



SPGS
INTERNATIONAL

SPGS International School Chengdu Safeguarding (Child Protection) Policy



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Safeguarding and promoting the welfare of children is defined as: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action in the best interests of the child to ensure the best outcomes.

1. Policy statement

- 1.1. SPGS International School Chengdu is responsible for ensuring that mechanisms are in place to assist staff to understand and discharge their safeguarding responsibilities. This policy has been approved by SPGS International School Chengdu, is addressed to all Board members, members of staff and volunteers and is available from the school office and on our website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. All adults in the school community are responsible for safeguarding and promoting the welfare of children.
- 1.2. Every pupil should feel safe and protected from any form of abuse which, in this policy, means any kind of physical abuse, emotional abuse, sexual abuse, neglect, and includes child-on-child on abuse. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality, or beliefs. No child or group of children may be treated any less favourably than others in being able to access services which meet their particular needs.
- 1.3. There is an important distinction between safeguarding children who have suffered or are likely to suffer significant harm and action required to promote the welfare of children in need of additional support even if they are not suffering harm or are not at immediate risk.

2. Principles

- 2.1. SPGS International School Chengdu is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We recognise that children have a fundamental right to be protected from harm and that pupils cannot learn effectively unless they feel secure. We therefore aim to provide a school environment which promotes self-confidence, a feeling of self-worth and the knowledge that pupils' concerns will be listened to and acted upon.
- 2.2. The school adopts the highest international standards in relation to safeguarding. In pursuit of this, and in full recognition of the fact that they have no legal standing in the People's Republic of China, the school references and adopts the practices of UK schools as required by the British Government. The principal documents in relation to this are:
 - Keeping Children Safe in Education (2024)
 - Working Together to Safeguard Children (2023)

Using these documents as a guide, the school will take all reasonable measures to:

- ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with SPGS International School Chengdu's Safer Recruitment Policy.
- ensure that where SPGS International School Chengdu ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a detailed report is made to all relevant Governing bodies and child protection agencies as soon as possible after the person has

ceased to provide services to SPGS International School Chengdu and in any event within one month of the person leaving the school. This includes dismissal, non-renewal of a fixed-term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above. Any subsequent potential employer who contacted SPGS International School Chengdu for a reference would be made aware of the school's concerns about the suitability of the former employee to work with children.

- ensure that any incident relating to harm caused to a pupil should be reported to the Designated Safeguarding Lead (DSL). Any incident involving inappropriate conduct by a member of staff should be reported to the Principal.
- ensure that where staff from another organisation are working with our pupils on another site e.g. sports coaches or have unsupervised contact with our pupils, we have received written confirmation that appropriate checks and procedures apply to those staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members to work with children.
- ensure that support is provided as soon as a problem emerges wherever there is concern about pastoral issues relating to a child.
- protect each pupil from any form of abuse, whether from an adult or another pupil or child.
- be alert to signs of abuse both in SPGS International School Chengdu and from their outside environment.
- deal appropriately and promptly with every suspicion or complaint of abuse and to consider, at all times, what is in the best interests of the child.
- design and operate procedures which promote this policy.
- support pupils who have been abused in accordance with their agreed child protection plan where these are in place.
- be alert to the medical needs of children with medical conditions.
- operate robust and sensible health and safety procedures.
- take all practicable steps to ensure that SPGS International School Chengdu's premises are as secure as circumstances permit, taking all possible steps to prevent unauthorised persons from entering the school grounds and buildings
- have regard to statutory guidance issued by the Government or local authorities and best practice as outlined in Keeping Children Safe in Education.
- review and consider how pupils should be taught about safeguarding including keeping safe in the online world.
- ensure that all staff are aware of their responsibilities with regards to safeguarding through appropriate training which is regularly renewed, along with other updates at least annually.
- ensure that an effective team is in place to manage all issues relating to safeguarding, to include the DDSL in the Junior School and the DSL in the Senior School.
- ensure that a robust system is in place for the recording of all concerns relating to safeguarding and that a culture is in place in which all staff are positively encouraged to share any and all concerns relating to the welfare of children. **Failure on the part of a member of staff to report safeguarding concerns would constitute misconduct**

and potentially lead to disciplinary action up to and including dismissal from employment.

3. Child protection procedures – overview

3.1 Every suspicion or incident of abuse from within or outside SPGS International School Chengdu will be taken seriously.

3.2 Any concern, allegation or incident of abuse must be reported following school safeguarding procedures. Any concerns related to children must be reported to the Designated Safeguarding Lead and any concerns about adults or staff to the Principal. Reporting must occur immediately and not left until the end of the day. Staff should not assume that a colleague or another professional will take action and share information that might be critical in keeping children safe. They All staff should be mindful that early information sharing is vital for effective identification and assessment and for timely and appropriate action to be taken.

3.3 **MyConcern** is the platform used for recording all safeguarding concerns. All concerns, discussions and decisions made and the reasons/rationale for those decisions must be recorded via MyConcern. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead. Fears about sharing information **must not** be allowed to stand in the way of the need to promote and protect the safety of children. The school's use of MyConcern ensures that information can be shared promptly, effectively, and securely. All staff have a responsibility to ensure that they have been able to login to MyConcern and activate their account. Failing to do this would prevent the trusted adult from being able to follow our school safeguarding policy and be a breach of the school code of conduct.

3.4 If a child is in **immediate danger or at risk of harm**, this must be reported to the Designated Safeguarding Lead or a member of the DSL team (see details in 4.9 below). If the concern or allegation is deemed to meet the threshold for referral to the police, either the DSL or the Principal, depending on the circumstances, will make the necessary referral following consultation with the school's External Safeguarding Consultant (ESC). Any referral of this kind will take place without investigation within SPGS International School Chengdu. In these cases, it is not the role of the School to investigate suspected or alleged abuse; this is the role of the Police.

3.5 Should the incident not meet the threshold for investigation by the police but there is enough evidence for safeguarding staff to believe that the child may still be in immediate danger or at risk of harm, the school will carry out an investigation and establish a plan to support the child. Measures as part of the school's early help offer may include daily check-ins with the Deputy Head Pastoral, referral to the school counsellor and support from the child's mentor. Depending on the circumstances and the nature of the allegation, parents or wider family members who may be able to support may also be contacted to attend a meeting to decide the best way of ensuring their child's safety and well-being. The school may also speak with the security present at the child's compound and ask them to accompany a member of the safeguarding team to the child's address to establish the child's safety. If access to the compound is not possible, a request will be made to the security team to visit the address and to then feed back to ensure the child's safety.

3.6 The school's procedures differentiate between safeguarding children who have suffered or are at immediate risk of suffering significant harm and those who are in need of additional support. All staff should be prepared to identify children who may benefit from early help and support as soon as an issue emerges. If staff have concerns about a child, but do not judge the child to be in immediate danger or at risk of harm (see above), they should report these concerns to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. In most cases where a child is not suffering or at risk of suffering serious harm but is in need of additional support, an assessment will be undertaken to determine the most appropriate action. The DSL will discuss with the ESC whether an early help assessment is needed.

3.7 Concerns will also be discussed with the school counsellor who will provide telephone contact and addresses for any external organisations who may help such as a mother and child group. The early help process may also involve sharing information with other professionals such as those nominated by the school. Measures such as those detailed in paragraph 3.5 above may also apply.

3.8 Where safeguarding advice is needed, the DSL or a member of the DSL team may consult the ESC.

3.9 Whilst the DSL will usually decide whether to make a referral, in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, anyone can refer their concerns to a member of the wider safeguarding team directly, including the Senior Principal. If a member of staff makes such a referral, they should inform the Designated Safeguarding Lead as soon as possible thereafter.

Allegations against staff and Trusted Adults:

3.11 If the allegation is deemed to meet the threshold for referral to the police, the appropriate School representative depending on the circumstances (see below) will make a referral within one day, following consultation with the school's ESC. Any referral of this kind will take place without investigation within SPGS International School Chengdu. In these cases, the following referral procedures apply:

- 3.11.1 if the allegation is against a member of staff, the DSL or a professional person connected to the school, the allegation should be reported to the Principal immediately. The matter will be referred by the Principal, or DSL if appropriate, to the School Board and the authorities within one working day, following consultation with the ESC. If the DSL is making the referral, they will keep the Principal informed.
- 3.11.2 if the allegation is against the Principal, it should be reported directly to the Chair of the School Governing Board or his/her appointed representative. The Principal must not be informed of the allegation prior to contact with the Chair. The Chair will consult with the ESC before informing the police.
- 3.11.3 if the allegation is against the Chair of the School Governing Board or another Board member the allegation should be reported to Mr. Qiu, the Chair of the Joint Advisory Board, who will inform the Principal. The Chair of the Joint Advisory Board and the Principal will consult with the ESC before informing the police.
- 3.11.4 if the allegation does not involve a member of staff or a professional person and the child has suffered harm or is at risk of harm, the matter will be referred by the appropriate manager to the DSL.

In these circumstances, the School will consider whether it is in the best interests of the students to suspend the individual against whom the allegation had been made.

3.12 Where a situation arises that warrants action within school but does **not** meet the threshold for referral to the police, the following procedures will apply:

- 3.12.1 if the allegation is against a member of staff, the DSL or a professional person connected to the school, the allegation should be reported to the Principal immediately. The DSL or Principal, depending on the circumstances, will organize an internal investigation into the allegation. They will then decide, in consultation with the ESC, whether there is a case to answer. If so, the case will be dealt with as a disciplinary matter in accordance with the Disciplinary Policy.

- 3.12.2 If the allegation is against the Principal, it should be reported directly to the Chair of the School Governing Board or his/her appointed representative. The Principal must not be informed of the allegation prior to contact with the Chair. The Chair will organise an internal investigation and follow the procedure as outlined above (3.12.1).
- 3.12.3 If the allegation is against the Chair of the School Governing Board or another Board member the allegation should be reported to Mr. Qiu, the Chair of the Joint Advisory Board, who will inform the Principal. The Chair of the Joint Advisory Board and the Principal will consult with the ESC to decide upon the appropriate action to be taken.
- 3.12.4 If the disciplinary process finds that an individual's actions are sufficiently serious enough for the school to deem either that their actions put a student in harm's way and/or that their continued presence in the school places student safety and well-being at risk, they should expect dismissal for gross misconduct to be the most likely outcome.
- 3.4 Whenever a member of staff is subject to a safeguarding allegation – whether it is referred to the police or not – the existence of such an allegation and actions taken will be reported to the Chair of the School Board, the Chairman of the SPGS International (SPGSI) School's Joint Advisory Board and SPGSI.
- 3.5 All issues relating to safeguarding are recorded electronically in a secure system, MyConcern. These records enable the effective tracking of concerns relating to individual children and can be made available to the police or other appropriate government agencies should a request be submitted. The school will at all times act to uphold the highest of international safeguarding practices within the context of Chinese law.

4. Early Help

The school will endeavour to support pupils by identifying and addressing concerns as soon as possible to prevent issues from escalating. We take a proactive approach to support children and their families before specialist intervention is required. Our Early Help provision includes, but is not limited to, Mentors, the School Counsellor, nurses, Deputy Head Pastoral, Assistant Head Pastoral, Head of Behaviour as well as class teachers. A flow chart outlining the Early Help available at SPGSI can be found in Appendix I and is also detailed in our Attendance Policy.

5. Management of Child Protection matters

- 5.1. The DSL with oversight from the Principal are responsible for ensuring that the procedures outlined in this policy are followed on a day-to-day basis.
- 5.2. Members of the School Governing Board are all trained in safeguarding and receive regular updates.
- 5.3. The DSL provides a termly report to the School Governing Board on safeguarding matters. This includes a summary of numbers of safeguarding issues and reports of training completed by staff.
- 5.4. The ESC:
- conducts an annual review of safeguarding procedures on behalf of the School Governing Board and reports to the Board at the end of each year, making any recommendations for improvements.
 - discusses safeguarding matters with the DSL at least termly and reports independently to the Board at each of its meetings.

Further information may be requested by the School Governing Board.

5.5. The DSL and ESC reports are circulated and reviewed at each meeting of the SPGS International School's Joint Advisory Board.

5.6. SPGS International School Chengdu has a safeguarding team who are responsible for managing safeguarding issues in the first instance. The team receives high level training on dealing with safeguarding issues and regular annual updates. The team is managed by the Principal / DSL. A team of senior members of staff have completed advanced safeguarding training equivalent to that received in the UK in line with Local Safeguarding Partnerships and in line with KCSiE (2024) and Working Together to Safeguard Children (2023).

5.7. The Safeguarding Team will:

- act as a source of support, advice and expertise to staff on matters of safety and safeguarding
- co-ordinate the child protection procedures in the school
- have overarching responsibility for promoting online safety
- maintain an ongoing training programme for employees, Board members, volunteers and other individuals working at the school, including induction training for all such individuals, and provide regular updates
- monitor the keeping, confidentiality and storage of records in relation to child protection on MyConcern
- ensure that a written action plan is established and regularly updated for the management of any child protection matters including early concerns and mental health related issues
- ensure that notification of further record keeping is marked on the pupil records
- keep parents informed of action to be taken under these procedures in relation to their child
- liaise with the Principal to inform them of issues especially ongoing enquiries and police investigations
- advise and act on all suspicions, concerns and/or evidence of the need for children to receive additional support, or of children who have suffered or are likely to suffer abuse and/or neglect
- provide the information needed by any new school to which a child moves to ensure ongoing care and safeguarding support through MyConcern
- keep and maintain records of staff training on child protection and safer recruitment procedures in liaison with the HR Office
- notify COBIS and/or all governing bodies, child protection agencies, national teaching regulatory authorities and the SPGS International School Chengdu's School Governing and Joint Advisory Boards if the school ceases to use the services of a member of staff (or a Board member or volunteer) because they are unsuitable to work with children.

5.8. All SPGSI Chengdu Staff

5.8.1. All staff should be aware through induction and regular updates of the systems within SPGSI, Chengdu which support. These systems include:

- the Safeguarding (child protection) policy which includes the policy and procedures to deal with child-on-child abuse
- the Student Mental Health and Well-being Policy
- the Behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)
- the Staff Code of Conduct
- the Minor Concerns about Staff policy
- the Whistleblowing policy available to staff
- our safeguarding response to children who are absent or missing from education, and the
- role of the DSL

5.8.2. All staff at SPGSI, Chengdu must read Part one and Annex B of Keeping Children Safe in Education (2024). Copies of these are made available to staff electronically and through MyConcern as a sign off document.

5.8.3. At SPGSI Chengdu, all staff receive appropriate safeguarding and child protection training (including online safety) as part of their induction. This includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring (see Staff Acceptable Use Policy and Staff Safe Use Policy). All staff receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively. In addition, all staff should be aware of their role with regard to supporting children with any interventions: early help.

5.8.4. All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or a deputy). In addition, staff are shared information by the DSL, to support with the ongoing vigilance and support that children may be requiring. As outlined in the staff code of conduct, any staff shared sensitive information are not permitted to share this information themselves whether inside or outside of school without the express request or permission of the DSL or Principal. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

5.8.5. All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

5.8.6. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people to facilitate communication.

5.9. A member of the Safeguarding Team/ DSL will always be available to discuss safeguarding matters during school hours. Details of DSL team contact is included in the table at the end of this document.

Designated Safeguarding Lead (DSL)
DDSL
Principal

Mrs Holly Swift
Mr Michael Winter
Mrs Naomi Edwards

Tel: 191 0281 1057
Tel: 177 2642 4202
Tel: 191 0821 3761

An emergency contact is always available outside of school hours (DSL – Mrs Holly Swift and Principal – Naomi Edwards)

6. Understanding abuse

- 6.1. At SPGSI, Chengdu we recognise that abuse is 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.
- 6.2. Children may be abused in a family or in an institutional or community setting such as a school by those known to them or, more rarely, by others.
- 6.3. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- 6.4. **All** staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of SPGSI, Chengdu, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- 6.5. **All** staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or just one label. In most cases, multiple issues will overlap with one another.
- 6.6. **All** staff, but especially the DSL (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence and radicalisation.
- 6.7. **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography with those who do not want to receive such content.
- 6.8. **In all cases, if staff are unsure, they should always speak to the DSL or a deputy DSL.**
- 6.9. **Indicators of abuse and neglect**

physical abuse

- is 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

- is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. For example, it may involve telling a child that they are worthless or unloved, making them feel 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, serious bullying (including cyberbullying), causing children to feel frightened or in danger frequently, 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 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 online).
- 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

- is the persistent failure to meet a child's basic and/or psychological needs, likely to result in the serious impairment of health or development.
- Neglect can 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-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.

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

7. Safeguarding issues

- 7.1. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence, radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.
- 7.2. Below are some safeguarding issues all staff should be aware of. **Additional information on these safeguarding issues and information on other safeguarding issues is included in Annex B of KCSiE (2024).**

7.3. Child on child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

All staff should be clear as to the school policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools it does not mean it is not happening. It may be the case that abuse is not being reported. It is therefore important that when staff have any concerns regarding child-on-child abuse they should speak to the DSL (or Safeguarding team member).

- 7.3.1. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafeAll staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but is not limited to:
 - 7.3.2. bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - 7.3.3. abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
 - 7.3.4. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - 7.3.5. sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - 7.3.6. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- 7.3.7. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- 7.3.8. consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 7.3.9. upskirting, which typically involves taking a picture under a person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- 7.3.10. initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The gendered nature of child-on-child abuse is recognised (it is likely that girls will be victims and boys perpetrators) but all child-on-child abuse is unacceptable and will be taken seriously. Staff must be aware that children may be abused out of school, but should not minimise the potential risks of girl-on-girl abuse.

7.4. Serious youth violence

- 7.4.1. Youth violence refers to harmful behaviours that can start early and continue into adulthood. The young person can be a victim, an offender, or witness the violence.
- 7.4.2. Youth violence includes various behaviours including some violent acts such as bullying, slapping or hitting.
- 7.4.3. These behaviours can cause more emotional harm than physical harm. Others, such as robbery and assault (with or without weapons) can lead to serious injury or even death.
- 7.4.4. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- 7.4.5. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

8. Signs of abuse

- 8.1. Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring).
 - the pupil says she/he has been abused or asks a question which gives rise to that inference
 - there is no reasonable or consistent explanation for a pupil's injury (including cuts, bruises, burns); the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries
 - the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour, for example, they may become aggressive, challenging, disruptive, withdrawn or clingy
 - the pupil does not want to change clothes in front of others or participate in physical activities
 - the pupil is having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
 - the pupil talks about being left home alone, with carers that appear to be inappropriate or with strangers

- the pupil has poor school attendance or punctuality
- the pupil is regularly missing from school or education
- the pupil's development is delayed in terms of emotional progress
- the pupil suddenly loses or gains weight
- the pupil is concerned for younger siblings without explaining why
- the pupil talks about running away
- the pupil shies away from being touched or flinches at sudden movements
- the pupil demonstrates undue anxiety, over-reacts to problems and demonstrates an excessive fear of making mistakes
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed; poor hygiene
- the pupil is reluctant to go home, or has been openly rejected by her parents or carers
- parents are dismissive and non-responsive to teachers' concerns
- parents or carers blame their problems on their child and
- parents who fail to seek medical treatment when their child is ill or injured.

8.2. Signs of grooming, sexual exploitation or sexual abuse

The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified. Children may:

- be very secretive, including about what they are doing online
- display knowledge or interest in sexual acts inappropriate to their age
- go to unusual places to meet friends
- have new belongings such as clothes or mobile phones that they can't or won't explain
- ask others to behave sexually or play sexual games

9. Procedures to minimise the risk of child-on-child abuse

9.1. Staff training

- 9.1.1. Staff should always be clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up" and should be aware of the importance of challenging such behaviours.
- 9.1.2. Tolerating or dismissing such behaviours risks normalising them. If all staff recognise their responsibilities and report such concerns, then a bigger picture can be created to support both the victim and the child who have behaved inappropriately.
- 9.1.3. The safeguarding team and pastoral leads discuss pastoral cases during weekly meetings, some of which may relate to child-on-child abuse.

9.2. Education

- 9.2.1. Upon joining SPGS International School Chengdu, new students go through an induction process, during which they are talk about and discuss the antibullying and behaviour policies in an appropriate way for their age group.
- 9.2.2. Students joining the school during the academic year are given copies of these policies and are expected to read them (if age appropriate) or will receive similar teaching.

- 9.2.3. The PSHE and mentoring curriculum provides opportunities to teach children about appropriate and safe relationships. Topics will be appropriate for the age of the children and may include relational aggression, kindness, bullying, friendships, healthy relationships, and grooming.

9.3. Supervision

- 9.3.1. Staff are on patrol duty (Safeguarding Duty) during break and lunchtime to minimise the risk of adult-free zones. CCTV is in operation in all main areas of SPGS International School Chengdu and footage may be accessed as part of an investigation. The pastoral team and facilities management team regularly liaise when a need arises to make an area of SPGS International School Chengdu more accessible and visible.

10. Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

11. Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or member of the safeguarding team) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this.

12. Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools can access a range of advice to help them identify children in need of extra mental health support, this may include working with the school counsellor or external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow this policy and by speaking to the DSL or member of the safeguarding team.

13. Online Safety

13.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. At SPGSI Chengdu, we use online filtering and monitoring to protect and educate students and staff in their use of technology and identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

13.2 Online safety is part of the SPGSI, Chengdu whole school approach to safeguarding and an important part of our related policies and procedures.

The new filtering and monitoring standards (2023) set out that staff should be aware of the following:

- The filtering and monitoring systems used at SPGSI, Chengdu
- SPGSI Chengdu will review our filtering and monitoring provision at least annually
- SPGSI Chengdu block harmful and inappropriate content without unreasonably impacting teaching and learning.

13.3 At SPGSI Chengdu we use the following systems

- Sanfor Access controller that the technical device and system to block the harmful and inappropriate content without unreasonably impacting teaching and learning.
- Ruijie Firewall to Defense against external intrusion
- ASM & MDM to control the iPads use for teaching and learning only.

14. Responsibility of all staff and volunteers

14.1 Every employee and volunteer who assists SPGS International School Chengdu has a duty:

- to protect children from abuse
- to be able to identify welfare concerns amongst the pupils and to be able to identify pupils who are in need of additional support
- to maintain an attitude of 'it could happen here' where safeguarding is concerned
- to always act in the best interests of the child
- to be aware of the school's safeguarding and child protection procedures and to follow them (MyConcern and DSL team)
- to know how to access and implement the procedures, independently if necessary
- to keep a sufficient record of any significant complaint, conversation or event; and
- to report any matters of concern to the Principal or a member of the DSL Safeguarding Team
- to ensure that they operate an ongoing vigilant approach and report any minor staff concerns

14.2 At SPGSI Chengdu, all staff should be aware that the use of technology may present a potential risk to members of the community (e.g. child sexual exploitation). They should familiarise themselves with the Staff Code of Conduct, the Staff Acceptable IT Use policy, the Anti-bullying policy and the IT Code of Conduct for Students.

14.3 Training

- All staff and volunteers undertake appropriate training including refresher training as directed by the school.
- All staff and volunteers are trained to respond appropriately to a child making a report of a child protection issue.
- All new staff and volunteers, including temporary staff and volunteers are provided with induction training that includes safeguarding and online safeguarding.
- An ongoing and thorough programme of training relating to different aspects of safeguarding is in place for all staff and serves to ensure that safeguarding remains the highest possible priority for all those working at the school. This training is specifically adapted to the context of SPGS International School Chengdu with staff learning about the wider procedures followed in Chengdu relating to serious child protection concerns.

15. What staff should do if they have concerns about a child or receive a disclosure of abuse:

15.1 Staff are advised to maintain an attitude of ‘it could happen here, and it is happening here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

15.2 Receiving concerns, disclosures / initial complaint of abuse:

- Staff should act on their concerns immediately and
- stay calm and sympathetic. Listen carefully to the child and keep an open mind.
- Staff and volunteers should not take a decision as to whether or not the abuse has taken place
- not ask leading questions, that is, a question which suggests its own answer. Ask open questions that will encourage a secure and sympathetic environment for the child, such as "is there anything else you want to tell me?" The use of **TED** can help with open ended questions. TELL, EXPLAIN and DESCRIBE.
- reassure the child and tell them they have done the right thing by disclosing, but not give a guarantee of absolute confidentiality. The member of staff or volunteer should explain that they need to pass the information to a member of staff who will ensure that the correct action is taken. Staff or volunteers should not make promises that they can't keep such as 'everything will be alright' but clearly explain what they have to do next and who they will talk to
- keep a sufficient and accurate written record of the conversation. The disclosure record should include **the date, time and place** of the conversation and the essence of what was said (as close to the child's voice as possible) and done by whom and in whose presence. The record should be signed by the member of staff and should use names, not initials. The record must be kept securely and handed to a member of the DSL safeguarding team as soon as possible. For serious concerns, the report should be made immediately to the DSL. MyConcern allows staff to report their concerns quickly and will also time stamp and sign for them.
- **Where the concern relates to nudes or semi-nudes (sexting), the material should not be viewed**, downloaded or shared and neither should the child be asked to share or download the image(s). Neither should the images be deleted. The device should be collected and handed to the DSL who will then decide on further action which could involve police involvement.
- At no point should information relating to a safeguarding matter be shared with other members of staff, the young person(s) it involved or their, or other, parents. Staff must exercise extreme confidentiality throughout.

- Not say or do anything to blame or shame any young people involved.

15.3 Preserving evidence: All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved and given to the DSL Safeguarding Team if about a child and to the Principal if about an adult.

15.4 The Principal or other person designated by the Principal will liaise with specialist police officers where there are concerns that an unlawful act may have happened in relation to a child. The school works hard to develop close and effective relationships with the relevant branch of the local police to maximise the effectiveness of its child protection procedures.

16. Data protection

All information should be retained in accordance with SPGS International School Chengdu's Data Protection Policy.

17. Responsibility to Report Concerns about school practice, staff and other adults

17.1 The SPGS procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors are outlined in this section.

17.2 There are two levels of concerns and allegations:

1. Concerns / allegations that may meet the harm threshold.
2. Concerns / allegations that do not meet the harm threshold – referred to at SPGS as Minor Staff Concerns'. The following is a guide for staff and trusted adults to report any concerns that they have and to be able to distinguish between whistleblowing, allegations and low level concerns.

17.3 Whistleblowing: Reporting concerns about malpractice, wrongdoing, or unsafe practices within the school, typically involving systemic issues, breaches of law, or endangerment to others, by an employee or stakeholder (see Whistleblowing Policy)

17.4 Allegations Against Adults: Formal reports or claims that a staff member or adult has behaved in a way that harms or poses a risk to children, violates professional boundaries, or could be criminal in nature. All allegations about staff misconduct should be reported to the Principal.

17.5 Minor Staff Concern Reporting: Reporting behaviour by a staff member or adult that does not meet the threshold of harm for an allegation or poses significant risk, but raises questions about professional conduct, appropriateness, or adherence to school policies such as the code of conduct and safeguarding culture. (See Minor Concerns about Staff Policy)

18. Reporting Concerns

- 18.1.1. All staff and volunteers are required to raise any concern or allegation about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm including any minor staff concerns.
- 18.1.2. The school promotes a culture of openness, transparency and trust in which all concerns should be raised and shared and in which there is no attempt to explain away signs of potential abuse.
- 18.1.3. Guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.

- 18.1.4. Staff should be particularly careful in situations where they are alone with pupils providing one-to-one tuition. This guidance is conveyed at safeguarding training for staff and a *Staff Code of Conduct* policy is issued to staff annually and published on the staff portal.
- 18.1.5. Arrangements for the management of allegations against staff are set out briefly in Section 3 above and in the Staff Code of Conduct and Disciplinary Policy.
- 18.1.6. Any concern about a member of staff, including minor concerns, other adult or school practice should be raised with the Principal immediately regardless of how unlikely it seems that there would be any substance to the concern.
- 18.1.7. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. Malicious allegations may be considered as a disciplinary offence. **Failure to report a concern may constitute misconduct and appropriate action may be taken against a colleague who fails to act to protect a child.**
- 18.1.8. **Any concern relating to the Principal should be taken immediately to Ms Qin Li, Chair of the School Governing Board, or her designated representative, who can be contacted via sabrina.li@spgs-shengbo.com**
- 18.1.9. **Any concern relating to the Chair of the School Board or to another Board member should be reported to the Chairman of the Joint Advisory Board, Mr Qiu, who can be contacted via email on qiang.qiu@ulinkcollege.com.**

19. Minor Concerns about staff

19.1 SPGS International School Chengdu has clear professional boundaries of which all staff are made aware and to which they will adhere. We are committed to ensuring that any safeguarding concerns are dealt with as soon as they arise and before they have had a chance to become more severe, to minimize the risk of harm posed to our students and other children.

19.2 SPGSI Chengdu understands the importance of acknowledging, recording and reporting all safeguarding concerns, regardless of their perceived severity. We understand that staff would report concerns about a child however minor and therefore this is no different when reporting concerns about adults.

19.3 We understand that, while a concern may seem minor, that concern can escalate over time to become much more serious. This can be seen as the slippery slope when not addressed early on.

19.4 Any concerns regarding staff should be reported to the Principal. If they are about the Principal then to the Chair of the School Governing Board.

19.5 Any concerns regarding the Chair of the Governing Board or any Board member should be reported to the Chair of the Joint Advisory Board, Mr Qiu via email on qiang.qiu@ulinkcollege.com

19.6 Staff are directed to the SPGSI Chengdu Minor Concerns about Staff Policy for full details.

20. Allegations against pupils (serious violence and child-on-child abuse)

- 20.1 All staff should be clear as to the School's policy and procedures with regards to child-on-child abuse.
- 20.2 Where an allegation of abuse against one or more pupils has been made or where a member of staff or volunteer is concerned about child-on-child abuse, the child protection procedures set out in this policy should be followed and the DSL Safeguarding Team informed.
- 20.3 The pupil(s) accused of abuse and the victim of abuse will both be treated as at risk and a referral will be made to appropriate outside services where possible. However, the school recognises the limitations of outside support in China generally and will work to put in place plans that best support all those involved.
- 20.4 A pupil against whom an allegation of abuse has been made may be suspended from the SPGS International School Chengdu during the investigation and SPGS International School Chengdu's policy on behaviour will apply.
- 20.5 SPGS International School Chengdu will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.
- 20.6 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, SPGS International School Chengdu will ensure that parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's guardian will be requested to provide support to the pupil.

21. Informing parents

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the authorities, including the police, advise that parents should not be informed.

22. Confidentiality and information sharing

- 22.1 Staff are reminded about the importance of confidentiality and that safeguarding matters can only be discussed with the DSL Safeguarding team.
- 22.2 Information relating to safeguarding matters is highly sensitive and will be treated as confidential wherever possible.
- 22.3 As trusted adults, staff members might be shared sensitive information with confidential details of a concern. Although this may be seen as a need to know basis, it is likely that staff will be shared information so that they can pick up the signs and indicators of further concerns for a child. This places staff in a difficult position should they share this information inappropriately elsewhere without the consent of the lead DSL.
- 22.4 However, all necessary reports to the relevant authorities will be made and information will be shared with inspectors and SPGS International where requested.

23. Other safeguarding arrangements

23.1 Beyond the child protection procedures outlined in this policy, SPGS International School Chengdu has put in place arrangements to safeguard pupils and to promote their welfare. These include the following:

23.2 SPGS International School Chengdu takes seriously its responsibility to recruit staff and volunteers that are suitable to work with children. The Safer Recruitment policy sets out the 18. recruitment procedure from start to finish and outlines the checks that are carried out on staff, supply staff and other individuals that may work at SPGS International School Chengdu. Staff should pay close attention to the Staff Code of Conduct and understand the school's requirement for staff ongoing vigilance and reporting any staff concerns however minor.

23.3 Support and guidance for students through the PSHE and Sex and Relationships programme that enables students to understand, in an age-appropriate way, what constitutes abuse and who they can talk to if they are concerned about themselves or their peers

23.4 SPGS International School Chengdu will undertake the necessary safeguarding checks in accordance with the Educational Visits Policy. SPGS International School Chengdu reserves the right to exclude a pupil from a visit on medical/mental health and wellbeing grounds.

23.5 SPGS International School Chengdu has full time bilingual medical staff. Medical staff are located in the junior school or senior school nurses' offices and are available during school hours. The school also has a counsellor and ALNCo who are available for wellbeing and counselling matters.

23.6 The Wellbeing team will also support students who have emotional difficulties and who are potentially at risk of self harm or suicide. The School recognises the particular social and academic pressures faced by young people in China and will work tirelessly to ensure children are emotionally safe and their wellbeing is maximised. Staff should treat any concerns about a young person's mental health as a safeguarding issue.

23.7 Suitable filtering and monitoring is in place to protect pupils from online abuse.

23.8 A child going missing from school or from a trip is a potential indicator of abuse. The procedures for managing situations in which a child cannot be found whilst in the care of the school are outline in the Missing Student Policy.

23.9 SPGS International School Chengdu recognises that the evaluation of risks and putting in place steps to mitigate against these risks contributes to promoting the welfare and protection of pupils. For hazardous activities and curricular and co-curricular activities that may pose specific risks, risk assessments are carried out in accordance with SPGS International School Chengdu's Health and Safety policy and reviewed as required by SPGS International School Chengdu's Health and Safety Committee. Risk assessments for school trips and visits are reviewed by the appropriate manager.

23.10 All visitors must sign in on arrival and sign out on departure and are escorted whilst on SPGS International School Chengdu's premises by a member of staff or appropriately vetted volunteer. All visitors are given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on SPGS International School Chengdu's premises.

23.11 SPGS International School Chengdu premises: SPGS International School Chengdu takes all practicable steps to ensure that SPGS International School Chengdu's premises are as secure as circumstances permit.

23.12 The following policies should be read in conjunction with this Safeguarding (Child Protection) Policy:

- Anti-bullying
- Behaviour (including rewards and sanctions)
- Trips & Educational visits
- Health and Safety and Instruction Notices
- IT Code of Conduct for Pupils
- Learning Support
- Missing Student Policy
- Mental Health and Wellbeing
- Substance Misuse Management and Education
- Pupil Search and Confiscation
- Online safety
- Staff Safer Recruitment and Selection
- Staff Code of Conduct
- Minor Concerns about Staff Policy
- Staff IT Acceptable Use Policy

24. Whistleblowing

- 24.1. The School Governing Board recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- 24.2. Whistleblowing is 'making a disclosure in the public interest' and occurs when a member of staff, volunteer or contractor (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.
- 24.3. The School Governing Board would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within the school, including the whistleblowing procedure adopted by the School Governing Board where necessary. See the school's Whistleblowing Policy.

25. Monitoring and review

25.1 Any safeguarding child protection incidents at SPGS International School Chengdu will be followed by a review of the safeguarding procedures within SPGS International School Chengdu (which will include a review of this policy) to determine whether any improvements can be made to prevent a similar event from occurring in the future. This is also known as learned lessons.

25.2 In addition, the Senior School Principal and DSL will monitor the operation of this policy and its procedures, providing termly reports to the School Governing Board and conducting an annual policy review.

25.3 The ESC will undertake an independent annual review of this policy and SPGS International Chengdu's safeguarding procedures on behalf of the School Governing Board. The procedures will be further monitored by the Senior and Junior School Board Advisors.

25.4 These reports and reviews form the basis of the School Governing Board's termly monitoring of the school's management of safeguarding and its annual review of the Safeguarding policy and its implementation.

25.5 The School Governing Board's annual policy review will be reviewed and discussed by the Joint Advisory Board.

26. Key Contacts

Designated Safeguarding Lead (DSL)	Mrs. Holly Swift	Tel: 191 0281 1057
DDSL	Mr. Michael Winter	Tel: 177 2642 4202
Principal	Mrs. Naomi Edwards	Tel: 191 0821 3761

An emergency contact is always available outside of school hours (DSL – Holly Swift and the Principal - Mrs. Naomi Edwards)

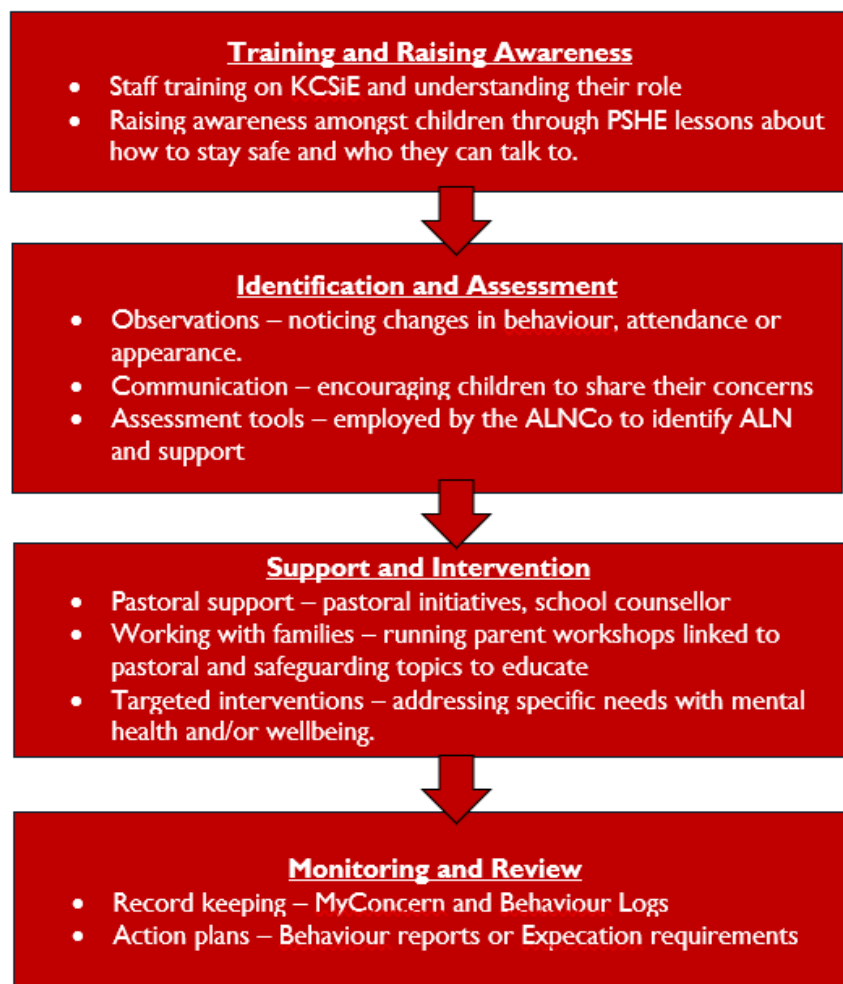
Wider DSL contacts

Role	Name	Telephone *To be added if staff have a school phone	Email
Principal	Naomi Edwards	19108213761	Naomi.edwards@spgs-shengbo.com
Head of Junior School	John Devlin	14702847076	John.devlin@spgs-shengbo.com
Deputy Head Pastoral and Designated Safeguarding Lead	Holly Swift	19102811057	Holly.swift@spgs-shengbo.com
Deputy Head Academic	James Stubbert		James.stubbert@spgs-shengbo.com
Deputy Head Sixth	Ben Riegel	191-0821-6137	Benjamin.riegel@spgs-shengbo.com
Assistant Head Pastoral and DDSL	Michael Winter	177 2642 4202	Michael.winterh@spgs-shengbo.com
ALNCo	Rachael Heppenstall		Rachael.heppenstall@spgs-shengbo.com
Head of Behaviour	Xiao Han	19108218605	Xiao.han@spgs-shengbo.com

Appendix I

The school will endeavour to support pupils by identifying and addressing concerns as soon as possible to prevent issues from escalating. We take a proactive approach to support children and their families before specialist intervention is required. Our Early Help provision includes, but is not limited to, Mentors, the School Counsellor, nurses, Deputy Head Pastoral, Assistant Head Pastoral, Head of Behaviour as well as class teachers.

SPGSI's Early Help system follows the following pathway:



Depending on the needs of the student and/or family, the following support is available. Those supporting the student/family will communicate with one another to ensure the best possible care is provided.

