



Jigsaw CABAS® School – fulfilling potential

JIGSAW CABAS® SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

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1. BACKGROUND

Jigsaw CABAS® School is an independent special school which provides education for primary and secondary age children who hold a Statement of Special Educational Needs 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.

Jigsaw CABAS® 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.

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. 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).

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.

Jigsaw CABAS® School expects all staff, governors and volunteers to share this commitment.

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.



2. THE POLICY

2.1 DESIGNATED SAFEGUARDING LEAD

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

- **Jayne Lobley (Educational Visits & Operations Co-ordinator)**

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)**

The governor responsible for Child Protection is **Jo Russell**.

2.2 POLICY AIMS

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 government publications: “Working Together to Safeguard Children” 2010 & 2015, “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 and “Keeping Children Safe in Education 2016”; including Childcare (Disqualification) Regulations 2009. The guidance reflects Safeguarding Vulnerable Groups Act 2006, Protection of Freedom Act 2012, and Surrey Safeguarding Children Board SSCB Child Protection Procedures.

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.

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.

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.

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 have 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); 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 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.

3. IMPLEMENTATION & RELATED POLICIES

3.1 ROLES AND RESPONSIBILITIES

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 A)

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 changes require updates.

3.2 THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The role of the DSL is to:

- Ensure child protection procedures are in place and updated as appropriate.
- 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.
- 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, and are copied 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.

3.3 RELATED POLICIES AND PROCEDURES

3.3.1 Anti-Bullying

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.

3.3.2 Acceptable Usage Policy

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

3.3.3 Accident and Incident reporting

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.

3.3.4 Behaviour Management

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.

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.

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.



3.3.5 Complaints

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

3.3.6 Equality and Diversity

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.

3.3.7 Personal and Intimate Care

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.

3.3.8 E-Safety

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.

3.3.9 Health & Safety

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.

3.3.10 Safe Recruitment

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.

3.3.11 School Security

Our School Security and Absconsion 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.

3.3.12 Whistleblowing

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.

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.

4. SCHOOL PROCEDURES

New members of staff meet with the DSL or deputy as part of their induction programme. 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 or meet with the DSL or deputy. A copy of the School's Safeguarding & Child Protection Policy is on the school website, and paper copies are kept on the Safeguarding Board in the staffroom, in the Admin Office, the DSL Office and at the Life Skills Centre (LSC).

Training for all staff is arranged as required through inset days and staff meetings.

The DSL and deputy DSLs receive training every 2 years. Staff training is updated at a minimum every 3 years.

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 in a separate locked child protection file. The Director of Education will be informed at this stage.

If a child is in immediate danger the DSL or Director of Education will call the police.

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.



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.

The DSL, Social Services and the Director of Education discuss a plan of action according to each individual situation.

Further advice on handling disclosures is available through Surrey County Council's website.

4.1 CONFIDENTIALITY

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.

Staff should take care not to discuss information given in confidence outside the appropriate professional contexts

4.2 RECORDING

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.

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.

All records/reports are either kept by the DSL in a separate file for each child, 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. All child protection records are kept in a locked filing cabinet by the DSL.

4.3 EDUCATING CHILDREN ABOUT ISSUES (PSHE & RSE)

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.

5. PROTECTING CHILDREN FROM UNSUITABLE PEOPLE

5.1 RADICALISATION AND EXTREMISM

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). Jigsaw CABAS® 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.

Jigsaw CABAS® 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.

5.2 CHILD SEXUAL EXPLOITATION (CSE)

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.

Jigsaw CABAS® 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.

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



5.3 SEXTING (YOUTH PRODUCED IMAGERY)

‘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’.

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.

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.

5.4 HONOUR BASED VIOLENCE (HBV)

‘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.

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.

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.

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.



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.

6. APPOINTMENT OF STAFF

Jigsaw CABAS® School's Safe Recruitment Policy describes the safer recruitment practise observed in the process of appointing staff.

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

All staff must have an enhanced disclosure from the Disclosure Barring Service, 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 meet with the DSL; if they have not been DBS checked they will complete a risk assessment, and until receipt of DBS confirmation they are supervised at all times when in the school.

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.

7. PHYSICAL CONTACT WITH PUPILS / RESTRAINT

Jigsaw CABAS® 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.



8. ALLEGATIONS AGAINST STAFF

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, they must inform the Director of Education, who under these circumstances, will take over the investigation from the DSL.

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.

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.

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.

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.

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.

Jigsaw CABAS® 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

9. EXTERNAL GUIDANCE & REQUIREMENTS

9.1 LEGISLATIVE REQUIREMENTS

The Children Act 1989, updated 2004

Education Act 2002

Female Genital Mutilation Act 2003

Safeguarding Children and Young People from Sexual Exploitation (2003)

Childcare (Disqualification) Regulations 2009.

Protection of Freedoms Act 2012

Keeping Children Safe in Education (2016 Allegations of abuse made against teachers and other staff – Keeping Children Safe in Education September 2016)

Keeping Children Safe in Education (2016)

The Prevent Duty - Departmental advice for schools and childcare providers (2015)

9.2 OTHER DOCUMENTATION

The Jigsaw CABAS® School follows the guidance laid out in Working Together to Safeguard Children 2010 (updated 2015): A guide to multi agency approach to safeguard and promote the welfare of children’.

9.3 RELATED DOCUMENTS

Document	Copy Location
Working Together to Safeguard Children (2015)	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf DSLoffice
Information sharing guidance for practitioners providing safeguarding services to vulnerable children, young people, parents and carers	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf DSLoffice
Disqualification under the Childcare	



Act (2006)	https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 DSL office
Multi Agency Referral Form to Surrey Children’s Service - SC700/July13	http://www.surreycc.gov.uk/social-care-and-health/childrens-social-care/information-for-child-social-care-professionals/surrey-safeguarding-children-board DSL office
DFE Keeping Children Safe in Education (September 2016)	https://www.safeguardingschools.co.uk/new-keeping-children-safe-education-september-2016/ DSL office
HM Government’s Child Protection Committee “Working Together to Safeguard Children” and ‘What To Do If You’re Worried a Child Is Being Abused’	DSL office
The Education (Independent School Standards) Regulations 2014 (amendment)	http://www.legislation.gov.uk/uksi/2014/2374/pdfs/uksi_2014_2374_en.pdf
Disclosure record File record of Actions form File Chronology form Observation and Concerns form Skin Maps	School Pod and Safeguarding drive
Sexting / Youth Produced Imagery	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
Female Genital Mutilation Act 2003 Multi Agency Practice Guidelines Female Genital Mutilation (2014)	http://www.legislation.gov.uk/ukpga/2003/31/contents https://www.gov.uk/government/publications/female-genital-mutilation-guidelines
Prevent Strategy	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf



What is Child Sexual Exploitation (CSE)?	http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/what-is-child-sexual-exploitation/
Surrey Safeguarding Board Child Protection Procedures	www.sscb.proceduresonline.com
Pupils' Policy Page	Policy file



10.APPENDIX A

10.1 TYPES OF ABUSE

10.1.1 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).

10.1.2 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 feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger through bullying (including cyberbullying), 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.

10.1.3 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.

Female Genital Mutilation (FGM) is a term for procedures which include the intentional partial or total removal of the external female genital organs for cultural or other non-medical reasons. It is an extremely harmful practice that violates the most basic human rights. It is illegal in most countries including the UK.

Child Sexual Exploitation (CSE) is the sexual exploitation of children and young people under 18 involves exploitive situations, contexts and relationships where the young person (or third person/s) receive "something" (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition



10.1.4 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.

10.2 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.



11. APPENDIX B

11.1 INTIMATE CARE

1.8.1 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.

1.8.2 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



12.APPENDIX C

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 Child Protection Policy and Safeguarding Policy which are updated according to government and Surrey child protection guidelines. These policies are 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.
- 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.
- 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).
- Designated Safeguarding Lead (DSL) – Jayne Lobley (Educational Visits & Operations Co-ordinator)
- Deputy DSL – Edi Middleton (Senior Supervisor & Parent Liaison Officer)
- Governor responsible for Child Protection – Jo Russell



13.APPENDIX D

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.





14.INTERIM AMENDMENTS

Section/Page	Amendment
External Guidance and Requirements / Related Documents	Working Together to Safeguard Children and Keeping Children Safe in Education updated to 2016 publications Disqualification under the Childcare Act 2006 updated to 2015
Related policies	Acceptable Usage Policy and School Security Policy outlined