

Safeguarding Children in Jewish Establishments

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Safeguarding Children in Jewish Establishments

Foreword

Children are at the centre of the attention for parents, schools and religious establishments. They all endeavour to attain the best possible results to fulfil the potential of children in their charge. In Salford and Bury over 4500 Jewish children access Jewish schools.

This document, titled “Safeguarding Children in Jewish Establishments” has been developed following Salford Safeguarding Children Board’s consultation with the Beth Din and the FED. The aim is to offer comprehensive guidance for workers and volunteers in all Jewish establishments including schools, children’s centres, Synagogues with regards to their responsibilities and obligations.

Salford Safeguarding Children Board

Salford Safeguarding Children Board is proud of the support it has received from the Jewish Community in order to produce this booklet which hopefully will be used effectively within the community to safeguard children against harm, and strengthen the partnership that exists with other agencies. Much of what this document contains will already be in place as part of the system of other essential protocols but this document should assist in focussing on issues related to safeguarding children in all its various aspects.

Introduction

What this booklet is

This is a booklet about keeping children safe in our community. It offers policies, definitions and suggestions for managing children's behaviour. It also provides procedures for you to follow regarding child protection or when an allegation is made against a professional or volunteer. The information is useful for parents, teachers, carers or anyone who works with children.

Why it should be used

The law ensures children are protected from harm. All agencies have to work within the law. Children are protected from physical or emotional abuse and this is their right. Any organisation has a responsibility to ensure they are kept safe.

This may be done by:-

- 1) Being child-centred and calm, promoting equality, respect and diversity
- 2) Understanding what is meant by definitions of abuse
- 3) Appreciating our roles (or that of our organisation), responsibilities and duties. For instance, ensuring that there are no known reasons or information that would prevent adults or volunteers from working with children. (An example may be allowing someone to look after children who are not aware of the laws of this country and rights of children)
- 4) Having procedures for dealing with allegations of abuse and understanding how to implement them
- 5) Having agreements about working with other organisations
- 6) Appreciating how to respond to concerns about the welfare of children
- 7) Appreciating that children, in certain circumstances, may need special attention.

When it should be used

Child protection issues and responsibilities sometimes result in people feeling anxious about doing the right thing. A booklet that offers procedures and guidance to refer to may result in the lessening of such anxiety. Also knowing who to contact to discuss matters with will help.

We all want our children to be safe so we all need to work in partnership to achieve this. Workers from social care are there to help you and serve the community.

Who is to use it?

People in faith groups or organisations who look after children can all benefit from having clear guidance and procedures. However, principles such as respect and a commitment to our community are paramount.

Safeguarding children is similar to community involvement or being a good neighbour. To protect our children we have to know who is caring for them, what is their background and what is their agreement for helping.

There is a view that no one person or agency can ensure our children are protected from harm. We have to work together to promote coordinated work from individuals, people in the community, health education, social care and the voluntary sector.

Behaviour management

The Law does not tolerate actual physical punishment or the threat of physical punishment to children which it considers harmful, both physically and emotionally. It is not acceptable and it is illegal to punish children physically.

Managing children's behaviour Some useful tips

1. Focusing

Be sure you have the attention of everyone in your group before you start your activity. Don't attempt to talk over the chatter of children and young people who are not paying attention.

The focusing technique means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

2. Direct instruction

Uncertainty increases the level of excitement in the group. The technique of direct instruction is to begin by telling the children/young people /students exactly what will be happening. The adult outlines what s/he and the students/young people will be doing in their time together. S/he may set time limits for some tasks.

3. Monitoring

For teaching staff the key to this principle is to circulate. Get up and get around the room while young people/ students are working. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started to read. The teacher should check that each student has started and that the children are on the correct page.

4. Modelling

'Values are caught, not taught'. Adults who are courteous, prompt, enthusiastic, in control, patient and organised provide examples for young people through their

example . It is important to use quiet voices in your classroom/work place while you move through the room helping the children.

5. Be consistent

However you decide to keep control try to stick to it within reason. Children have a strong sense of fairness so it is important they see and experience consistency. They need to know the limits and what is expected of them.

6. Criticise the behaviour, NOT the child

Don't label children by calling them naughty or stupid. If you have to reprimand a child, you could do so by using the following, "that was a dangerous thing to do - a sensible boy like you should have realised that" rather than "you stupid boy - did you want to cause an accident?."

7. Be fair

Children will usually accept rules if they can see that they are fairly applied.

8. Praise good behaviour

Children need feedback about their behaviour and achievements. Promoting positive behaviour will show them what you expect of them and encourage others to follow.

9. Give children/ pupils the chance to make amends

Offer them the opportunity to suggest a way to make things better, for example an apology or a suggestion about how they will do better next time.

10. Be patient

Recognise that children learn at different paces. Some children have special education needs, which may mean that they need additional support and / or more time to learn.

11. Remind children regularly of the rules

All children need a reminder. It can be useful to let children help to decide on rules. A poster on the wall allows you to bring the children's attention to the rules as and when necessary.

Safeguarding children and child protection

How are children at risk?

It is difficult to accept that children and young people from every community can be hurt, put at risk of harm or abused, regardless of their age, religion or ethnicity.

As we work with children, we have a responsibility to keep them safe from harm. Safeguarding is about trying to make sure children do not get harmed, and knowing what to do if anyone in your group is worried about a child. There is much research and evidence about how children are at risk of abuse.

Fact:

7 % of children suffer serious physical abuse at the hands of their parents and carers.

52% of one year old children are hit weekly or more frequently by their parents.

Race, ethnicity and culture

All children have a right to grow up safe from harm. Whatever their religious or cultural groups all children must receive the same care and safeguards with regard to abuse and neglect.

Cultural and religious factors should not be regarded as acceptable explanations for child abuse or neglect.

Why should communities have safeguards?

The United Nations Convention on the Rights of the Child, to which the UK is a signatory, sets out the rights of children to be free from abuse. In England the law stated that people who work with children have to keep them safe. This is set out in The Children Acts of 1989 and 2004.

The Government also provides guidance which states that everyone should work together to make sure that children are kept safe. (HM Government, 2010)

The Children Act 2004

The Children Act 2004 creates a duty for key agencies which work with children to have in place systems and processes which protect children from harm and to promote their welfare. **Head teachers and other managers must ensure that:**

- All staff in the establishment are committed to protecting and promoting the welfare of children.
- There are procedures for staff and volunteers explaining clearly how to respond to concerns for children and young people.
- There should be a named child protection / safeguarding officer who will have the knowledge and skills to support other staff and volunteers and to work closely with statutory agencies e.g. social care / the police.
- Training on child protection / safeguarding and promoting the welfare of children is provided to all staff and volunteers, including identifying and responding to any concerns for children and young people.
- Procedures are in place about responding to any allegation against staff and volunteers.
- Safe recruitment and selection procedures are in place for all staff and volunteers.

If systems and procedures are in place then you will be:

- Protecting children and young people from harm and abuse
- Enabling people who work with children to know what to do if they are worried about a child or young person
- Demonstrating that your group is responsible for the children that attend and has pride in its work

Understanding child abuse

Definitions of abuse

Abuse is an act or inaction which deprives children of equal rights and liberties, and/or interferes with their development. There are four main categories of abuse these are:

Physical abuse may involve such things as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

Emotional Abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development

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

Signs and Symptoms of Abuse

<p>Physical Abuse</p>	<p>The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree.</p> <p>Unexplained recurrent injuries or burns.</p> <p>Improbable excuses or refusal to explain injuries</p> <p>Bald patches</p> <p>Chronic running away</p> <p>Fear of medical help or examination</p> <p>Self-destructive tendencies</p> <p>Aggression towards others</p> <p>Fear of physical contact - shrinking back if touched</p> <p>Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')</p>
<p>Sexual Abuse</p>	<p>The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:</p> <p>Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age</p> <p>Medical problems such as chronic itching, pain in the genitals, venereal diseases</p> <p>Personality changes such as becoming insecure or clinging</p> <p>Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys</p> <p>Sudden loss of appetite or compulsive eating</p> <p>Become worried about clothing being removed</p> <p>Suddenly drawing sexually explicit pictures</p>
<p>Emotional Abuse</p>	<p>The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:</p> <p>Physical, mental and emotional development delay</p> <p>Sudden speech disorders</p> <p>Continual self-depreciation ('I'm stupid, ugly, worthless, etc')</p> <p>Overreaction to mistakes</p> <p>Extreme fear of any new situation</p> <p>Inappropriate response to pain ('I deserve this')</p> <p>Neurotic behaviour (rocking, hair twisting, self-mutilation)</p> <p>Extremes of passivity or aggression</p>

Neglect	<p>The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:</p> <p>Constant hunger</p> <p>Poor personal hygiene</p> <p>Constant tiredness</p> <p>Poor state of clothing</p> <p>Emaciation</p> <p>Untreated medical problems</p> <p>No social relationships</p> <p>Compulsive scavenging</p> <p>Destructive tendencies</p>
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Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone

Bullying

Bullying may be defined as deliberately hurtful behaviours, usually repeated over a period of time, where it is difficult for those who are bullied to defend themselves.

The main types of bullying are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name-calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- If you know a child is being bullied you should ensure that you take action by contacting their parents and school. More information about what to do can be found at: www.partnersinsalford.org/sscb - under children and parents section

Domestic violence / abuse

Domestic violence is a pattern of assaultive and coercive behaviours, including physical, sexual, and psychological attacks, as well as economic coercion. Domestic violence can have a severe impact on the children who are within the household. If you have a concern or are worried about a child due to domestic abuse which is happening within the household then you should contact the **Multi-Agency Hub Tel 0161 603 4500.**

The role of agencies in safeguarding and protecting children

The main agencies that are involved in investigating and dealing with child protection are Children's Social Care (formerly known as Social Services), the Police and the National Society for the Prevention of Cruelty to Children (NSPCC). However all agencies have a responsibility to safeguard and protect children from harm, including health professionals, education services and faith and voluntary organisations.

Children's Services

The main objective for Children's Social Care is to make sure that all children are protected from harm. Children's Social Care has a duty (under the Children Act 1989 & 2004) to make enquiries if it is suspected that a child is suffering or likely to suffer harm or neglect. Social Care are the first point of contact for people who have a concern about a child, that includes parents, children, family members and people who work with children. In Salford this team is known as the **Multi-Agency Hub (0161 603 4500)**.

Learning services (including schools)

People who work with children have a legal responsibility to safeguard all children and must follow the child protection procedures. All schools have a pastoral responsibility towards their pupils. They play an important role in preventing abuse and neglect, through their own policies and procedures for safeguarding and protecting children.

Health service

All health professionals, in the NHS, private sector and other units play an essential part in ensuring that children and families receive the care, support and services they need to promote a child's health and development. The health service is often one of the first professionals to be aware that families are experiencing problems in looking after their children.

The Police

The police have a duty and responsibility to investigate criminal offences committed against children. All police forces have Child and Public Protection Units who will take primary responsibility for investigating the criminal aspect of child abuse cases.

The decision as to whether criminal proceedings should be started is based on three main factors:

- If there is sufficient evidence to prosecute
- If it is in the public interest that proceedings should be instigated against a particular individual
- If a criminal prosecution is in the best interests of the child.

The police also have emergency powers to ensure the immediate protection of children believed to be suffering from or at risk of significant harm, including entering premises if needed.

NSPCC

The NSPCC run a 24 hour Child Protection Helpline for children and people who are concerned about children who may be abused or at risk. email help@nspcc.org.uk or visit <http://www.nspcc.org.uk>

What to do if you have a concern about a child

If you have any concerns about a child's safety you must report these to either Social Care or to the police - this is stated in the Children Act 1989.

In Salford you should contact **the Multi-Agency Hub (0161 603 4500)**.

What to do if you have an allegation against an adult who works with children

All organisations that work with children have to report any allegation made against people who work with children if:

- They have behaved in a way that has harmed a child or may have harmed a child
- They have possibly committed an offence against or related to a child
- They have behaved in a way that suggests s/he is unsuitable to work with children

Salford has a Local Authority Designated Officer (LADO). All organisations working with children and young people MUST refer to the LADO any allegation made about a member of staff or a volunteer who is involved in working with children.

Managing allegations against people who work with children

Definitions

An allegation

For the purpose of this procedure an allegation is used in respect of all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child or
- Behaved in a way that indicates s/he is unsuitable to work with children.

In connection with his/her employment or volunteering, or where

- Concerns arise about the person's behaviour with regard to his/her own

children

- Concerns arise about his/her behaviour in the private or community life of a partner, member of the family or other household member

Local Authority Designated Officer (LADO)

The LADO is responsible for the management and oversight of allegations within their authority from all organisations that offer a service to children.

Tel 0161 603 4328/ 4445 to speak to LADO

Managing allegations procedures can be found on the SSCB website at [http://www.partnersinsalford.org/sscb/documents/Managing Allegations Against Professionals.pdf](http://www.partnersinsalford.org/sscb/documents/Managing_Allegations_Against_Professionals.pdf)

Safer recruitment

The abuse of children can take place in any setting, agency or environment. Unfortunately some people who apply to work with children can pose a risk to children and young people and it is important to deter and / or manage these situations. In turn working with children and young people can be difficult and stressful, and managing their behaviour appropriately can leave people in a vulnerable position if there are not appropriate policies around how to manage behaviour.

Any safer recruitment process should include the following:

- All staff who work with children to be subject to an enhanced CRB
- Appropriate references should be taken from previous employers to establish if there have been any previous concerns relating to behaviour etc
- That the staff member has guidance around how to manage difficult behaviour and guidance around their own personal conduct
- Guidance around dealing with complaints and allegations
- Guidance for safer working practice
- Make sure their staff and volunteers have access to child protection training and that this is refreshed regularly (**Child protection training can be found on the Salford Safeguarding Children Board Website at <http://www.partnersinsalford.org/sscb/sscbtraining.htm> or you can phone SSCB training team on 0161 603 4310**)

Appendix One

Child Protection Policy and Procedure

Introduction

This policy and procedure has been produced to assist Jewish establishments in developing a child protection procedure. The main aim is to keep children safe and support others in doing so.

Places of worship are often on the front line when it comes to helping children and families both within their congregation and the local community, and have an important role to play in making sure those children are safe.

It is important to understand that everybody has a responsibility for the safety of children. To protect children from harm is a legal obligation for all those who deal with children in any capacity.

It is the responsibility of each organisation to have in place and implement child protection procedures when there is an allegation of abuse against a child or young person.

It is important that organisations have Safe Working Practice Guidance develop a Positive Behaviour Policy. These should state the agreed methods to achieve positive behaviour.

It is good practice for all organisations, however small, to identify at least one person to be responsible for dealing with allegations or suspicions of abuse against a child. This person is known as the designated person.

There can be an anxiety around child protection and safeguarding children. This procedure is designed to support groups regarding issues of child protection and safeguarding children.

Child Protection Policy

Child Protection Policy Statement

The policy applies to all staff, volunteers and anyone working on behalf of the organisation.

This policy shows a commitment to protecting and safeguarding children against potential or actual harm.

It fully accepts and promotes the principle enshrined in the Children Act 1989 that the welfare of the child is paramount.

The policy demonstrates a commitment to working with statutory bodies, voluntary agencies and other faith communities to promote the safety and welfare of children.

The policy demonstrates a commitment to acting promptly whenever a concern is raised about a child or about the behaviour of an adult, and will work with the appropriate statutory bodies when an investigation into child abuse is necessary.

We will endeavour to safeguard children and young people by:

- Valuing them, listening to and respecting them
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- Recruiting staff and volunteers safely, ensuring all necessary checks are made
- Sharing information about child protection and good practice with children, parents, staff and volunteers
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Providing effective management for staff and volunteers through supervision, support and training

The organisation will endeavour to safeguard the children who are members of the organisation by following the procedure if a concern is raised about a child's welfare. The organisations will not tolerate any form of child abuse.

The definition of a child for the purpose of this document is anyone under the age of 18 years.

We are also committed to reviewing our policy and good practice annually.

Child protection procedures

What to do if you suspect a child is being abused

Suspect abuse

If you suspect that a child is being abused, seek advice from the designated child protection person, who will help you decide what further actions should be taken.

If your organisation does not have a designated child protection person you may seek advice from the police or a social worker. It is preferable that you identify yourself and your details, however if you feel uncomfortable doing this you can remain anonymous. You can also ring the National Society for the Prevention of Cruelty to Children (NSPCC) Help line.

All members of the organisation must be aware of the designated child protection person.

Knowing how damaging abuse is to children, it is up to the adults around them to take responsibility for stopping it.

Report abuse to **the Multi-Agency Hub (0161 603 4500)**.

What to do if a child tells you about abuse

- Stay calm and be reassuring
- Find a quiet place to talk
- Believe in what you are being told
- Listen, but do not press for information
- Inform the child that you are glad that they have told you, but you will have to share this information with other professionals who will help to keep the child safe and the information confidential
- Inform the designated child protection person in the organisation
- Contact the **Multi-Agency Hub (0161 603 4500)** and or the police
- Seek medical advice if required

What to do if you have witnessed a child being abused

- Inform your designated child protection worker
- Contact the **Multi-Agency Hub (0161 603 4500)**
- Seek medical advice if required

Remember: It is important that everyone in the organisation is aware that the person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. That is a task for the professional child protection agencies following a referral to them of concern about a child.