



JIGSAW PERFORMING ARTS

DRAMA SINGING DANCE

03/12/2024

RV Teacher

1 Erwlas
Parcllyn

Cardigan
SA43 2DQ
UK

Dear RV Teacher,

Contract for Services

Jigsaw

Venue: The Marlborough College, , Watling Street,, St Albans, , Hertfordshire, , AL1 2QA, , UK

#Term Name#

Term Schedule:

[06/01/2025, monday, 01:57 PM, 03:20 PM]
[13/01/2025, monday, 01:57 PM, 03:20 PM]
[20/01/2025, monday, 01:57 PM, 03:20 PM]
[27/01/2025, monday, 01:57 PM, 03:20 PM]
[03/02/2025, monday, 01:57 PM, 03:20 PM]
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[24/02/2025, monday, 01:57 PM, 03:20 PM]
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[14/04/2025, monday, 01:57 PM, 03:20 PM]
[21/04/2025, monday, 01:57 PM, 03:20 PM]
[28/04/2025, monday, 01:57 PM, 03:20 PM]

Number of sessions: 34

Payment per session:

We are pleased to offer you a short term contract for your services as specialist self employed **drama/dance** teacher. As a self employed teacher you are required to provide materials and resources for your own sessions, including photocopied sheets for students if required. Please note that you need to bring your own speaker as you are not permitted to use school equipment.

Invoices should be submitted at the end of each calendar month and payment will be made by 14th of the following month.

By accepting this contract, you agree to abide by the Jigsaw Performing Arts School systems and policies as detailed in the handbook which is provided as part of this document.

No payment will be made for any teaching session that you do not attend, whether for reasons of ill health or otherwise. This contract does not entitle you to any paid holidays, nor is it pensionable.

If you are unable to undertake a teaching session you must give a minimum of 72 hours notice (except in the case of a sudden illness). You may be required to provide an alternative teacher in your place, but you should not book a teacher without first speaking to me. Should you be unable to complete the term, you will be held in breach of contract unless a satisfactory agreement has been reached between us.

In accepting this contract, you agree to act at all times in the best interest of Jigsaw, not to compete with Jigsaw or make any secret profit and show utmost good faith to Jigsaw, not to use the client base and written materials save in the best interests of Jigsaw. Upon termination of your agreement with us by either side you agree not to solicit or entice away or induce any member of staff or any person whose services have been engaged by Jigsaw in whatever capacity for a period of 6 months from the date of termination, not to solicit entice or induce away from Jigsaw any customers of Jigsaw known to be customers or who have been customers of Jigsaw in the preceding 12 months prior to termination and not be engaged in any business which competes with Jigsaw for a period of 1 year from termination within a radius of 1 mile of the premises in which you were engaged.

Do not sign this contract if you knowingly have dates you cannot teach this term without first discussing this with me.

Please signify your acceptance of this contract by (instructon to be confirmed). Please note that you are responsible for paying your own tax and National Insurance contributions.

Yours sincerely,

Wendy Richardson
Jigsaw

Jigsaw is a trading name of The

Jigsaw Performing Arts Handbook

Confidentiality

- Duties
- Class Structure - Drama
- Class Structure - Dance
- School Structure
- Student Behaviour Management
- Student Ground Rules
- Staff Sickness

CONFIDENTIALITY

This Jigsaw Arts handbook defines in detail the methods, systems and know-how to be used by Jigsaw Performing Arts teachers in the operation of the franchise.

The information contained in the handbook is secret and confidential and is the exclusive property of Jigsaw Arts Franchise Ltd.

As a Jigsaw Teacher, you should undertake to keep this handbook secret and confidential, secure and inaccessible by any unauthorised party and should not distribute it in any form in whole or in part without prior agreement from the Franchisor.

Key Performance Indicator (KPI)

Job Title:

Drama/Dance teacher at Jigsaw Weekend Performing Arts School

Responsible to:

Wendy Richardson

Jigsaw

School Manager

Main Objectives:

- To provide stimulating and well planned performing arts classes for students aged 7 – 18 years.
- To ensure that the students are cared for in a safe environment.

Duties:

- To learn students' names.
- To attend the Jigsaw Arts Teacher Induction and Training.
- To wear Jigsaw Arts staff uniform.
- To plan and resource drama/dance lessons for 7–18-year-olds in appropriate age bands following the guidelines set out in the Jigsaw Arts class structure.
- To photocopy scripts for the students to keep in their folder.
- To bring your own speakers.
- Once a year, during a technique term, you will be required to complete reports.
- On occasion, you may be requested to give feedback on the progress and ability of students.
- For the yearly show, you will be provided with a theme and a linking script for which you will be required to resource and/or write drama pieces and choreograph dance routines for each group that fit with the theme of the show. Linking script will also need to be rehearsed.

- For the presentation, you will be required to prepare a rehearsed warm-up and drama piece, and dance routine for each subject with each group and present the work at the end of term to an audience of family and friends.
- When devising drama work with students for performance, work towards having it scripted.
- To supervise children during break time, unless otherwise agreed with the school manager.
- To be responsible for all children allocated to you at any one time.
- To set up your teaching space as required and ensure workspaces are left clean, tidy, and as found.
- Do not interfere with equipment that does not belong to yourself or Jigsaw Arts unless we have prior permission. Such as school costumes, props, musical instruments lighting and sound equipment.
- To follow Jigsaw Arts policies and procedures.

CLASS STRUCTURE - DRAMA

This is a structure that we would like our teachers to follow. Jigsaw Performing Arts provide fun, engaging, and accessible classes for children of all abilities, with a mission to create a welcoming environment and a place to belong.

Aims

- To create a positive group atmosphere.
- Build confidence.
- Learn basic stagecraft - getting on and off stage, facing the audience, bringing furniture/props onto stage.
- Learn to project voice (making sure students can be heard on stage is really important and requires ongoing work!)
- To stimulate and stretch imagination.
- Understanding text, how to read scripts.

Your session

Your session should have a balance between genre/theme and technique. Here are some suggestions:

Techniques

Thought Tracking	Sound Collage	Use of Voice	Stylisation
Narration	Choral Work	Character	Asides
Mime	Freeze Frame	Role Play	Improvisation
Devising	Physical Theatre	Intention	Atmosphere
Monologues	Duologues	Comic Timing	Text
Slapstick	Hot Seating	Poetry	Mask Work

Genres

Horror	Documentary	Comedy	Pantomime
Musical	Melodrama	Farce	Tragedy
Variety	Naturalism	Physical Theatre	

*Choice of themes/techniques should be appropriate for the age group. Obviously, some of these techniques you will use a lot, some now and again.

Resources for inspiration

Music	Photographs	Stories	Scripts
News	Pictures/Paintings	Real lives	

Ideas/Guidelines for content with each group

Group 1

Fun poems – Roald Dahl Ridiculous Rhymes – Choral work
Simple Stories from around the world/fables

Group 2

More complex poetry
Comedy
Introduction to script work
Animal characterisation
Devising
Modernised Fairy tales.

Group 3

Script work
Modern Drama
Shakespeare - as is or modernised
Monologues & Duologues
Mask work

Of course they can do same ideas as Group 1 & 2 to a greater level.

Session Structure

Warm up

Think about how you start your session. Have a routine. Have chairs in a circle or make an audience. Be ready when the children enter the room. Each session should start with some physical and vocal warm-up games/exercises to focus the children. Assess the group when they enter the room. What kind of warm-up do they need? Energising, focusing, or both? Relate the games to the main core of the session. For example, for a session on Tension, do tense games like Grandmother's Footsteps.

Main body of lesson

- Introduce objective – what are we going to do / learn / make?
- Introduce skill
- Practice skill
- Develop skill
- Rehearse skill - An extension activity can be introduced.
- Perform skill

Evaluate performance

- Allow time to comment on the work the students have been doing.
 - Students should be involved in feedback and constructive criticism.
 - Why did they play your chosen games?
 - What have they learnt/experienced from the games?
 - What worked in the main part of the session?
 - What could have been better?
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CLASS STRUCTURE – DANCE

Aim

- To learn/improve a basic jazz dance technique.
- Understand counting beats – keep this straight forward so children can learn to count music. 4/4
- Learn the discipline of dance.
- Improve posture & co-ordination.
- Learn to pick up combinations.
- Dance sessions should be high energy and the children should leave sweating!
- Have Fun!

Centre Warm-up (10/15 minutes)

The tracks you use in this section should be upbeat with a constant tempo. Make sure you have enough music to cover the warm-up and exercises. Start with an all over body warm-up that the children should become familiar with. You should repeat this every week like a routine. Work all the joints from head to feet or feet to head including:

- Simple Isolations
- Co-ordination Exercises

Link straight into Stretches routine including:

- Side stretch
- Hamstrings standing
- Hip Flexors
- 2nd position
- Cat
- Calf & Quad

Travelling (10/15 minutes)

Look at steps that can be developed as children improve; for example, start with the feet and add arms to develop.

- Walks, Drag runs, Triple runs
- Leaps/Jumps
- Ball changes – different directions
- Turns – various levels
- Kicks – straight leg, flick kicks
- Combination of the above

For more advanced classes you could do Abs/Backs/Press ups etc.

Technique based exercises (2/3 minutes per exercise)

Teach set routines to practise each week. This will obviously take longer to teach the first time.

- Pliés
- Static turns
- Isolations
- Leaps and Jumps (In first and second position)
- Rhythm work

Routine (At least 20 minutes)

3 – 4 weeks per routine.

- Cover a range of styles: Dance/Pop, R&B/Hip Hop, Musical Theatre/Show Numbers. Pick one to perfect and perform at the end of term presentation.
- Please remember on show and presentation terms to plan ahead with material as performances can come around really quickly. You have to allow for student absences.
- Make sure you allow plenty of time to polish and perfect your chosen routine.
- On a show term you may spend the majority of time rehearsing the same dance routine. If the children are doing well and getting bored of the routine, you may wish to have a week or two off and teach them something different.

There is room for children to create their own routines during the technique term but we prefer this to be kept to a minimum. When working on their own choreography, the students still need a lot of guidance from the teacher, maybe you make up the first 16 counts and each student adds on 8 counts in turn. Ask them to make up 16 counts which includes a turn, a leap and a freeze. You are giving them a structure to follow. Do not send the students off on their own to create routines. They don't improve this way. The best term to explore any free style would be the technique term. Each school has one technique term a year where there is no presentation or show.

N.B. Choice of music contributes to the children's enjoyment of the session. Obviously, you can introduce a variety of styles but the main content should be musical theatre and pop.

SCHOOL STRUCTURE

7 – 18 YEARS

The 7-18 years Performing Arts School is usually split into three different ages:

Group 1: 7-8 years

Group 2: 9-11 years

Group 3: 12-18years

These age groups vary slightly in busier schools with lots of younger students or in quieter schools there may be two age groups – primary (7 to 11 years) and secondary (11 to 18 years).

A lesson with each age group lasts 55mins. There is a 10 minute break after the second lesson.

Jigsaw Performing Arts Schools run three terms per year, parallel with the school academic year. Terms run for 11 weeks.

Autumn Term: September – December

Spring Term: January – April

Summer Term: May – July

Each year we do one presentation, one show and one technique term. Although all new schools always start with two presentations in a row.

Presentation

The presentation takes the format of a class demonstration. The teacher guides each group through a short warm up followed by a rehearsed piece. The teacher may explain to the audience, the benefits of the warm up exercise they are demonstrating. We advise that teachers prepare what they are going to say in advance.

Choose warm up exercises that are interesting to watch! The presentation enables parents to understand the value of the service we provide. Importantly, the presentation also gives the children a chance to perform and have something to aim towards during the term.

Show

The show enables students to bring all three disciplines together. There will be a pre written themed script which will provide links between songs, drama pieces and dances. The scripts are not the most creatively challenging for you, but they work for the Jigsaw's time frame and structure. Each group plays a particular type of characters throughout so it's easy to rehearse and costume. You will need to create a piece for each of your groups that slot neatly between the links. The choice of drama piece is completely up to you and you will need to provide your own resources. The singing teacher is responsible for position of M.D. The Dance teacher is responsible for music and sound cues. The drama teacher is responsible for handing out 'link' roles and making sure that they are being learned/worked on alongside actual drama pieces. Costume sheets will be handed out to children and you will know in advance what each of your groups is playing. On a show term, it is worth introducing relevant material early on in the term and having ideas prepared in advance.

Choosing material

Choose upbeat material for presentations/shows. Avoid anything too heavy or social issues. Remember younger children/siblings watch these performances. When working on pieces for shows and presentations, please select pieces which are short and slick. Avoid long pieces and remember that it is your responsibility to make sure children know their lines and can be heard. Allow enough class time to do this. Choral and ensemble pieces often work best as they are loud and dynamic and everybody gets something to do. Please remember that on show and presentation terms to plan ahead and start introducing material early in the term as performances come around really quickly! Give yourself plenty of time to perfect and polish work. You can always add more if you have time. We prefer work to be simple and slick rather than over ambitious and unfinished.

Show Rehearsal Schedule Guide

Week 1 -7

Rehearse each group's piece within rotation of groups as normal. Decide what each group is doing by week 2 – hand out scripts/music etc

Drama pieces should be blocked by week 4.

Singing – learn songs by week 5 so you have a couple of weeks to work on staging.

Communicate with other teachers so you know how other pieces start and finish so you can start to link pieces within your sessions

Week 8

3 x half hour sessions to tidy up pieces.

Altogether in hall to piece the show together.

Week 9

Rehearse show as a whole

Week 10

Dress Rehearsal – 2 runs if possible

Week 11

Show! One tech/run through beforehand

It is important that our presentations and shows are of a high standard. If it is stronger to do ensemble/choral work with groups, especially at newer schools, take that option. More advanced groups can take things a step further. The audience should be able to hear and understand everything that is going on. Singing and drama teachers need to be mindful of vocal projection and put aside time to work on this.

Technique Term

This is the term where you have a chance to cover many more styles, and experiment!

The emphasis is definitely not on rehearsing for the end of term but much more on technique.

You should consider:

- What are the areas that the students need to improve?
 - Are there any genres/styles that the students are interested in exploring?
 - Explore skills you have not covered with the students.
 - Discuss overall objectives and set goals and aims for the term as a team.
-

STUDENT BEHAVIOUR MANAGEMENT

Jigsaw Arts recognises the importance of positive and effective behaviour management strategies in promoting children's welfare, learning and enjoyment.

The aims of our Behaviour Management policy are:

- To develop self-discipline and promote responsible behaviour.
- To build an ethos of mutual respect, care and consideration, and a sense of shared responsibility.
- To ensure a commitment to agreed standards of behaviour supported by a system of sanctions and rewards.
- To be aware of the problem of bullying, take preventative measures, and make a clear statement that bullying behaviour is unacceptable.
- To create an environment where children can confide their fears and problems regarding bullying or ill-treatment by other children and know that their problem will be taken seriously.

Behaviour Management Strategies

Behaviour management at the school will be structured around the following principles:

- Jigsaw Arts have a clear set of ground rules governing all behaviour at the school. (Jigsaw Performing Arts School Ground Rules attached) These ground rules will apply equally to all children and staff.
- When dealing with negative behaviour, staff will always communicate in a clear, calm and positive manner.
- Staff will make every effort to set a positive example to children by behaving in a friendly and tolerant manner themselves, promoting an atmosphere where children and adults respect and value one another.
- Classes will be varied, well planned, and structured so that the children are not easily distracted.

Reward

In order to recognise and support good behaviour, students are given praise and acknowledged for their achievements.

Student Behaviour Management Procedure

In the event of misbehaviour that is incompatible with the enjoyment or safety of other students the following steps should be taken, at the discretion of the School Manager.

In classroom by teacher:

1. Verbal warning by teacher explaining that if they continue with the unacceptable behaviour they will be asked to sit out. You must explain to the student WHY it is not acceptable behaviour.
2. Second verbal warning by teacher. The student is asked to sit out for five minutes and then encouraged to join back. You should explain that at the next stage they will be asked to leave the class and report to the School Manager.
3. Removal from class. The School Manager would deal with the situation from this point.

Manager:

4. School Manager speaks to parent/guardian in presence of child.

For minor incidents, this is just a mention to keep the parent informed of what is happening in class.

For more serious behaviour issues explain that the student will be asked to leave if it continues.

5. Agreement between child, parent and School Manager.
6. Final warning relayed to parent in presence of child.
7. Removal from Jigsaw Performing Arts School for a specific period.
8. Permanent removal from Jigsaw Performing Arts School.

The School Manager may, according to circumstances, miss certain stages out according to the severity of the situation.

Between steps 1 - 7 of the behaviour management procedure, children are given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to rejoin the classes.

Jigsaw Performing Arts School Student Ground Rules

- Respect everybody else at the school.
- Listen to others. It is important to listen when teachers and managers are giving instructions.
- Be on time. It is important that you do not miss warm-ups or disrupt sessions by being late.
- Respect the work spaces we are using. Keep areas clean and tidy and do not touch anything that doesn't belong to us.
- WALK around the school when moving between sessions.
- Wear appropriate clothing for performing arts classes: Jigsaw Uniform or Black. No jeans or outdoor shoes/boots. No jewellery. Long hair should be tied back. We recommend you label your clothes.
- No swearing.
- No bullying. Jigsaw Arts does not tolerate any form of bullying. Anyone found to be bullying will be removed from Jigsaw Performing Arts School.
- No eating, drinking, or chewing during sessions. You have a designated break time in a designated area of the school. You must not leave this area during break time, so please bring a drink with you.
- Jigsaw Arts does not recommend students bring valuables to school. Mobile phones need to be switched off during sessions. Jigsaw Arts cannot be held responsible for the loss of personal valuables; please leave them at home.
- Welcome new students to the school.
- Always try your best in classes. Work to the best of your ability.

Staff Sickness Notification and Cover

You must give us as much notice as possible when needing cover.

You must leave ALL your resources with the manager of the school when on a presentation and show term. Please ensure your manager has both physical and emailed copies of your resources. This means that if you do become ill, the cover teacher will be able to carry on with work so that the students do not get behind.

Sickness Notification

Please consider how hard it is to get very last minute cover on Saturday and Sunday morning. If you are unwell on Friday, please make a decision before lunchtime as to whether you think you will be able to teach the next morning. If you are unsure, organise cover or be willing to go in the next morning however you feel. Same on Saturday for Sunday morning cover. You must contact your manager by telephone. Do not send an e-mail or a message.

Please contact your franchise owner/school manager.

Wendy Richardson

7000101012

We wish you all good health!

STAFF CODE OF CONDUCT

Jigsaw Arts staff are franchisees, managers, teachers, assistants and volunteers.

This Code has been produced to place the welfare of children at the centre of Jigsaw Arts and its culture and to ensure that all those who work at Jigsaw Arts and may have contact with children, are clear on the rules of conduct and the expectations of the company. Jigsaw Arts staff are in a position of trust and influence as role models for the children in their care, and as such must demonstrate behaviour that sets a good example to all users of the setting. Jigsaw Arts staff have a responsibility to maintain their reputation and the reputation of Jigsaw Arts, both during and outside of working hours.

Behaviour

Our staff team are ambassadors for Jigsaw Arts and we expect them to conduct themselves professionally at all times. Staff should treat anyone attending our classes (children, parents/carers, colleagues and visitors) courteously and with respect.

We expect staff to value all the children as individuals and to comply with the Jigsaw Arts Equal Opportunities Policy at all times.

Swearing and abusive behaviour are not tolerated from anyone at Jigsaw Arts. If any member of staff exhibits such behaviour, they will be subject to the Jigsaw Arts disciplinary procedures.

For more details see our Staff Disciplinary policy.

Dress code

Whilst working at Jigsaw Arts, staff should wear a Jigsaw Staff top so they can be easily identified by students and parents. The clothing and footwear worn should be chosen according with the activity the staff member is involved in, taking into account comfort, health and safety, and practicality. We recommend staff wear black leggings or trousers where possible. Revealing or excessively tight clothing is not acceptable.

Confidentiality and social media

Jigsaw Arts staff must not pass on any information about children attending the classes, or their parents and families, to third parties without their permission. The only exception to this rule is information sharing with specific external agencies if there is a safeguarding issue. ('Third parties' includes other parents, friends, other children at the Club, the press, etc.)

Posting any material relating to Jigsaw Arts or its users on social media sites (unless expressly permitted by the Manager) is forbidden. Any staff who breach this rule will face disciplinary action.

Under no circumstances, should staff ever befriend or accept a request from a student on social media. We strongly advise making any profiles you might have private.

See our Data Protection policy, Safeguarding and Child Protection policy and Staff Disciplinary policy for more details.

Use of mobile phones and cameras

Jigsaw Arts recognise that staff use personal mobile phones to play music in their sessions and also to contact the school manager should they require assistance. Mobile phones and cameras should not be used for any other reason.

If a member of staff needs to make an urgent personal call due to a family emergency or similar, they should get permission from the manager and make the personal call in an area away from the students.

Staff may not take photographs of children at Jigsaw Arts, only the franchisee/manager is permitted to take photos.

Smoking, alcohol and drugs

Staff are not permitted to smoke anywhere on the school premises, including the outside play areas.

Staff are not permitted to bring alcohol or illegal drugs onto Jigsaw Arts premises. If a member of staff arrives at work under the influence of alcohol or drugs they will be asked to leave immediately, and disciplinary action will be taken.

If a member of staff is taking prescription drugs which might affect their ability to function effectively, they must inform the manager immediately.

Any prescribed medication needed by a staff member whilst at Jigsaw Arts, must be stored safely, out of reach and sight of the children attending the school.

Gross misconduct

Staff will be dismissed without notice if they are found to have committed an act of gross misconduct. Examples of gross misconduct include, but are not restricted to:

- Child abuse
- Failing to comply with health and safety requirements
- Physical violence
- Ignoring a direct instruction given by the manager
- Persistent bullying, sexual or racial harassment
- Being unfit for work through alcohol or illegal drug use
- Theft, fraud or falsification of documents

- Being disqualified under the terms of the Statutory Framework for the Early Years Foundation Stage (Section 75 of the Childcare Act 2006) or the Children's Act 1989

The franchisee will investigate the alleged incident thoroughly before any decision to dismiss is made. For full details see our Staff Disciplinary policy.

SAFEGUARDING AND CHILD PROTECTION POLICY

1. Introduction

Jigsaw Arts is committed to creating a safe and secure environment for all children and young people participating in our activities. This Safeguarding and Child Protection Policy outlines our commitment to promoting the welfare of children, preventing abuse, and responding effectively to any concerns or allegations.

We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

2. Legal Framework

Our commitment to safeguarding is underpinned by the following key legislation and guidelines:

- **2.1 Children Act 1989 and 2004:** We adhere to the principles and provisions of the Children Acts, which set out the legal framework for the protection and welfare of children.
- **2.2 Working Together to Safeguard Children:** We follow the guidance outlined in the government's "Working Together" document, promoting effective multi-agency working to safeguard children.
- **2.3 Disclosure and Barring Service (DBS):** All staff and volunteers working with children will undergo the necessary DBS checks in accordance with legal requirements.

3. Responsibilities

- **3.1 Designated Safeguarding Lead (DSL):** Jigsaw Arts has appointed a Designated Safeguarding Lead who will take lead responsibility for safeguarding and child protection across the whole network. The DSL will undergo appropriate training to fulfil their role. The DSL is Rachel Lochhead. She can be contacted by email at dsl@jigsaw-arts.co.uk.
- **3.2 Franchisees:** Each franchisee will be appointed as Child Protection Officer for their own school and undergo safeguarding and child protection training. Where a manager is employed to oversee the running of the school at the weekend, they will also attend safeguarding training and act as the Child Protection Officer in the absence of the franchisee.
- **3.3 Staff and Volunteers:** All other staff, teachers, assistants, and volunteers have a responsibility to safeguard children and report any concerns to the Child Protection Officer or DSL. They are made aware of this policy during the induction and teacher training and will be reminded of this policy at the beginning of each term in the pre-term meeting run by their franchise owner. All staff must be aware of and adhere to this policy.
- **3.4 Parents and Guardians:** Parents and guardians are encouraged to communicate any concerns regarding the welfare and safety of their children with the DSL.

4. Code of Conduct

- **4.1 Professional Conduct:** All staff and volunteers will adhere to a code of conduct that emphasizes appropriate and professional behaviour when working with children. See [Staff Code of Conduct Policy](#)

5. Recruitment and Training

- **5.1 Recruitment:** Robust recruitment procedures will be in place for all staff and volunteers working with children.
 - **References:** All employees must provide two references from previous employers.
 - **Enhanced DBS:** All employees must provide an Enhanced Disclosure and Barring Services Certificate dated within 3 months of the interview date. All employees with out-of-date certificates are submitted by Jigsaw Arts for an updated DBS certificate.
 - **Update Service:** Jigsaw Arts encourages employees to join the DBS Update services, which allows employers to check a DBS status at any time without delay.
 - Jigsaw Arts never allows a member of staff to work with children without the above checks being complete. Our DBS checks are carried out by Capita Recruitment Vetting Service.
- **5.2 Training:** Staff and volunteers will receive regular safeguarding training to ensure they are aware of signs of abuse, reporting procedures, and their responsibilities. As we have a high turnover of staff due to the nature of the business, this will be communicated with all teachers at the beginning of every term during the pre-term meeting.

6. Recognizing and Responding to Concerns

- **6.1 Signs of Abuse:** Staff will be trained to recognize signs of abuse, neglect, or other safeguarding concerns.
- **6.2 Reporting Procedures:** Clear procedures will be in place for reporting concerns to the CPO at the school or the DSL, who will follow the appropriate channels for further action.

You can also contact NSPCC Helpline or Childline for further advice.

7. Confidentiality

- **7.1 Information Sharing:** Information will be shared on a need-to-know basis only, and confidentiality will be maintained in line with legal requirements.

8. Communication with Parents/Guardians

- **8.1 Transparency:** Jigsaw Arts will maintain open and transparent communication with parents and guardians, informing them about the safeguarding policy and procedures.

9. Taking photographs and videos

All parents and guardians are asked at the booking stage to give permission for us to take photos and videos of their children while in sessions at the school. If they do not wish us to take photos or videos of the children at this point, they are asked to let us know this in writing. The franchisee/manager of the school will ensure no photos are taken of this child.

Teachers and assistants are not permitted to take photos or videos of the students at the school. Only the franchisee/manager will be permitted to do so. If teachers need to record any of the work, they should ask the manager.

10. Review and Revision

This Safeguarding and Child Protection Policy will be reviewed annually, or more frequently if there are changes in legislation, best practices, or other relevant factors.

Last Updated: 21st March 2024

Safeguarding and Child Protection Procedure

Child disclosure

Should a child disclose details concerning an allegation of child abuse, physical, emotional, sexual or neglect being made against them, staff should:

- Listen while remaining neutral, allowing the child to speak freely and only ask open questions.
- Do not make any promises that you are unable to keep and if the child is asking, explain the next steps as follows:

Report to the franchisee/school manager (if appropriate) who will ask you to record the discussion, time and setting, who was present and details of the disclosure on Document - Cause for Concern form.

This form will be shared with the Jigsaw Arts DSL. dsl@jigsaw-arts.co.uk

The DSL would advise on the next steps and action to be taken.

Staff observations

If a member of staff suspected that a child was suffering child abuse, physical, emotional, sexual or neglect they should discuss their concerns with the franchisee/school manager in the first instance.

The manager will record their findings on Document - Cause for Concern form and share with the Jigsaw Arts DSL. dsl@jigsaw-arts.co.uk

Allegations against Staff

If an allegation is made about one of the Jigsaw Arts staff, they would be suspended until further investigation has been carried out.

Signature

A handwritten signature in black ink, consisting of a stylized, cursive-like script that is difficult to decipher but appears to be a personal name or initials.