

# SAFEGUARDING & CHILD PROTECTION POLICY

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## 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 2019”](#) (KCSIE and Children’s Safeguarding Partnership (CSP) Procedures.
- 1.2 The Governing Body and School Management Team (SMT) takes seriously its responsibility under section 175/157 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 Jigsaw 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 abuse, and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a pupil is at risk of harm, either in the school or in the community, taking into account contextual safeguarding in accordance with statutory guidance. The pupil’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 pupil.
- 1.5 Jigsaw School acknowledges that working in partnership with other agencies protects pupils and reduces risk, therefore Jigsaw School will engage in partnership working to protect and safeguard the pupils.
- 1.6 Whilst Jigsaw School will work openly with parents/guardians as far as possible, we reserve the right to contact Social Care or the Police, without notifying parents/guardians if this is believed to be in the pupil’s best interests.
- 1.6 The aims of this policy are:
  - To support the pupil’s development in ways that will foster security, confidence and independence.
  - To provide an environment in which pupils 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 pupils 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 pupils known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those pupils.

- 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 Early Help providers, the police and Health and Social care.
- To ensure that all staff working within our school and having access to pupils 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 August 2018.
- 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 "SEN" is an acronym for Special Educational Needs
- 2.5 "DSL" is an acronym for Designated Safeguarding Lead
- 2.6 "SMT" is an acronym for School Management Team
- 2.7 "MAP" refers to the Surrey Multi-Agency Partnership
- 2.8 "SPA" refers to the Single Point of Access and the Child Protection Consultation Line.
- 2.9 "CSP" refers to the Children's Safeguarding Partnership.

### **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 others who in the absence of the DSL will act as deputy DSLs

**Edi Middleton (Senior Supervisor and Parent Liaison Officer)**

**Jane Jones (Medication and Welfare Officer)**

- 3.3 The governor responsible for Child Protection is

**Laura Craven**

### **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) and have a diagnosis of autism and associated social and communication difficulties. The nature of their disability means that pupils diagnosed with autism may not have sufficient understanding or awareness that certain behaviours directed towards themselves and others is not appropriate and may cause harm to themselves or others.
- 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 pupils 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 pupil's health or development and to take action to enable all pupils to have the best outcomes.
- 4.5 Safeguarding is embedded across the curriculum, including PSHE, opportunities which equip pupils with the skills they need to stay safe from harm and to know to whom they should turn to for help. In particular this will include topics such as anti-bullying, online safety, road safety, and preparation for transition to adulthood.
- 4.6 The School expects all staff, governors and volunteers to share this commitment.

- 4.7 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. Pupils 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 pupil's disability without further exploration
- The potential for pupils 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 Jigsaw School are appropriately safeguarded.

## **6. Roles and Responsibilities**

### **6.1 All School Staff**

6.1.1 All School Staff (including the DSL, deputies, and Director of Education) have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Provide a safe environment in which pupils can learn. Establish and maintain an environment where pupils feel secure, are encouraged to talk and are listened to.
- Ensure pupils know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for pupils to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Know how to respond to a pupil who discloses harm or abuse following training of 'Working together to Safeguard Children' (2018), and 'What to do if you are worried a child is being Abused' (2015).
- Record their concerns if they are worried that a pupil is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.

- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Children’s Safeguarding Partnership and take account of guidance issued by the Department for Education.
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Have an understanding of early help and be prepared to identify and support pupils who may benefit from early help.
- Know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the role of the DSL, the school’s Safeguarding and Child Protection Policy, Behaviour Management Policy and Staff Code of Conduct, and procedures relating to the safeguarding response for children who go missing from education.
- Be mindful that the Teacher Standards states that teachers should safeguard pupil’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Governing Body and Director of Educations in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

## **6.2 The Headteacher**

6.2.1 In addition to the role and responsibilities of all staff the Headteacher will ensure that:

- The school fully contributes to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- The Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff. All staff are aware of the role of the designated safeguarding lead (DSL), including the identity of the DSL and any deputies.
- Sufficient time, training, support, funding, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their role effectively, including the provision of advice and support to school staff on child welfare and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- That opportunities are provided for a co-ordinated offer of early help when additional needs of pupils are identified.
- Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- Adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.

- Where there is a safeguarding concern that the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Child-centred systems and processes are in place for pupils to express their views and give feedback.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- Pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
- That allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Children's Safeguarding Partnership (CSP) and Surrey County Council (SCC).

6.2.2 That statutory requirements are met to make a referral to the Disclosure and Barring Service and additionally in the case of teaching staff the Teacher Regulation Agency where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if the person otherwise poses a risk of harm to a child

### **6.3 The Role of the Governing Body**

6.3.1 All members of The Governing Body understand and fulfil their responsibilities to ensure that:

- The school has effective safeguarding policies and procedures including a Safeguarding and Child Protection Policy, a Staff Code of Conduct, and a Behaviour Management Policy.
- Policies are consistent with Children's Safeguarding Partnership (CSP) and statutory requirements, are reviewed annually and that the Safeguarding and Child Protection policy is available on the school website.
- The CSP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit. The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- Staff have been trained appropriately and this is updated in line with guidance and all staff have read Keeping Children Safe in Education (2019) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- The school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other pupils and that a referral is made to the DBS and/or the Teaching Regulation Agency (as applicable) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

- A nominated governor for safeguarding is identified. A member of the SMT has been appointed by the Director of Education as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and relationships and sex education (RSE).
- The school will comply with DfE and Surrey County Council [Children Missing Education](#) requirements.
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors.
- Any weaknesses in Safeguarding are remedied immediately.

## 6.4 The Role of the Designated Safeguarding Lead (DSL)

### 6.4.1 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.
- Access training and support to ensure they have the knowledge and skills to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- Ensure all staff members are aware of child protection procedures and school policy.
- Liaise with the Director of Education to keep her informed regarding child protection issues.
- Write a report to Board of Governors termly.
- Liaise with the local authority and work in partnership with other agencies in line with Working Together to Safeguard Children.
- Have a clear understanding of access and referral to the local early help offer and support and advise members of staff where early help intervention is appropriate.
- Manage and submit a Request for Support Form for a pupil if there are concerns about suspected harm or abuse, to the Multi-Agency Partnership (MAP), and act as a point of contact and support for school staff for confidential discussions.
- 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 pupil's 25<sup>th</sup> birthday, or until they leave Jigsaw for another setting, or further education. All records are then sent on to the pupil's next school or college, with confirmation of receipt requested.

- 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/Cyberbullying**

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, and how the school responds to children missing in education. A pupil 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 pupils go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of pupils 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 pupils, and all staff have been given 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 pupils diagnosed with autism 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 Online Safety**

7.9.1 Our Online 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.

7.9.2 Some adults and other children use technologies to harm children. The harm may range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to face meetings

7.9.3 Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

7.9.4 Pupils are taught about online safety throughout the curriculum in line with the [Department for Education advice](#) The online safety co-ordinator is Jayne Lobley (DSL).

## **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 pupils 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 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 (see Section 14).

### **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 pupil 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 pupils 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 LADO in accordance with the Whistleblowing Policy.

7.14.3 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about a way a concern is being handled by their school. Staff can call: 0800 028 0285 – line is available from 0800 to 2000 Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **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, and the DSL Office. 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, and their knowledge and skills refreshed at regular intervals but at least annually. All staff receive regular safeguarding and child protection updates (for example, via email, staff meetings and through MyJigsaw) as required, but at least annually. New staff receive safeguarding induction training within the first two weeks of employment. This includes a training session with the DSL or deputy, confirmation via signatures that they have read and understood the Safeguarding and Child Protection Policy, KCSIE 2019, and “What to do if you are Worried a Child in being abused”. New staff are also required to complete the Home Office Prevent online training as part of their induction training.
- 8.3 If a member of staff suspects, spots signs or indicators of abuse, or has concerns a pupil may be at risk or hears a disclosure from a pupil the DSL must be informed immediately. The member of staff will meet with the DSL who will decide whether there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL or deputy is not immediately available. The DSL will decide whether to contact the local Multi-Agency Partnership Team (MAP) either for advice or referral, and complete appropriate recording forms through the MAP, Request for Support Team (RSFT), or Early Help Hub (EHH) 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 pupil 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 pupil rather than directly question him/her. Nod and make reassuring noises but do not ask questions. Leading questions may invalidate your evidence (and the pupil’s) in any later prosecution in court. Reassure the pupil, but only so far as is honest and reliable.
  - Show the pupil you care through your facial and body language but do not initiate physical contact.
  - Never stop the pupil who is freely recalling events. Give the pupil time, do not hurry them, and do not ask the pupil to repeat it all for another member of staff.
  - 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 pupil’s own words as soon as practicable, not what you think they were implying.
  - Share concerns with the DSL immediately.
  - If you are not able to contact the DSL or deputies, and the pupil is at risk of immediate harm, contact the MAP or Police, as appropriate directly.

- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.
- 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. If that member of staff does not receive this information they should seek it out. 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 Receiving a disclosure can be upsetting for the member of staff, and staff members may need reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. Staff should be encouraged to recognise that disclosures can have an impact on their own emotions and seek additional support as needed. The safeguarding team and/or HR Department will ensure staff have access to the Employer Assistance Programme and associated counselling services for further support if necessary.
- 8.9 Further advice on handling disclosures is available through Surrey County Council's website.

## 9. Confidentiality

- 9.1 All matters relating to child protection will be treated as confidential and only shared as per the '[Information Sharing Advice for Practitioners](#)' (DfE 2018) guidance.
- 9.2 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.
- 9.3 Staff should take care not to discuss information given in confidence outside the appropriate professional contexts.
- 9.4 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 and General Data Protection Regulations are not a barrier to sharing information where a failure to do so would place a child at risk of harm. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- 9.5 The Governing Body and School Management Team ensure relevant staff are confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Staff should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that Jigsaw School

can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

- 9.6 The Governing Body and School Management Team ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- 9.7 Further details on information sharing can be found:
- in Chapter one of [Working Together to Safeguard Children](#)
  - at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#).
  - at [The Information Commissioner's Office](#) (ICO), which includes ICO GDPR FAQs and guidance from the department.

## **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 Request for Support Form for the local Children's Single Point of Access (C-SPA)
- 10.2 The record should state the time, circumstances and who else was present as well as give 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. Records should be made within 24 hours of the occurrence and include the rationale for decision making and action taken.
- 10.3 A mark, bruise, or sign of physical injury first observed during school hours, and accidents that may incur injury should be reported to the safeguarding team and communicated to parents and social workers where relevant. For those pupils who are looked after, or attend respite services after school, this information will be shared with the parent/guardians, respite provider and social worker. A body map should also be completed for all looked after children. If a minor injury occurs during school hours communication takes place via email with a detailed description of the incident and a scanned copy of the body map. Major incidents will be communicated by a telephone call.
- 10.4 All records/reports are either kept by the DSL in a separate file for each pupil, 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 pupils 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. Children who may be particularly vulnerable

12.1 All pupils with SEN are highly vulnerable and at risk of abuse. Many factors can contribute to an increased risk, including

- living away from home or in temporary accommodation
- living in chaotic and unsupportive home situations
- living transient lifestyles
- affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- do not have English as a first language
- at risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

12.2 A thorough administration process, assessments, meetings with parents and carers and communication with previous settings supports with identifying pupils for which these further risks exist. The School provides high staff supervision and communication between school and home enabling an opportunity for provision of support as and when necessary. Pupils are monitored closely and any concerns highlighted to the safeguarding team. The safeguarding team will work closely with other professionals to ensure the pupils and their families receive the right support at the right time.

## 13. Protecting Pupils from Unsuitable People

### 13.1 Radicalisation and Extremism

13.1.1 The Prevent Duty for England and Wales (2015) under section 26 of [The Counter Terrorism & Security Act](#) (2015) places a duty on education to have due regard to the need to prevent people from being drawn into terrorism. 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.

- 13.1.2 The School seeks to protect pupils 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 (DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools, 2014). 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. Risk assessment may include due diligence checks for external speakers (requesting advance copies of any presentations or leaflets that will be shared with pupils), anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 13.1.3 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance. They should then follow the safeguarding procedures and refer cases by e-mail to [preventreferrals@surrey.pnn.police.uk](mailto:preventreferrals@surrey.pnn.police.uk) following the [Prevent referral process](#) and use the Prevent referral form. If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey. The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

## **13.2 Child Sexual Exploitation (CSE)**

- 13.2.1 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.
- 13.2.2 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.
- 13.2.3 All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL. Signs and indicators of abuse can be found on page 31.

### **13.3 Child Criminal Exploitation and Gangs**

- 13.3.1 There are a number of areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household. A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.
- 13.3.2 Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.
- 13.3.3 A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.
- 13.3.4 Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.
- 13.3.5 A request for support to the MAP will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the MAP. If there is concern about a child's immediate safety, the Police will be contacted on 999.

### **13.4 Youth Produced Imagery (Sexting)**

- 13.4.1 Youth produced sexual imagery refers to the sending or posting of sexually suggestive images and videos, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet.
- 13.4.2 All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people' If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL immediately.
- 13.4.3 The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.
- 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 pupils 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 pupil at risk of harm.

- At any point in the process, if there is a concern a pupil 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.

13.4.3 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 pupils involved.

### **13.5 Honour Based Violence (HBV)**

13.5.1 '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.

13.5.2 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, parents or guardians about going on a long holiday during the summer vacation period.

13.5.3 A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are 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.

13.5.4 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.

13.5.5 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.

13.5.5 School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the MAP and/or the Forced Marriage Unit.

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

13.6.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police. The duty applies to all persons in school who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status.

13.6.2 The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

- 13.6.3 If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made immediately.
- 13.6.4 School staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported using the school's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday.
- 13.6.5 There should also be consideration of potential risk to other girls in the family and the wider community. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.
- 13.6.6 There are no circumstances in which a teacher or other member of staff should examine a girl.

### **13.7 Peer on peer abuse**

- 13.7.1 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.
- 13.7.2 The pupils attending Jigsaw 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. Pupils diagnosed with autism 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.
- 13.7.3 It is possible that one pupil may develop an obsession with another pupil which may cause distress or anxiety to the recipient. Such behaviour might include wanting to be near the 'target' pupil or having an interest in making physical contact with that pupil, such as touching a particular part of his or her body; demonstrating potentially physically harmful behaviours such as kicking, pinching or throwing objects.
- 13.7.4 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, upskirting: a criminal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually harassing a single child or group of children. Child on child sexual violence and harassment exists in many forms, from calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia to sexual assault and rape. Sexual violence and sexual harassment is not acceptable, it should never be tolerated and should never be seen as an inevitable part of growing up.
- Detailed advice to support staff to understand, prevent and respond to reports of child on child sexual violence and sexual harassment is shared through regular training sessions and Intranet posts in line with the Department for Education document "[Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)". 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.

13.7.5 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.

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

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

- Taking a whole school approach to safeguarding and child protection, setting clear school rules and expectations 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, and incidents dealt with in line with our safeguarding and child protection policy and "Keeping Children Safe in Education" 2019.
- 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.
- Pupils are regularly reminded that where they see the “Jiggy SafeZone” sign they can speak in confidence to an adult if they are worried about anything.
- High staff to pupil ratios at all time mean pupils are less vulnerable to this type of behaviour.
- Staff training and use of behaviour analysis to manage behaviours
- Where necessary, engaging with specialist support and interventions. Where this takes place, these professional assessments will be used to inform the school’s approach to supporting and protecting pupils.

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

## **13.8 Domestic Abuse**

13.8.1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

13.8.2 We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

13.8.3 Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a pupil suffering or witnessing domestic abuse.

13.8.4 The school is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey Schools; where every school day morning our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a pupil at Jigsaw School (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for pupils who are experiencing domestic abuse.

## **13.9 Private Fostering Arrangements**

13.9.1 A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16 years old or 18 years old if the child is

disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

13.9.2 Private fostering occurs in all cultures and children may be privately fostered at any age.

13.9.3 The school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that a pupil has been trafficked into the country.

13.9.4 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify the MAP.

### **13.10 Children Looked After**

13.10.1 Although there are many different reasons why children are looked after by local authorities, the children are likely to have undergone distressing experiences. All children who are looked after have distinct backgrounds, identities, aspirations and particular needs. Some children enter care because of their own behaviour. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a pupil's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the pupil and contact arrangements with birth parents or those with parental responsibility.

13.10.2 The designated teacher and governor for children looked after will have the appropriate level training to equip them with the knowledge and skills to undertake their role.

13.10.3 The designated teacher for children looked after and the DSL have details of the pupil's social worker and the name and contact details of the Surrey County Council's Head of Virtual School.

13.10.4 The designated teacher for children looked after and children previously looked after will work in partnership with the Virtual School Assistant Headteacher to discuss how Pupil Premium Plus funding can be best used to support the progress of children looked after in the school and meet the needs of the pupil within their personal education plan.

### **13.11 Children Missing Education**

13.11.1 All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The school recognises that pupils missing education are at significant risk of underachieving, being victims of abuse and harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

13.11.2 Where possible the school will hold more than one emergency contact number for each pupil.

13.11.3 The school will ensure that there is a record of joiners and leavers as defined in The Education (Pupil Registration) (England) 2006.

13.11.4 The school will:

- Enter pupils on the admissions register on the first day on which the school has agreed, or has been notified, that the pupil will attend the school.
- Monitor each pupil's attendance through their daily register and follow the SCC procedure in cases of unauthorised absence.

## **14. Supporting those involved**

- 14.1 The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse.
- 14.2 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.

## **15. Appointment of Staff**

- 15.1 The Trust's Safer Recruitment Policy describes the safer recruitment practise observed in the process of appointing staff.
- 15.2 This includes:
- Verifying identity and any academic, professional or vocational qualifications
  - Obtaining references
  - Checking previous employment history
  - Checking there has been no prohibition from teaching (via the Teaching Regulation Agency (TRA)).
  - Ascertaining a candidate has the appropriate physical capacity for the job.
  - Interviewing face to face.
  - A section 128 check for management positions and governance.
  - Children's Barred List through DBS check
  - A Disclosure Barring Service enhanced check
  - A Childcare (Disqualification) Regulations check
  - Checking to establish a person's right to work in the UK
  - Further checks on individuals who have lived or worked outside the UK, including recording checks for European Economic Area (EEA) teacher sanctions and restrictions.
- 15.3 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.

- 15.4 Also, the school MUST record all information regarding vetting and checking staff on a single document held securely in the 'Safeguarding Single Central Record'

## **16. Physical Contact with Pupils / Restraint**

- 16.1 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 a pupil is endangering him/herself or others. Such events are recorded and monitored regularly by the School Management Team, and Ethics Committee.

## **17. Allegations Against Staff**

- 17.1 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.
- 17.2 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. Details of how to contact the Chair of Governors are available on the [Jigsaw School](#) website
- 17.3 In the event of an allegation, or concern about the DSL, the Director of Education must be informed.
- 17.4 Any disclosure or suspicion of abuse involving a member of staff must be reported to the Local Authority Designated Officer (LADO). In liaison with the LADO, the school will determine how to proceed and if necessary the LADO will refer the matter to Children's Social Care and/or the police.
- 17.5 If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2019) and the CSP procedures.
- 17.6 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.
- 17.7 The school will deal with any allegations quickly, in a fair and consistent way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.
- 17.8 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.
- 17.9 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. Reporting to the National College for Teaching and Learning will also take place for serious concerns relating to allegations against staff.

**IMPORTANT CONTACT INFORMATION:**

Surrey LADO:	0300 123 1650 option 3
NSPCC Child Protection Line:	0808 800 5000 (24/7)
Childline:	0800 1111
Ofsted Helpline:	0300 123 1231
Prevent:	020 7340 7264

## **18. Policy Review**

- 18.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 18.2 This policy was last reviewed in May 2020

## 19. Version History

Version No.	Point No.	Amendment
1.1		Sept 2019 version
2.1		October 2019 version
	2.0	Update to definitions to reflect changes to Multi-Agency Partnership and Single Point of Access. Updates also throughout the policy to reflect these changes.
	3,2	Additional deputy DSL to Jigsaw School
	5.2.1	Additions to the Role of the Governing in line with recommendations from Surrey's Education Safeguarding Team
	7.14	Additions to the Whistleblowing procedures. Reference to the NSPCC helpline
	12.3	Addition to policy on Child Criminal Exploitation and Gangs in line with recommendations from Surrey's Education Safeguarding Team
	12.7	Addition to policy on Domestic Abuse in line with recommendations from Surrey's Education Safeguarding Team
	12.8	Addition to policy on Private Fostering Arrangements in line with recommendations from Surrey's Education Safeguarding Team
	12.9	Addition to policy on Children Looked After in line with recommendations from Surrey's Education Safeguarding Team
	Appendix 4	Change to visual for the Pupil Page in line with introduction of "Jiggy" and Keeping Safe with Jiggy
		Update to policy in line with changes to legislation – Keeping Children Safe in Education 2019.
	9.4/9.5/9.6	Addition to policy on the sharing of pupil's education and where the serious harm test is met. Reference to legislation and documents concerning GDPR and sharing of data
	12.7.4	Addition of child on child sexual violence and sexual harassment in line with Keeping Children Safe in Education 2019 updates.
2.2	Section 12	Whole section inserted.
2.3	Section 12	Updated to ensure clarity
2.4	Section 10.3	Updated to include when and how a bruise or mark on a pupil is reported and communicated
2.4	13.10.1	Information why some children become LAC. May 2020

## 20. Related Legislation & Guidance

Document	Location
<a href="#">The Children Act 1989, updated 2004</a>	
<a href="#">Education Act 2002</a>	
<a href="#">Protection of Freedoms Act 2012</a>	
<a href="#">Keeping Children Safe in Education (2019)</a>	
<a href="#">Counter Terrorism and Security Act (2015)</a>	
<a href="#">Working Together to Safeguard Children (2018)</a>	
<a href="#">"What to do if you are worried a child is being abused" 2015</a>	
<a href="#">Disqualification under the Childcare Act 2006 (2105)</a>	
Surrey Safeguarding Children Board protocols, guidance and procedures.	<a href="https://www.surreyscb.org.uk">https://www.surreyscb.org.uk</a>

<a href="#">Revised Safeguarding Statutory Guidance “Framework for the Assessment of Children in Need and their Families” 2000</a>	
<a href="#">Female Genital Mutilation Act 2003 Mandatory Reporting Guidance 2016</a>	
<a href="#">Multi Agency Referral Form to Surrey Children’s Service - SC700/July13</a>	
<a href="#">Safeguarding Children and Young People from Sexual Exploitation (2003)</a>	
<a href="#">Childcare (Disqualification) Regulations 2009.</a>	
<a href="#">The Prevent Duty</a> - Departmental advice for schools and childcare providers (2015)	
DfE Prevent guidance – <a href="https://educateagainsthate.com">https://educateagainsthate.com</a>	
<a href="#">Information sharing guidance for practitioners providing safeguarding services to vulnerable children, young people, parents and carers</a>	
<a href="#">The Education (Independent School Standards) Regulations 2014 (amendment)</a>	
<a href="#">General Data Protection Regulations (2018)</a>	
<a href="#">“Sexual Violence and Sexual Harassment between Children in Schools and Colleges”.(2018)</a>	

## 21. Related Internal Documentation

Document	Electronic Copy Location
Anti-Bullying Policy	Common / MyJigsaw / Policies / School
ICT Acceptable Use and Social Networking Policy	Common / MyJigsaw / Policies / Trust
Behaviour Management Policy	Common / MyJigsaw / Policies / School
Complaints Policy	Common / MyJigsaw / Policies / School
Equality & Diversity Policy	Common / MyJigsaw / Policies / School
Personal & Intimate Care Policy	Common / MyJigsaw / Policies / School
Online Safety Policy	Common / MyJigsaw / Policies / School
Health & Safety Policy	Common / MyJigsaw / Policies / School
Safer Recruitment Policy	Common / MyJigsaw / Policies / Trust
Pupil Security & Absconsion Policy	Common / MyJigsaw / Policies / School
Staff Code of Conduct Policy	Common / MyJigsaw / Policies / Trust
Whistleblowing Policy	Common / MyJigsaw / Policies / Trust
PHSE Policy	Common / MyJigsaw / Policies / School
Relationship & Sex Education Policy	Common / MyJigsaw / Policies / Trust

## **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 neglect of, or unresponsiveness to, a child's basic emotional needs.

The Neglect Risk Assessment Tool is available to provide more detailed information regarding the assessment of neglect.

## Indicators of abuse

Physical signs define some types of abuse, including CSE, 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 pupil has been abused.**

A pupil 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/children and complete the consent form together.

### **Intimate Care Procedures**

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

If a pupil 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 pupil throughout the process
- The pupil 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 pupil '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 pupil

## 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 Safeguarding and 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 DSLs – Edi Middleton (Senior Supervisor & Parent Liaison Officer) and Jane Jones (Medication Welfare 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.

