

SAFEGUARDING & CHILD PROTECTION POLICY

Prepared By: Jackie Charnock

Date Adopted: April 2015

Job Title: Assistant Director of Education

Status: Statutory

Authorised By: Emma Hawkins

Last Reviewed: July 2018

Job Title: Director of Education

Ratified: August 2018

Reviewed by: Jayne Lobley

Next Review date: October 2019

Job Title: Designated Safeguarding Lead

Version: 1.1

TABLE OF CONTENTS

1. Purpose	4
2. Definitions	5
3. Scope	5
4. The Policy	6
5. Implementation	6
5.1 Children who may be particularly vulnerable	6
5.2 Roles and Responsibilities	7
6. The Role of the Designated Safeguarding Lead (DSL)	7
7. Related policies and procedures	8
7.1 Anti-Bullying	8
7.2 ICT Acceptable Use and Social Networking Policy	8
7.3 Accident and Incident reporting	8
7.4 Pupil Attendance	8
7.5 Behaviour Management	8
7.6 Complaints	9
7.7 Equality and Diversity	9
7.8 Personal and Intimate Care	9
7.9 E-Safety	9
7.10 Health & Safety	9
7.11 Safe Recruitment	9
7.12 Pupil Security & Absconsion	9
7.13 Staff Code of Conduct	9
7.14 Whistleblowing	10
8. School Procedures	10
9. Confidentiality	11
10. Recording	11
11. Educating children about issues (PSHE & RSE)	12
12. Protecting Children from Unsuitable People	12
12.1 Radicalisation and Extremism	12
12.2 Child Sexual Exploitation (CSE)	12
12.3 Sexting (Youth Produced Imagery)	13

12.4 Honour Based Violence (HBV)	13
12.5 Peer on peer abuse.....	14
13. Supporting those involved.....	15
14. Appointment of Staff.....	15
15. Physical Contact with Pupils / Restraint	16
16. Allegations Against Staff.....	16
17. Policy Review	17
18. Version History	18
19. Related Legislation & Guidance	18
20. Related Internal Documentation	19
APPENDIX 1 – Types of Abuse	20
Physical Abuse	20
Emotional Abuse.....	20
Sexual Abuse.....	20
Neglect.....	20
Indicators of abuse	21
APPENDIX 2 – Intimate Care.....	22
Cross gender intimate care.....	22
Intimate Care Procedures.....	22
APPENDIX 3 – Safeguarding Policy Staff Page	23
APPENDIX 4 – Safeguarding Policy Pupil Page.....	24

1. Purpose

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with statutory guidance: “Working Together to Safeguard Children” 2018, Revised Safeguarding Statutory Guidance “Framework for the Assessment of Children in Need and their Families” 2000, “What to do if you are Worried a Child is Being Abused” 2015. This policy also reflects, both statutory guidance “Keeping Children Safe in Education 2018” (KCSIE); including Childcare (Disqualification) Regulations 2009. The guidance reflects Safeguarding Vulnerable Groups Act 2006, Protection of Freedoms Act 2012, and Surrey Safeguarding Children Board SSCB Child Protection Procedures.
- 1.2 The Governing Body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those pupils who are suffering harm.
- 1.3 The School recognises that all adults, including temporary staff, consultants, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child or young adult.
- 1.5 The aims of this policy are:
 - To support the child’s or young adult’s development in ways that will foster security, confidence and independence.
 - To provide an environment in which children and young adults feel safe, secure, valued, respected, and confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
 - To ensure staff understand the different types of child abuse.
 - To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
 - To emphasise the need for good levels of communication between all members of staff.
 - To ensure all members of the school community are aware and adhere to the structured procedures within the school related to suspected child abuse and neglect.
 - To develop and promote effective working relationships with other agencies, especially the police and social care.

- To ensure that all staff working within our school and having access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory Disclosure Barring Service enhanced check (Children's Barred List check) according to KCSIE guidance; a single central record is kept by the HR Manager for audit.
- To ensure the school has procedures for dealing with allegations of abuse against members of staff that comply with LSCB agreed inter-agency procedures and DfE guidance.
- To ensure the school complies with the Disqualification under the Childcare Act 2006 guidance issued in February 2015.
- To ensure staff are aware of the role of the Designated Safeguarding Leads.
- To recognise the dilemmas of confidentiality.
- To provide support for both staff who have experienced disclosure and for pupils who have disclosed.
- To provide further training for staff and include discussion of child protection issues in programme of induction for new staff.
- To ensure any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

2. Definitions

- 2.1 "The Trust" means Jigsaw School, Jigsaw Plus, Jigsaw Trust and Jigsaw Trading 2013 Limited (Café on the Park)
- 2.2 "The school" and "Jigsaw School" means Jigsaw CABAS® School
- 2.3 "CABAS®" is an acronym for Comprehensive Application of Behaviour Analysis to Schooling.
- 2.4 "ASD" is an acronym for Autism Spectrum Disorder
- 2.5 "SEN" is an acronym for Special Educational Needs
- 2.6 "DSL" is an acronym for Designated Safeguarding Lead

3. Scope

- 3.1 The Director of Education will appoint a senior member of staff to act as the Designated Safeguarding Lead (DSL).

Jayne Lobley

- 3.2 The Director of Education will also appoint another who in the absence of the DSL will act as deputy DSL

Edi Middleton (Senior Supervisor and Parent Liaison Officer)

- 3.3 The governor responsible for Child Protection is

Laura Craven

3.4 The Senior Administrator and School Management Team will ensure that the following procedures are followed.

4. The Policy

4.1 Jigsaw CABAS® School is an independent special school which provides education for primary and secondary age children who hold an Educational Health care Plan (EHCP) for autism spectrum disorders (ASDs) and associated social and communication difficulties. The nature of their disability means that children and young adults with an ASD may not have sufficient understanding or awareness that certain behaviours directed towards themselves and others is not appropriate.

4.2 The School follows the Comprehensive Application of Behaviour Analysis to Schooling (CABAS®) methodology. The CABAS® system is designed to approve desired behaviours rather than disapprove undesired behaviours. The curriculum is designed to emphasise teaching through positive reinforcement. The CABAS® system uses the principles of positive reinforcement by identifying effective forms of reinforcement and the manipulation of intermittent and other schedules of reinforcement. The creation of pupil motivation is essential to the implementation of the principles of positive reinforcement within the CABAS® system.

4.3 The School adheres to the principles outlined in the Children Act 1989, updated 2004, believing that all children have a right to be protected from abuse. It is the intention of the procedures within this policy to ensure that the appropriate action is taken immediately where it is alleged that a pupil is suspected of being abused. The prime concerns at all times must be the welfare and safety of the pupil(s).

4.4 This policy forms part of the school's safeguarding responsibilities, which include the belief that all children are to be protected from maltreatment and grow up in circumstances consistent with the provision of safe and effective care. To contribute to preventing the impairment of children's health or development and to take action to enable all children to have the best outcomes.

4.5 The School expects all staff, governors and volunteers to share this commitment.

4.6 This policy document will be reviewed annually. Staff will be asked to evaluate the training procedures and the effectiveness of the procedures whenever they have had occasion to put them into practise.

5. Implementation

5.1 Children who may be particularly vulnerable

5.1.1 Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties to overcome these barriers
- Staff are trained to manage these additional barriers to ensure the pupils at The School are appropriately safeguarded.

5.2 Roles and Responsibilities

- 5.2.1 All members of staff have a responsibility to be aware of the procedures to be followed in cases of suspected child abuse, including raising concerns with the DSL or their deputy and being aware that any staff may make referrals. Staff who are in regular contact with pupils are well placed to notice signs of physical, sexual or emotional abuse, neglect, behavioural change or failure to develop as expected. Procedures are set out in Child Protection Policy (Appendix 1)
- 5.2.2 The Governing Body has a responsibility for safeguarding. Safeguarding is on the agenda at all Full Governing Body meetings (held termly). Safeguarding related policies and procedures are reviewed by the Governing Body annually, or as an interim should changers require updates.

6. The Role of the Designated Safeguarding Lead (DSL)

- 6.1 The role of the DSL is to:
- Ensure child protection procedures are in place and updated as appropriate.
 - Ensure the Safeguarding and Child Protection Policy is available publicly on the school's website
 - Ensure training records and staff induction records are kept up to date.
 - Ensure all staff members are aware of child protection procedures and school policy.
 - Be available to provide advice / support to staff and for confidential discussion about concerns.
 - Liaise with the Director of Education to keep her informed regarding child protection issues.
 - Write a report to Board of Governors termly.
 - Liaise with Social Services in accordance with the relevant local authority's procedures.
 - Attend and/or contribute to child protection conferences
 - Coordinate the school's contribution to child protection plans
 - Keep written records of any concerns / suspected cases of abuse / referrals; ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, or until they leave Jigsaw for another setting, or further education. All records are then sent on to the child's next school or college.
 - Co-ordinate arrangements for monitoring of pupils on role who have been identified as being in need of protection.

- Ensure the deputy is trained to the same level as the DSL, and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils.

7. Related policies and procedures

7.1 Anti-Bullying

7.1.1 Our Anti-bullying Policy is set out in a separate document and acknowledges that bullying is an unacceptable and anti-social behaviour which affects everyone and will not be tolerated. This includes all forms e.g. cyber, racist, and homophobic related bullying. We keep a record of known bullying incidents. The aim of the policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied and to promote consistency of approach.

7.2 ICT Acceptable Use and Social Networking Policy

7.2.1 Our IT, Acceptable Use and Social Networking Policy outlines procedures for data protection, monitoring and appropriate Internet/IT usage.

7.3 Accident and Incident reporting

7.3.1 Accident and incident reporting procedures are set out in a separate document under the Health and Safety Policy and specify procedures for incidents and accidents.

7.4 Pupil Attendance

7.4.1 Our Pupil Attendance Policy is set out in a separate document and outlines how attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL and School Management Team (SMT) will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

7.5 Behaviour Management

7.5.1 Our Behaviour Management Policy is set out in a separate document and acknowledges that staff must only use physical intervention as a last resort, when a pupil is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

- Such events are recorded on the SchoolPod online system
- Staff who are likely to need to use physical intervention will be appropriately trained in the PROACT-SCIPr-UK® technique.

7.5.2 We understand that physical intervention of a nature which causes injury or distress to a pupil may be considered under child protection or disciplinary procedures.

7.5.3 We recognise that touch is appropriate in the context of working with children, and all staff have been given “Safe Practice” guidance to ensure they are clear about their professional boundary.

7.6 Complaints

7.6.1 There is a separate Complaints Policy which has a procedure specifically designed for our pupils. Pupils are made aware of this during PHSE sessions.

7.7 Equality and Diversity

7.7.1 Our Equality and Diversity Policy is set out separately and acknowledges that repeated incidents or a single serious incident might lead to consideration under safeguarding procedures. We keep a record of such incidents.

7.8 Personal and Intimate Care

7.8.1 Our Personal and Intimate Care Policy is set out separately and acknowledges that that children and young adults with an ASD may not have sufficient understanding or awareness that certain behaviours directed towards themselves and others is not appropriate, and anyone involved with their personal and intimate care needs to be sensitive to their individual needs.

7.9 E-Safety

7.9.1 Our E-Safety Policy is set out as a separate document and outlines procedures in place for pupils and staff use to optimise safety and security when accessing the Internet.

7.10 Health & Safety

7.10.1 Our Health & Safety Policy is set out in a separate document, and reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

7.11 Safe Recruitment

7.11.1 Our Safe Recruitment Policy (within Staff Handbook), is set out in a separate document, which fulfils all of the requirements of employment law, equality of opportunity and the needs of recruitment in a school for those with special educational needs. Procedures followed in the recruitment process describe safe recruitment practice in the appointment of staff.

7.12 Pupil Security & Absconson

7.12.1 Our School Security and Absconson Policy is set out in a separate document that outline the systems we have in place to maximise security of the School premises and procedures in place should a child abscond.

7.13 Staff Code of Conduct

7.13.1 This policy sets out clear guidance on the standards of behaviour expected from all staff at Jigsaw Trust. The principles underlying the guidance aim to encourage staff to achieve the highest possible standards of conduct and minimise the risk of inappropriate conduct occurring. This includes advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

7.14 Whistleblowing

- 7.14.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. The school adopts a whistleblowing procedure. Whistleblowing is the term used when someone who works in or for an organisation wishes to raise concerns about malpractice in the organisation (for example, crimes, civil offences, miscarriages of justice, dangers to health and safety or the environment), and the cover up of any of these. Whistleblowing is very different from a complaint or a grievance. It only applies when the individual has no vested interest and is acting as a witness to misconduct or malpractice that has been observed.
- 7.14.2 All staff should be aware of the Whistleblowing Policy and their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the DSL.

8. School Procedures

- 8.1 New members of staff meet with the DSL or deputy as part of their induction training and a specific and thorough safeguarding and child protection presentation is shared with them, along with the requirement to read legislation relating to keeping children safe. An online Prevent training is also taken as part of the induction. All staff are asked to read the School's Safeguarding & Child Protection Policy prior to attending interview. All volunteers, temporary staff, work experience students and consultants receive a copy of the Safeguarding & Child Protection policy and meet with the DSL or deputy. A copy of the School's Safeguarding & Child Protection Policy is on the school website, and the staff Intranet. Paper copies are kept on the Safeguarding Board in the staffroom, the DSL Office and at the Life Skills Centre (LSC). Training for all staff is arranged as required through inset days and staff meetings.
- 8.2 The DSL and deputy DSLs receive mandatory training every 2 years. All staff receive regular safeguarding and child protection updates (for example, via email, staff meetings and through the Intranet) as required, but at least annually.
- 8.3 If a member of staff suspects or has concerns a pupil may be at risk or hears a disclosure from a pupil the DSL must be informed. The member of staff will meet with the DSL who will decide whether to contact the local Multi-Agency Safeguarding Hub (MASH) either for advice or referral, and complete appropriate recording forms through the MASH website to provide an accurate account of any discussions or observations regarding the pupil concerned. Any records are stored confidentially on a secure drive on the school's computer system, on the School Pod system (web-based Management Information System) with restricted access to the safeguarding team only, or in a separate locked child protection file. The Director of Education will be informed at this stage.
- 8.4 If a child is in immediate danger the DSL or Director of Education will call the police.
- 8.5 If a pupil discloses abuse to a member of staff, they should be guided by the following:
- Listen to the child rather than directly question him/her. Nod and make reassuring noises but do not ask questions.

- Show the child you care through your facial and body language but do not initiate physical contact.
- Never stop the child who is freely recalling events. Give the child time, do not hurry them.
- Stay calm.
- Explain that you want to help, and you must tell someone who will know what to do.
- Make a note of the discussion using the child's own words, not what you think they were implying.

- 8.6 Relevant information is shared confidentially with the member of staff who heard the disclosure to reassure them that action is being taken to protect the pupil. Other staff are then informed on a need-to-know basis that the pupil is having a few problems that are being dealt with by the DSL.
- 8.7 The DSL, Social Services and the Director of Education discuss a plan of action according to each individual situation.
- 8.8 Further advice on handling disclosures is available through Surrey County Council's website.

9. Confidentiality

- 9.1 If a pupil requests confidentiality, they must be told that this cannot be promised, and it should be explained that staff have a responsibility to share information with those adults who will be able to help protect them from harm. The pupil should be reassured that only staff who need to know will be told. This could result in the pupil not wanting to continue the conversation, in which case the pupil should be informed that the matter will be reported to the DSL.
- 9.2 Staff should take care not to discuss information given in confidence outside the appropriate professional contexts.

10. Recording

- 10.1 All concerns about or disclosures from pupils regarding any form of abuse or risk of being abused must be recorded using the 'Multi Agency Referral Form' for the local MASH team.
- 10.2 The record includes space for stating the time, circumstances and who else was present as well as giving the exact details of what the pupil said. Any comments by the pupil should be recorded as soon as possible after they have been made –quoting the exact words. Signs of physical injury should be recorded on the skin map.
- 10.3 All records/reports are either kept by the DSL in a separate file for each child, in a locked filing cabinet with access only to the safeguarding team, or on a secure drive on the school's computer system and are passed to Social Services when a referral is made. In cases of alleged child abuse which go to court, the court may require the school to provide child protection records.

11. Educating children about issues (PSHE & RSE)

11.1 The school recognises the importance of making children and young people aware of behaviour towards them that is not acceptable and how they can keep themselves safe. The school's policy on Personal, Social and Health Education (including Relationships and Sex Education Policy) provides opportunities for pupils to learn about keeping safe, and who to ask for help if their safety is threatened. As part of developing a healthier lifestyle, pupils will be taught:

- To recognise and manage risks in different situations and then to decide how to behave responsibly;
- To judge what kind of physical contact is acceptable and unacceptable;
- To recognise when pressure from others threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help;
- To use assertiveness techniques to resist unhelpful pressure.

12. Protecting Children from Unsuitable People

12.1 Radicalisation and Extremism

12.1.1 The Counter Terrorism & Security Act (2015) places a duty on specified authorities including schools, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent Duty). The School is committed to supporting vulnerable pupils through our safeguarding policies and procedures and recognises that this supports the school's contribution to the Prevent Duty.

12.1.2 The School seeks to protect children against the messages of all violent extremism. The current threat from terrorism may include the exploitation of vulnerable people, to involve them in terrorism or an activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Fundamental British values are promoted through the curriculum to build upon pupil's resilience to radicalisation and enable them to challenge extremist views. The school has engaged positively with appropriate training to ensure all staff have the skills and knowledge to refer any concerns appropriately. Referral for any issue concerning potential radicalisation to extremism should be managed as any other safeguarding referral. The DSLs, School Management Team and Governing Body will assess the level of risk within the school and put action plans in place to reduce risk; this will be reviewed annually as part of the safeguarding audit.

12.2 Child Sexual Exploitation (CSE)

12.2.1 Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

12.2.2 The School includes the risks of sexual exploitation in the PSHE and RSE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

12.2.3 All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

12.3 Sexting (Youth Produced Imagery)

12.3.1 'Sexting' refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.

12.3.2 All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection policy.

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

12.3.3 In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

12.4 Honour Based Violence (HBV)

12.4.1 'Honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

12.4.2 FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

12.4.3 A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

12.4.4 A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

12.4.5 Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

12.5 Peer on peer abuse

12.5.1 Children may be harmed by other children or young people. Staff will be trained to be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

12.5.2 The children and young adults attending The School have a diagnosis of an autism spectrum disorder. This means that they are likely to have a limited ability to comprehend that they may be engaging in activities which have the characteristics of abusive behaviour. They may also copy what they have seen others do before, or what has been done to them. Children and young adults with ASD are likely to be unaware that certain behaviours are socially unacceptable and therefore recognise that they are a victim of abuse and be able to communicate this to adults. This makes developing a positive culture and respect for others message in school even more important.

12.5.3 It is possible that one child may develop an obsession with another child which may cause distress or anxiety to the recipient. Such behaviour might include wanting to be near the 'target' child or having an interest in making physical contact with that child, such as touching a particular part of his or her body; demonstrating potentially physically harmful behaviours such as kicking, pinching or throwing objects.

12.5.4 Peer on peer abuse can take many forms, including:

- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault
- sexting, including pressuring another person to send a sexual imagery or video content
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

12.5.5 Abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

12.5.6 The following steps are taken to minimise or prevent the risk of peer on peer abuse.

12.5.7 An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.

- Setting clear school rules and expectation and reinforcing these for pupils
- Developing and enhancing communication skills
- Promoting pupils’ self-awareness, confidence and self-esteem
- Teachers demonstrate positive language and attitudes and maintain professional relationships with pupils and colleagues – positive role models
- Recording, monitoring and analysis of incidents with immediate notification to SMT of incidents being recorded
- Teaching pupils about tolerance, acceptance, cooperation, collaboration, how to be good friends through the curriculum and behaviour management strategies e.g. assemblies, individual learning targets, PSHE & RSE objectives, online safety and ICT objectives linked to acceptable use.
- RSE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- High staff to pupil ratios at all time mean pupils are less vulnerable to this type of behaviour.
- Staff training and use of ABA to manage behaviours

12.5.8 All concerns of peer on peer abuse should be passed to the DSL immediately.

13. Supporting those involved

13.1 The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse.

13.2 Support may also be required for the pupil that harmed. Support will be considered in how it may be required to help the pupil and/or change behaviours, for example, reconsidering class structures, reviewing behaviour guidelines, and input from the Speech and Language Therapists for social stories where appropriate.

14. Appointment of Staff

14.1 The Trust’s Safer Recruitment Policy describes the safer recruitment practise observed in the process of appointing staff.

14.2 This includes:

- Verifying identity and any academic, professional or vocational qualifications
- Obtaining references
- Checking previous employment history
- A prohibition from teaching check
- Ascertaining a candidate has the appropriate physical capacity for the job.
- Interviewing face to face.
- Children's Barred List through DBS
- A Disclosure Barring Service enhanced check
- A Childcare (Disqualification) Regulations check
- Checking to establish a person's right to work in the UK

14.3 All staff must have an enhanced disclosure from the Disclosure Barring Service (DBS), which includes the Children's Barred List as a result of the Ofsted Report: 'Safeguarding Children': An evaluation of procedures for checking staff appointed by schools.' All volunteers, temporary staff and consultants receive a copy of the child protection policy or take part in the safeguarding and child protection induction training. A risk assessment will be completed by the Human Resources Department for any staff who have not yet had a DBS check. The risk assessment is signed by the CEO or Director of Education depending on the role of the individual. Individuals without DBS checks are supervised at all times while on the premises and in contact with pupils.

14.4 Also, the school MUST record all information regarding vetting and checking staff on a single document held securely in the 'Safeguarding Single Central Register'. Refer to Safe Recruitment Policy in Staff Handbook.

15. Physical Contact with Pupils / Restraint

15.1 The School's Behaviour Management Policy has guidance for all staff on the use of restrictive physical interventions and is entirely consistent with Surrey County Council's guidelines for child protection and guidance produced by the DFE. Staff are trained in PROACT-SCIPr-UK®; physical intervention is only used as a last resort when an individual is endangering him/herself or others. Such events are recorded and monitored regularly by the School Management Team, and Ethics Committee.

16. Allegations Against Staff

16.1 Any member of staff hearing an allegation of abuse against another member of staff or any adult involved in the work of the school, or have concerns about a colleague's behaviour, must inform the Director of Education, who under these circumstances, will take over the investigation from the DSL.

16.2 In the event of allegation against the Executive Head or Director of Education, and in line with our Complaints Policy, the Chair of Governors must be informed.

16.3 In the event of an allegation, or concern about the DSL, the Director of Education must be informed.

- 16.4 Any disclosure or suspicion of abuse involving a member of staff must be reported to Local Authority Designated Officer (LADO) where a course of action will be agreed. The Director of Education and the DSL will follow guidelines laid down in the Area Manual of Child Protection Procedures, through Surrey County Council's website; which include possible disciplinary procedures and a referral being made to the Disclosure and Barring Service (DBS) after the disciplinary process by the LADO.
- 16.5 The Director of Education will inform the accused person about the allegation as soon as possible after consulting the LADO and will take advice from the LADO, police and children's social care services.
- 16.6 The school will deal with any allegations quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 16.7 An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, reasons will be recorded by the school and the individual notified. Allegations that are found to be malicious will be removed from the individual's HR files.
- 16.8 The School is required by law to make a referral to the DBS where they cease to use a person's services, or the person ceases to provide his/her services, before or after a disciplinary process is completed, because they are considered unsuitable to work with children as a result of misconduct, or because of a medical condition that raises a possible risk to the safety or welfare of children and vulnerable adults. The report is to be made within one month.

IMPORTANT CONTACT INFORMATION:

Surrey LADO:	0300 123 1650
NSPCC Child Protection Line:	0808 800 5000 (24/7)
Childline:	0800 1111
Ofsted Helpline:	0300 123 1231
Prevent:	020 7340 7264

17. Policy Review

- 17.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 17.2 This policy was last reviewed in July 2018.

20. Related Internal Documentation

Document	Hard Copy Location	Electronic Copy Location
Anti-Bullying Policy		Operations / PAWS / POLICIES / Jigsaw School/
ICT Acceptable Use and Social Networking Policy		Operations / PAWS / POLICIES / Jigsaw Trust / GDPR /
Behaviour Management Policy		Operations / PAWS / POLICIES / Jigsaw School /
Complaints Policy		Operations / PAWS / POLICIES / Jigsaw School
Equality & Diversity Policy		Operations / PAWS / POLICIES / Jigsaw School
Personal & Intimate Care Policy		Operations / PAWS / POLICIES / Jigsaw School
e-Safety Policy		Operations / PAWS / POLICIES / Jigsaw School
Health & Safety Policy		Operations / PAWS / POLICIES / Jigsaw School
Safer Recruitment Policy		Operations / PAWS / POLICIES / Jigsaw Trust / HR /
Pupil Security & Absconson Policy		Operations / PAWS / POLICIES / Jigsaw School
Staff Code of Conduct Policy		Operations / PAWS / POLICIES / Jigsaw Trust / HR
Whistleblowing Policy		Operations / PAWS / POLICIES / Jigsaw Trust / HR
PHSE Policy		Operations / PAWS / POLICIES / Jigsaw School / Curriculum
Relationship & Sex Education Policy		Operations / PAWS / POLICIES / Jigsaw School / Curriculum

APPENDIX 1 – Types of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, female genital mutilation or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as Fabricated Induced Illness (previously known as Munchausen Syndrome by Proxy).

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children, including forced marriage. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

APPENDIX 2 – Intimate Care

Cross gender intimate care

Parental/carer permission will be sought for cross gender intimate care for all pupils, and where relevant parents will discuss this with their child and complete the consent form together.

Intimate Care Procedures

When touching a child or young person, staff should always be aware of the possibility of invading their privacy and will respect the child or young person's wishes and feelings.

If a child or young person needs to be cleaned, staff will make sure that:

- Protective gloves are worn
- The procedure is discussed in a friendly and reassuring way with the child or young person throughout the process
- The child or young person is encouraged to care for him/herself as far as possible
- Physical contact is kept to the minimum possible to carry out the necessary cleaning.
- Privacy is given appropriate to the child or young person's age and the situation
- All spills of vomit, blood or excrement are wiped up put into nappy sacks and placed in the appropriate bin
- Any soiling that can be, is flushed down the toilet
- Soiled clothing is put in a plastic bag, unwashed, and sent home with the child or young person

APPENDIX 3 – Safeguarding Policy Staff Page

Jigsaw CABAS® School Safeguarding Pupils

- Jigsaw CABAS® School adheres to the principles outlined in the Children Act 1989 (updated 2004), believing that all children have a right to be protected from abuse. Our prime concerns at all times are the interests and safety of our pupils and as a school we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and visitors to share this commitment.
- Jigsaw CABAS® School has a Safeguarding and Child Protection Policy which is updated according to government and Surrey child protection guidelines. The policy is ratified by the Board of Governors and available via the School's website and locations within the school.
- The School operates safer recruitment procedures and runs child protection induction training with all new staff. Work placement students, temps and volunteers receive a copy of our Child Protection Policy.
- DSLs attend regular child protection training courses and staff receive regular on-site child protection training as necessary, but at least annually.
- Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare; in these instances, we shall follow Surrey Safeguarding Board guidelines, in line with the General Data Protection Regulations (2018)
- If any member of staff is concerned about a pupil's welfare, please speak to the DSL or deputy ASAP where you will be guided through procedures. Do not conduct your own investigation. If the concerns relate to a member of staff's behaviour or actions, please inform the Director of Education (or the Chair of Governors if the concern relates to this person or the DSL).
- Designated Safeguarding Lead (DSL) – Jayne Lobley
- Deputy DSL – Edi Middleton (Senior Supervisor & Parent Liaison Officer)
- Governor responsible for Child Protection – Laura Craven

Jigsaw CABAS® School

Safeguarding Policy Pupil Page

Do you ever feel worried or frightened? If you do, the adults at school are here to help you. Come and talk to us and we will help you.

