.uk](mailto:dcasserly@stpaulgl.bham.sch.uk)

##### Deputy Safeguarding Leads:

Mrs Annemarie Canavan (Deputy) [amcanavan@stpaulgl.bham.sch.uk](mailto:amcanavan@stpaulgl.bham.sch.uk)

Mrs Polly Rigg (Assistant Headteacher) [prigg@stpaulgl.bham.sch.uk](mailto:prigg@stpaulgl.bham.sch.uk)

Miss Carrie Pandhal (Head of Year) [cpandhal@stpaulgl.bham.sch.uk](mailto:cpandhal@stpaulgl.bham.sch.uk)

Mrs Jackie Kinsella (Head of Year) [jkinsella@stpaulgl.bham.sch.uk](mailto:jkinsella@stpaulgl.bham.sch.uk)

Mrs Abi O'Neill (SENCO) [ao'neill@stpaulgl.bham.sch.uk](mailto:ao'neill@stpaulgl.bham.sch.uk)

Mrs Sarah Liddall (Student Support) [sliddall@stpaulgl.bham.sch.uk](mailto:sliddall@stpaulgl.bham.sch.uk)

Mrs Tara O'Brien (Assistant Headteacher) [tobrien@stpaulgl.bham.sch.uk](mailto:tobrien@stpaulgl.bham.sch.uk)

##### Governors with responsibility for Safeguarding:

##### Chair of Governing Body

Mrs Mary Browning [mbrowning@stpaulgl.bham.sch.uk](mailto:mbrowning@stpaulgl.bham.sch.uk)

##### Nominated Governors:

Mrs Alinka Starzewska

Mr Phil Coughlan

#### 5) Training on procedures for staff on reporting a Child Protection Issue in School

All members of staff will receive training on child protection procedures and will receive updates and refreshers each year. The Governing Body will also receive training.

The DSLs and Headteacher will be provided with Education Services core training in order to carry out their role and will attend refresher training updates every 2 years.

Child Protection training will be clearly cross referenced and supplemented by other areas of staff training including behaviour management and risk assessment. New staff including student teacher teachers, volunteers and NQTs will be appropriately briefed. All staff will have safeguarding training at least once a year as well as updates throughout the year.

A record of staff training will be maintained by the DSL, all staff have a duty to safeguard children. Staff need to be:

- Trained and aware of potential indicators of abuse and other safeguarding concerns
- Open to hearing concerns from children and others without seeking to investigate those concerns
- Informed on how to report any concerns to their DSL
- Informed on how to report any concerns relating to staff to the Head Teacher
- Informed on how to report any concerns relating to the Head Teacher to the Local Authority

All staff are told:

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- Share your safeguarding concerns promptly using CPoms.
- Record information verbatim using the actual words of the child and noting any questions the child raises
- All verbal conversations should be promptly recorded on CPoms.
- Note dates, times, who was present, positions in the room, anything factual about the child's appearance
- In urgent matters a conversation should always be held with a DSL as well as recording details on CPoms..

**NEVER:**

- Promise confidentiality
- Ask leading questions
- Ask the child to write down their account
- Investigate with, or without, others
- Take photographs of marks
- Attempt any medical judgement
- Arrange a medical examination
- Tape/video record an interview
- Ask a child to remove any clothing.
- You should always be aware of their own vulnerability at this point and should take steps to minimize risk to themselves whilst supporting the child.

We recognise that all matters relating to Child Protection are confidential. The Head Teacher and DSL will disclose any information about a pupil on a need to know basis only.

**Training Dates:**

All staff including support staff:

Safeguarding training: September 2024

Prevent training: For all Staff and Governors On line training Autumn 2024

FGM training: TBC by the School Nurse Team

NQTs and new staff: Sept 2024

New staff, volunteers and student teachers training throughout the year according to their start dates.

There are ongoing updates on the Safeguarding Board in the staffroom.

DSL Training every two years:

Dr Dawn Casserly – December 2024

Mrs Sarah Liddall – December 2024 (refresher)

Mrs Anne-Marie Canavan – December 2024 (refresher)

Mrs J Kinsella – January 2025

Miss Carrie Pandhal January 2025

Mrs Abigail O'Neill – TBC

Mrs Polly Rigg – April 2024

Mrs Tara O'Brien – December 2024

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## 6) Supporting Staff

We recognise that staff working at St.Paul's who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead(s) and to seek further support as appropriate. All staff are able to access confidential support and counselling through for example, Birmingham City Council Staff Careline, Teacher Support network.

## 7) The role of the DSL(s):

The Designated Safeguarding Lead (s) is responsible for:

- Adhering to the Birmingham ACPC (Area Child Protection Committee) and school procedures with regard to referring a child if there are concerns about possible abuse
- Keeping records of all concerns about a child on CPoms even if there appears to be no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from child records
- Ensuring all referrals are recorded on CPoms.
- Ensuring that an indication of further record keeping is marked on the child's records
- Liaison and joint working with Children's Services, and other relevant agencies

## 8) Reporting Procedures

- All concerns must be passed without delay to the DSL(s) who may seek advice or make a referral to Children's Services.
- If a disclosure is made any original notes that have been taken should be signed, dated and passed to the DSL
- The DSL(s) will keep all notes on CPoms.
- If staff still have concerns they could, without necessarily identifying the child in question, discuss these with other senior colleagues or senior colleagues in another agency. If staff still consider the child is, or may be, in need, they should speak again with the DSL or, in exceptional circumstances, refer the child and family to Children's Services themselves by calling 0121 303 1888 or, where a child's safety is at immediate risk or significant harm, contact West Midlands Police on 999.

## 9) Allegations regarding members of staff

All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the St.Paul's guidance in respect to safer working practices, which centres on appropriate pupil/ teacher relationships and social media use. This includes risk assessing each situation, ensuring visibility in any individual contact with children, using the school mobile for contact on trips (texts and calls), using the school email address for themselves and pupils, ensuring parental and managerial consent where individual work with children is required, following the school e-safety policy, behaviour policy any other specific guidance provided by school.



St. Paul's staff that are responsible for girls in receipt of a managed move or on an alternative placement will also have a duty to inform DSL(s) in cases of child protection concerns.

Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

We are guided in our procedures by Birmingham Safeguarding Children Board Procedures Section 16: Child Protection in Education Establishments Catering for Children and Young People Aged 19 or Under.

This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within St Paul's School for Girls must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher ONLY unless the concern relates to the Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Chair of Governors, Mrs Mary Browning [mbrowning@stpaulgl.bham.sch.uk](mailto:mbrowning@stpaulgl.bham.sch.uk) and they will decide on any action required, which will include referral to the Local Authority Designated Officer. Learning lessons applies to all cases, not just those which are concluded and found to be substantiated.

### **10) Managing allegations against other pupils**

'Keeping Children Safe in Education' 2024 statutory guidance says that 'governing bodies... should ensure that there are procedures in place to handle allegations against other children' (paragraph 40).

In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. 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 students and their behaviour towards younger students or those who are vulnerable.

### **Child on Child Sexual violence and Sexual harassment**

It is vital that children know that the law is in place to protect them and not criminalise them:

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- It is important to understand intra-familial harms, and any support for siblings following incidents
- School must be part of discussions with statutory safeguarding partners

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse/violence/harassment and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical abuse

- violence, particularly pre-planned
  - forcing others to use drugs or alcohol
- emotional abuse
- blackmail or extortion
  - threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Neglect

Exploitation

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students  
On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves. In such circumstances an individual risk management plan will be devised to ensure that other pupils are kept safe and they



themselves are not laid open to malicious allegations. There is a need to sensitively balance the tension between privacy and safeguarding.

In the event of a safeguarding allegation about another pupil:

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern a Designated Safeguarding Lead (DSL) should be informed verbally and in writing. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

### **11) Parents and carers**

Parents and carers will be made aware of the Safeguarding Policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Children's Services. It will be made clear that this is a legal obligation and not a personal decision.

A copy of this policy is available to all parents, carers and children upon request. It is also on the school website.

### **12) Private Fostering:**

There is a mandatory duty to inform the Local Authority of any child in private fostering arrangements. On entry to school all families are asked about family context and specifically asked about private fostering.

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made

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between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Private fostering is an arrangement that is made *privately* and does not involve the local authority. For example, parents may arrange for their child to be cared for by an extended member of their family, a neighbour, friend or even someone unknown to the child. Many private foster carers and parents are not aware of the notification requirements. As a result, a significant number of these care arrangements remain hidden. Private fostering can be helpful for a child but may leave some children vulnerable to abuse or neglect. There is a legal requirement for private foster carers and parents to notify the local authority of all private fostering arrangements. It is a potential offence not to notify the local authority, without reasonable cause.

Private fostering situations can include:

- Children or young people who are sent to this country for education by their birth parents from overseas
- Teenagers living with a friend's family because they have fallen out with their parents
- Children staying with another family because their parent has been hospitalised
- A child from overseas staying with a host family while attending school, or overseas students at boarding school who stay with a host family over the holidays – for more than 28 days

The Local Authority has a legal requirement to assess and review all private fostering arrangements to ensure that all private foster placements benefit children and that those who plan to look after them, their parents and the children or young people themselves are aware of the help and support that they can be provided with. They can only do this if they are notified and so it is essential that the DSLs report any private fostering arrangements.

### **13) Teaching and Learning**

- The curriculum will be used to raise children's awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others.
- The school will promote child support services through assembly and in the display of contact information throughout the school, e.g. Childline, Barnados Space, etc.

### **14) Governing Body**

The Nominated Governors for child protection at the school are Mrs Alinjka Starzewska and Mr Phil Coughlan. The Nominated Governors are responsible for liaising with the Head teacher and DSL(s) over all matters regarding child protection issues. The role is strategic rather than operational, they will not be involved in concerns about individual pupils. The nominated Governor meets with the DSL once a term and liaises with the Headteacher and the DSL (Mrs



Canavan) to produce an annual report for governors and the local authority – Section 175.

The governing body will ensure that the school:

- Has a child protection policy in accordance with the procedures of Birmingham Safeguarding Children Board;
- Operates, “safer recruitment” procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers;
- Has at least one senior member of the school’s leadership team acting as a DSL for Child Protection;
- Ensures that the DSL attends appropriate refresher training every two years;
- Ensures that the Headteacher and all other staff who work with children undertake training annually.
- Ensures that temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities.
- Remedies any deficiencies or weaknesses brought to its attention without delay;
- Has procedures for dealing with allegations of abuse against staff/volunteers;
  
- The governing body reviews its policies/procedures annually
- A member of the governing body, the Chair, Mrs Browning, is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Headteacher.
- Ensure that a curriculum vitae should only be accepted alongside a full application form.
- School should consider online searches as part of .their due diligence checks on shortlisted candidates

### **15) Visitors and Volunteers**

A summary of the school’s procedures and the name, photos and email addresses of the DSLs are displayed for the information of visitors to the school, in reception, near the signing in screen.

#### **Summary of Child Protection Information for Visitors and Volunteers**

St Paul’s School for Girls first priority is the welfare of our girls. At all times we are committed to the highest standards in protecting and safeguarding the girls entrusted to our care.

Our school will support all girls by:

- Encouraging self-esteem and self-assertiveness
- Promoting a caring, safe and positive environment within the school
- Effectively tackling bullying and harassment

We recognise that some girls may be the victims of neglect, physical, sexual or emotional abuse and that all working with girls are well placed to identify such abuse.

At St. Paul’s School for Girls, in order to protect our girls, we aim to:

Reviewed Sept 21  
Reviewed Sept 22  
Reviewed Sept 23  
Reviewed Oct 24



- Create an atmosphere where all our girls can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately and effectively to cases of suspected abuse

**If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.**

<b>Designated Safeguarding Leader is:</b>	<b>Dr Dawn Casserly – Headteacher</b>
<b>Deputy Leaders are :</b>	<b>Mrs Anne-Marie Canavan Deputy Headteacher I</b>
<b>Student</b>	<b>Mrs Sarah Liddall, Family Liaison and Mrs Abigail O'Neill – SENCO</b>
	<b>Mrs Polly Rigg – Assistant Headteacher</b>
	<b>Miss Carrie Pandhal Head of Year</b>
	<b>Mrs Jacqueline Kinsella Head of Year</b>
	<b>Mrs Tara O'Brien – Assistant Headteacher</b>

Everyone working with our girls, their parents and carers should be aware that:

- Their role is to listen and note carefully any observations, which could indicate abuse
- They should not attempt to investigate once the initial concern is raised
- They should involve the Designated Safeguarding Lead (DSL) immediately
- Disclosures of abuse or harm from girls may be made at any time.

If anything worries you or concerns you, report it straight away.

## **16) Review**

This policy will be reviewed annually.

1. All child protection concerns must be reported immediately to the Designated Safeguarding Lead for child protection. This information should then be completed on CPoms.
2. Record facts and do not make judgements (state dates, times, places, actual words used, what was observed, who was present, questions asked, etc.)
3. If support is needed do not delay, the DSL will help.
4. Any concerns about staff should be reported directly to the Headteacher. Concerns about Headteachers should be reported directly to the Chair of Governors who will liaise with Local Authority Designated Officer.

The Designated Safeguarding Lead for Child Protection is: Dr Dawn Casserly

Deputy Safeguarding Leaders are:

Mrs Anne-Marie Canavan

Mrs Sarah Liddall

Reviewed Sept 21

Reviewed Sept 22

Reviewed Sept 23

Reviewed Oct 24



Mrs Abi O'Neill  
Mrs Polly Rigg  
Miss Carrie Pandhal  
Mrs Jackie Kinsella  
Mrs Tara O'Brien

All Safeguarding information is now recorded on CPoms.