



St. Andrews
International School
Green Valley

Keeping our Children Safe Staff Handbook 2024-25

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An introduction to safeguarding at St. Andrews International School Green Valley

All staff and volunteers at St Andrews International School are committed to keeping children safe, ensuring the well-being of our school community and promoting a **culture of care**.

Key Safeguarding Contacts:

Designated Safeguarding Lead

Laura Kerr lkerr@standrews-schools.com 0802416472

School Counselor

Nathalie Winters nwinters@standrews-schools.com

Health and Safety and EVC

Ben Shields bshields@standrews-schools.com

All Safeguarding information and links to full policies can be found on the School Safeguarding Landing Page.

What does Safeguarding mean?

Our commitment is to safeguard and promote the welfare, health (both physical and mental) and safety of our students by creating and maintaining an open, safe, caring and supportive atmosphere. We are committed to embedding a Culture of Care at St Andrews International School, which places children and their needs at the center of our decision making.

We have three primary aims:

- Prevent harm
- Protect students from harm
- Support students and staff when child protection and safeguarding incidents occurs

This document aims to summarise and provide a refresher to key Green Valley Safeguarding Information and is updated annually.

An introduction to safeguarding at St. Andrews International School Green Valley

A Our Culture of Care at St Andrews Green Valley

We have a strong safeguarding culture at and this can be seen through our:

- Rigorous safer recruitment process
- Regular safeguarding training for all staff
- Positive student to student and student and staff relationships
- Student consulted PSHE education program (Adapted Jigsaw)
- Student voice initiatives
- Monitoring and tracking of student wellbeing
- Pastoral care systems
- Independent Safeguarding Reviews

Our Safeguarding Philosophy

At Green Valley we pride ourselves on early intervention, and providing honest and clear but warm and supportive help to children and families who need it. DSL's follow up within 24 hours of Safeguarding Concerns being reported and make plans with young people's voices at the centre. In most cases we will engage parents early to plan support and next steps. Teachers and tutors will have access to information they need to continue to give students the best care. We use Cpom's software to record all concerns and follow up, and hold a whole school database which collates key safeguarding information for each child including SEND, attendance, guardianship, and teacher pastoral notes and strategies.

External Support

Sometimes we may seek support from external agencies, including for early help and intervention. We have good links with a range of support services such as counseling, psychologists, SEN specialists and Social Services NGO and we have access to Wellbeing, Safeguarding and Child Protection expertise within Cognita.

Access a summary of local services that we use at GV [Green Valley's Local Services Guide](#)

We report our concerns about children, no matter how small they may seem.

CPOMS

We use a digital safeguarding recording system to monitor and record pastoral care, safeguarding and child protection.

All school staff have a log in and can log concerns about any child across the school.

<https://standrewsgreenvalley.cpoms.net/>

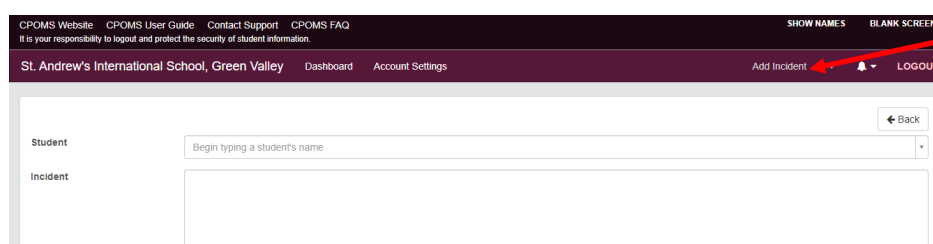
Please save the link to your desktop so it easily accessible.

Access further Cpoms Support [Cpoms HOW TO's](#)



Add an incident on CPOMS

1. Click add incident



Click the student name and choose a response.

1. Click add incident and choose a category.
2. **Adverse childhood experiences** will bring up further subcategories, such as parental separation, guardianship concerns and domestic violence.
3. **Child abuse** will bring up further subcategories such as emotional abuse, neglect, physical abuse and sexual abuse.



Using CPOMS Reporting Software

Explain the incident

Write about the incident, including any follow up or response you may have given so far. Use the child's own words where possible. It is possible to add files, such as screenshots or body maps if required.

Alerting staff

1. **The DSL, appropriate heads of school and pastoral leads are built in to be alerted.**
2. **Please manually alert the class teacher/ tutor for all pastoral, wellbeing and non confidential concerns, as it is important that they are aware, involved and can support as needed.**

Follow up

The DSL's will follow up your concern report and record their actions in CPOM's.

What type of concerns should I report?

You should report anything that makes you feel worried about a student, such as some examples on the list below.

Repeated lateness and poor attendance	Unexplained bruises	Withdrawn or out of character behaviour	Witnessing domestic violence
Worried or scared to go home.	Online Bullying	Parents divorce	Substance abuse
Stress or anxiety	Left home alone	Signs of neglect	Concerning sexual behaviour
Signs of grooming	Bullying	Self harm	Suicide idealation

Summary of Volunteer expectations

Safeguarding is the responsibility of **every** member of staff at Green Valley.

Volunteers will sign in at the front office and wear a identification lanyard.

Regular Volunteers will be background checked, their details logged with HR and receive Safeguarding Training.

Less regular visitors, volunteers or ECA providers will sign in at the Front desk, read and sign key Safeguarding information and be supervised at all times. **Non background checked volunteers will be supervised and should not be alone with a student.**

Expectations

- Use staff toilets only, **NOT** student toilets.
- No physical contact with students including physical corrections in sports
- Do not friend accept or request students on social media.
- Shouting, or physical punishment is not accepted at St Andrews Green Valley
- Do not share phone numbers with students or parents.
- Work in a space that is in sight of others, if this is not possible, self-report to your line manager.
- Report any concerns you have about student wellbeing to your line manager/ supervisor.
- Keep safeguarding issues confidential from the community, but ensure you speak up to your line manager or DSL if you have a concern.

Handling a disclosure

- Remain calm and listen carefully.
- Thank the student for telling you.
- Avoid leading questions. Use TED Tell/ Explain/ Describe
- Do not take photos of injuries
- Avoid judgemental statements or questions.
- Let them know you will need to pass the information on.
- Avoid making promises you may not be able to keep.
- Do not leave the child alone immediately after a disclosure, but inform the DSL at the earliest opportunity.

ICT Acceptable Use Policy

- Do not take photos of students on your personal device.
- Do not accept students as friends on social networks.
- Do not give parents personal phone numbers.
- Communicate with students using school email address only.
- Do not share social media photos of students in school uniform unless they are your child.

Summary of Staff Code of Conduct

At the beginning of each year, we sign the Cognita Code of Conduct, it is your responsibility to ensure that you understand it and follow it. Below is a short summary of key points.

Highlights

- All children at St Andrews Green Valley, have the right to be safe and to be treated with dignity.
- All staff are expected to set an example of behaviour and conduct to other staff and students.
- Avoid unauthorised contact with students outside of school.
- No staff should ever be behind a locked door with a child.
- Reporting Low Level Concerns or nagging doubts is essential to make sure our school is safe.
- Relationships with staff and students should be safe and respectful.
- Do not take photos or videos of children on your personal device.

Staff and Student Contact

- Do not accept students or recent students on social media.
- Do not arrange to meet students in your social time.
- Ensure all media communication with students is transparent.
- Emails should be written in a formal tone to students.
- Be as visible as possible, if you are not, a risk assessment or self report will be required.
- Our relationships with students should be concerned, collective, thorough but professionally detached. Students should not become overly reliant on one person.
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Language

- Staff should not swear or use any discriminatory language in relation to gender, religion, race, nationality, ethnicity, sexual orientation, disability or age.

Physical contact

- By UK law and relevant Cognate guidelines, teaching staff may use such reasonable force or physical contact as is reasonable in the circumstances to prevent a student from doing, or continuing to do any of the following:
 - committing a criminal offence;
 - injuring themselves or others; and/or
 - causing significant damage to property, including their own.
- Do not instigate physical contact with children, for example hugs.
- Before having physical contact with a child, assess whether this is necessary and think about why you are doing it.
- Staff must never physically punish a student or intend to humiliate them, instead refer to the Green Valley behaviour policies.



Infatuations and crushes

- Infatuations and crushes do sometimes happen. Inform your line manager and DSL.

Transporting children

- Do not transport students in your own vehicle or alone, unless you have written permission from the head of primary/ secondary.
- If it is unavoidable or a result of an emergency inform the DSL, HOS and parents.

Personal letters/ gifts and electronic communication

- Teachers should not give presents to individual students.
- Emails should be written in a formal tone to students.

Socialising

- Professional standards should be maintained when socialising in public places where students may be.
- If students are present in the same location, consider changing locations.

What if I am concerned about the actions or behaviour of a staff member?

We follow Cognita policies and at the beginning of each year we read and sign an Annual Declaration that shows we understand expectations of us.

If we have concerns about ourselves or others there are ways we can report to keep our community a safe place to be a part of for all.

Our Low Level Concern, Self Report, Allegation and Whistleblowing Policies are explained further below.

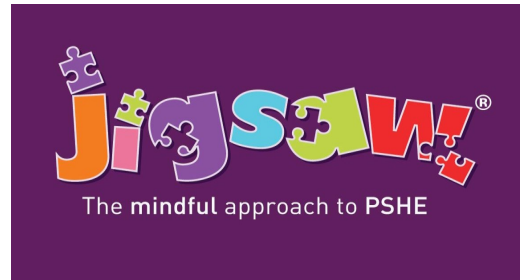
Type of Report	When would I do this?	Example	How
Self Report	Reporting an incident you were yourself involved in. Supportive of human error, mistakes or poor judgement.	If you feel you have compromised the code of conduct, or your behaviour may be taken out of context. Lone working 121.	Add to Cpoms—typing 'Self Report' in to student name section. Or see Laura or Charlie.
Low Level Concern	A concern about another adult that contravenes the 'norms'	If an action of an adult makes you feel uncomfortable or gives you a 'nagging doubt'.	Add to Cpoms—typing 'Low Level Concern' in to student name section. Or see Laura or Charlie.
Allegation	Represents situations that indicate a person would or does pose a risk of harm to children.	You think an adult has or may have harmed a child, or behaves in a way that indicates that they may pose a risk of harm.	Go to see or email Charlie HOS. If it is about the Head of School, go CEO Asia Sameer Aggarwal sameer.aggarwal@cognita.com
Whistleblowing (can be anonymous)	Is reporting concerns about poor and unsafe practices.	You believe there is evidence of misconduct.	Discuss with HOS first in most instances. If not resolved, whistleblow to Jayne Pinchbeck whistleblowingofficer@cognita.com

PSHE, Safeguarding and Wellbeing Curriculum at GV

Jigsaw PSHE Program

We follow the Jigsaw Mindful approach to PSHE and adapt materials to ensure they are relevant and reflect our community needs, from the primary school to year 11.

- Years 1 to 11 have one lesson dedicated to PSHE every week.
- IB students have PSHE sessions during tutor time, which cover age appropriate topics such as personal finance, consent and alcohol and preparing to live at university.



Three Key Safeguarding Messages

We also teach our primary students 3 Key safeguarding messages every year, and use this language when appropriate to reinforce the safeguarding messages.

- My body belongs to me.
- I have the right to say no.
- I have a circle of trust.

Secondary Key Safeguarding Messages

Secondary PSHE is taught by the DSL, (Laura Kerr), Head of Secondary (Kevin McGee) and David Swinn.

We use Jigsaw PSHE curriculum and supplement this with additional Safeguarding Education, including further coverage for example, Harmful Sexual Behaviours, Consent, Peer abuse, First Aid and Digital Safety.

Wellbeing

Like Safeguarding, at GV the Wellbeing and Mental Health of our students is **'everyone's business'**.

We achieved the Wellbeing Award for Schools in 2021, which a

large group of staff worked towards as a team. The WAS process provided us with a framework to build on and further develop strong wellbeing practice. The process was incredibly positive and the report reflects the role that every member of staff plays in the Wellbeing and Mental Health of our students and community.



"Strong relationships exist between staff and students. Moreover, there was recognition that staff will do all they can to help and are tenacious in their efforts".

A wide range of staff are UK qualified Mental Health First Aiders, this is a great qualification for learning more evidence based knowledge about Mental Health, to help yourself, colleagues and students. If you are interested in becoming a Mental Health First Aider, contact Laura Kerr.



Wellbeing Continued.

Be Well Charter

Cognita's Be Well Charter provides six key areas that allow our wellbeing to flourish. We can use this model when planning events, educating parents, designing CPD and in our wellbeing coaching conversations with students.

Be Well Day

Cognita's annual Be Well Day, is an opportunity for schools to take a step back from the normal timetable and engage our whole community in Wellbeing and Mental Health learning and activities.

This year Be Well Day is on September 27th and will be coordinated by pastoral teams.

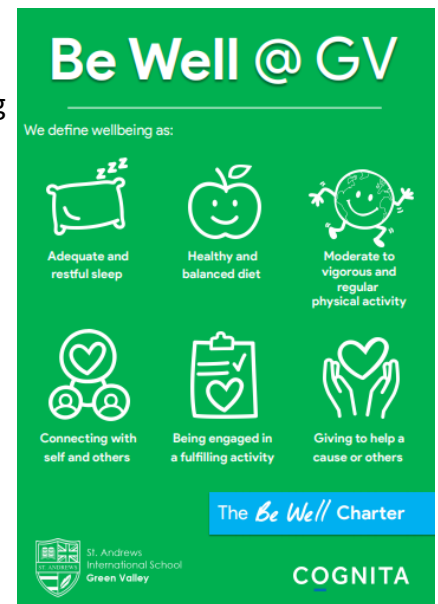
Support Systems for Students

We are seeing an increase in students with mental health challenges, which echo's global trends. If you notice a student is struggling, please take action and provide opportunity for them to open up and feel supported. We have pastoral teams, mental health first aiders, counsellor and DSL to support those struggling and we aim for early intervention with a personalised approach.

We measure and monitor Student Wellbeing through Cognita Wellbeing Survey, and key information is shared with teachers and tutors for further support.

LGBTQ+ and Trans Exploring Students

We have a small number of students who identify as Non Binary and use They, Them, Their's pronouns. You can read more about our inclusive approach in our draft policy. [LGBTQ and Trans Exploring Advice GV](#)



Staff Wellbeing and Mental Health

Green Valley aims to be a supportive place to work. We have both Thai and English speaking Mental Health First Aiders, trained by Mental Health England, the possibility of emergency counseling within the Thailand group, and access to 5 free counseling sessions with Cigna Insurance as outlined in the medical insurance package. There is also a range of Thailand services for staff who may need longer term professional support [Green Valley's Local Services Guide](#).

During Lets Talk, line managers do a Wellbeing Check in and we are all responsible for removing the stigma of mental health with our open and supportive approach to Wellbeing.

We have a Staff Wellbeing Policy which outlines our ethos [Staff Wellbeing Policy GV](#)

Who can I talk to if I have worries about myself or a friend? (Secondary)

Mentors or Tutor

Mr Emery
Head of IB

Mr. McGee
Head of Secondary

Kru Nop
Thai DSL

Miss Cave
KS3 Lead

Miss Laura
Safeguarding Lead

Miss Kinsella
KS4 Lead

Khun May
School Nurse

Khun Nadda
Thai safeguarding

What if it is an emergency?

If you are in school, you should tell any of the above people.

If you are out of school, you should tell your parents, a trusted adult or contact emergency services.

ChildLine Thailand Number



Thai Police



191

Medical Emergency

 **EMERGENCY**

 **1669**



Who can I talk to if I am worried? (Primary)

Miss Laura
Safeguarding Lead

My Class Teacher

Miss Michelle
Head of Primary

My teaching
assistant

Khun May
School Nurse

Miss Wan

Head of Phase
Miss Eti and Mr
Phil

Kru Nop and Miss
Gurleen
DDSL



What if it is an emergency?

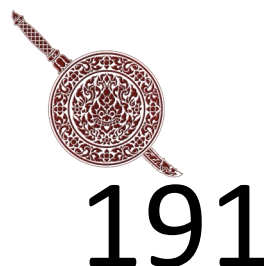
If you are in school, you can tell any adult.

If you are out of school, you should tell your parents, a trusted adult or contact emergency services.

ChildLine Thailand Number



Emergency Services Number



Medical Emergency

 EMERGENCY

 1669



My Early Warning Signs

If I feel unsafe my body lets me know.

Here is how!

Hair feels like it is standing on end

Sweaty brow

Start to cry

Heart beats fast

Goosebumps

Feel sick in the tummy

Sweaty palms

Shaky all over

Need to go to the toilet

Wobbly legs

If I feel unsafe, I must tell a trusted adult on my Safety Network straightaway!

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My Body Safety Rules

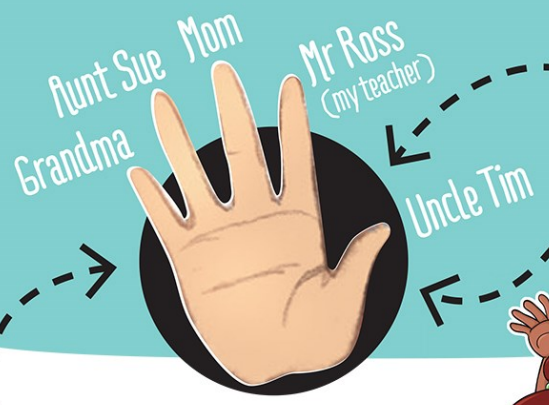
My body is my body and it belongs to me!

I can say, 'No!' if I don't want to kiss or hug someone.
 I can give them a high five, shake their hand or blow them a kiss.
 I am the boss of my body and what I say goes!



I have a Safety Network

These are five adults I trust. I can tell these people anything and they will believe me.
 If I feel worried, scared or unsure, I can tell someone on my Safety Network how I am feeling and why I feel this way.



Early Warning Signs

If I feel frightened or unsafe I may sweat a lot, get a sick tummy, become shaky and my heart might beat really fast.
 These feelings are called my Early Warning Signs. If I feel this way about anything, I must tell an adult on my Safety Network straightaway.



Secrets

I should never keep secrets that make me feel bad or uncomfortable. If someone asks me to keep a secret that makes me feel bad or unsafe, I must tell an adult on my Safety Network straightaway!



Private Parts

My private parts are the parts of my body under my bathing suit. I always call my private parts by their correct names.
 No one can touch my private parts.
 No one can ask me to touch their private parts. And no one should show me pictures of private parts. If any of these things happen, I must tell a trusted adult on my Safety Network straightaway.





P rivate are Private.

A lways remember your body belongs to you.

N o means no.
T alk about Secrets that upset you.

S peak up, Someone can help.

