

**Salford
Safeguarding
Children Partnership**

Safeguarding Children in Salford.

**A guide for Jewish Educational
settings and the Community.**

Salford Safeguarding Childrens Partnership is proud of the support it has received from our colleagues in our Jewish Schools 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.

Abuse happens in all walks of life and in all communities, including Jewish communities. It's an uncomfortable truth, but child abuse can be committed by anyone – both male and female adults and even other children. This can sadly include people who are close to you, who you'd expect to trust, including members of your family or respected members of your community. Only a small minority of cases of child abuse involve a stranger.

What this Booklet is

This is a booklet about keeping children safe in our community and schools. It provides procedures for you to follow regarding child protection matters 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

If you work with, or around, children in any capacity safeguarding must be at the forefront of your practice. Safeguarding refers to keeping a child safe both in a care setting, such as a school, and at home. Safeguarding is something which is taken extremely seriously in educational settings, and for good reason too. [The Office for National Statistics](#) showed that 4.5% of people aged 16 years and over experienced domestic abuse in the last year. The safety of children must take a priority above all else and if you work with children, it is your responsibility to ensure that you understand what your role is in terms of safeguarding and applying government guidance and legislation to your practice.

Safeguarding and promoting the welfare of children is everyone's responsibility. All children have a right to grow up safe from harm. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children and the law ensures children are protected from harm. All agencies have to work within the law. Whatever their religious or cultural groups, all children must receive the same care and safeguards in regard to abuse and neglect.

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

The definition of safeguarding, as outlined in [Working together to safeguard children](#) is:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Essentially, safeguarding is how we ensure the safety of the children in our care. It is the responsibility of every professional that comes into contact with a child, not simply those who work in education.

Knowing the key legislation and policy ensures that we are able to do all we can to protect the children in our care. There are many different policies and legislation regarding safeguarding children as it is such a fundamental aspect of education and childcare. The key pieces of legislation that those working in educational settings might be aware of are:

- [The Children Act](#)
- [Keeping children safe in education](#)
- [Working together to safeguard children](#)
- [The Education Act](#)
- [United Nations Convention on the Rights of the Child](#)
- [Equality Act 2010: advice for schools](#)
- [Children and Families Act](#)
- [Human Rights Act](#)
- [Working together to improve school attendance](#)

These key pieces of legislation and guidance apply to all schools including academies, independent and free schools.

Educational settings can safeguard children by:

- Creating an environment where children know what to do if something doesn't feel right, including knowing about safe and unsafe touch, keeping secrets, sharing information, and most importantly creating a culture where children know who to go to when something doesn't seem ok and will feel confident that they will be listened to
- Having an understanding that sharing information no matter how small allows for an effective safeguarding approach as the Designated Safeguarding Lead/Senior staff are able to look at the whole child with a holistic approach and connect pieces of information helping them decide on threshold of needs and intervention or concerns
- Understanding what is meant by definitions of abuse
- Appreciating our roles 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)
- Having a Safeguarding and Child Protection Policy that reflects the key safeguarding themes of [Keeping children safe in education](#) and explains how to recognise the signs and symptoms of abuse, and clearly explains what staff should do if they have concerns
- Having procedures for dealing with allegations of abuse and understanding how to implement them
- Having procedures in place for the safe recruitment of staff
- Ensuring staff who work with children in educational settings receive safeguarding training in line with the requirements set out in [Keeping children safe in education](#)
- Having procedures for managing safeguarding concerns or allegations made about staff, including supply teachers, volunteers, and contractors
- Having agreements about working with other organisations
- Appreciating how to respond to concerns about the welfare and safeguarding of children
- Appreciating that children, in certain circumstances including those with special educational needs and disabilities (SEND) may need attention and are more vulnerable than those without SEND.

Child protection issues and responsibilities sometimes result in people feeling anxious about doing the right thing. This booklet offers procedures and guidance to refer to and 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.

Who is this Booklet of to use it?

People in faith groups or organisations who look after children all benefit from having clear guidance and procedures. However, principles such as respect and a commitment to safeguarding and protecting our children are paramount. This booklet is of use to all people within our Jewish community which includes parents/carers, education staff and the Governors of schools.

Safeguarding children is similar to community involvement or being a good neighbour. Children are more likely to be abused by someone they know and trust in the community. 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 is 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.

Managing Childrens Behaviour

The NSPCC's [Positive parenting](#) advice is a useful guide which shares practical advice and tips for positive parenting techniques that work well for children. These techniques encourage positive behaviour and help parent/carers find out what works for them and their child. The guide is also a valuable resource for professionals in schools offering parenting advice to new parents and those caring for young children or teenagers.

All Education settings must have a Behaviour Policy that is publicly available on their website. This policy should contain the Department for Educations statutory requirements [Behaviour in schools guidance](#) which outlines how educational settings should respond to behaviour. [Keeping children safe in education](#) is clear that all staff in educational settings have a responsibility to provide a safe environment in which children can learn. The behaviour policy should be designed to bear this in mind. A safeguarding first approach to behaviour is essential to look at the underlying causes of the behaviour to ensure the root cause is being addressed and the child gets the help and support they need especially, vulnerable children, children with special educational needs and disabilities and children with mental health concerns. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.

Chastisement and punishment

The United Nations Convention on the Rights of the Child states that children should be protected from physical and mental violence, including physical punishment. In England, parents have the right to make choices about reasonable punishments, but there is a fine line between "reasonable chastisement" and assault (which is a criminal offence).

Article 19 of the United Nations Convention on the Rights of the Child states that Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. It is illegal for teachers, nursery workers and childcare workers to smack another person's child.

In Salford, our Safeguarding Childrens Partnership takes a zero-tolerance approach to physical chastisement. This is because gives a bad example of how to handle strong emotions, may lead children to hit or bully others, may encourage children to lie or hide feelings to avoid physical punishment, can make defiant behaviour worse so discipline gets even harder, leads to a resentful and angry child, and damages family relationships if it continues for a long time.

Instead of using physical chastisement parent/carers should,

- Give love and warmth as much as possible
- Look at the underlying causes for the behaviour and address this
- Have clear simple rules and limits
- Be a good role model
- Praise good behaviour so it will increase
- Ignore behaviour you don't want repeated
- Criticise behaviours, not the child
- Reward good behaviour with positive attention
- Distract young children or use humour
- Allow children some control, joint decisions, choices
- If a punishment is necessary, the removal of privileges, time out are better.

Useful tips for managing children's behaviour in educational settings

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 gain 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 use of voice levels in the classroom to ensure the children are clear of the expected noise level. Praise children who are being quiet especially those in the proximity of children who are still making noise to encourage a positive classroom environment

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.

Use visual timetables for younger classes and those that struggle, use individual task plans for those that need extra support.

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. Whilst circulating give feedback to the children so that they know you are noticing and caring. This will also help you know where the children are up to and if they are following the lesson. If not, you can either re-explain or change your approach to teaching this topic as children who don't understand the material being taught are more likely to misbehave.

Modelling

'Values are caught, not taught'. Adults who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for young people through their example. It is important to use quiet voices in your classroom/workplace while you move through the room helping the children.

Be consistent

Routines are important so children know what to expect. It is worth spending time at the beginning of the year embedding routines, so children feel secure.

Criticize the behavior, NOT the child

Do not use sarcasm, children do not understand it and if they do it has a detrimental effect.

Be fair

Children will usually follow the school behaviour system if they can see that it is fairly applied.

Praise good behavior

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

Give children/ pupils the chance to make amends

Restorative justice is a good way to give children the language they need to speak about what has bothered them and what would help to make it up. It also helps children speak up when they have been abused as they are familiar with speaking up and being listened to.

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.

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.

[Guidance for safer working practice for those working with children and young people in education settings](#) provides simple but detailed and practical advice to schools, colleges and safeguarding partners including a section on behaviour management.

Let's talk about child abuse - its difficult subject but we must know what it is and how to protect our children

[Working together to safeguard children](#) defines abuse as: "A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children".

Typically abuse can be either one of, or a combination of these four categories:

- **Physical** - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child
- **Sexual** - This involves forcing or persuading a child to take part in sexual activities. This could be directly – by touching a child – or indirectly, for example, making a child watch sexual activities or act in a sexualised way. It includes grooming a child in preparation for abuse. Child sexual exploitation is a form of sexual abuse. Sexual abuse can take place online, and technology can be

used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all school staff should be aware of it

- **Emotional** – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone
- **Neglect** - the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Some common signs common signs of child abuse are:

- Unexplained changes in behaviour or personality.
- Becoming withdrawn.
- Seeming anxious.
- Becoming uncharacteristically aggressive.
- Lacks social skills and has few friends, if any.
- Poor bond or relationship with a parent.
- Knowledge of adult issues inappropriate for their age.
- Running away or going missing.
- Always choosing to wear clothes which cover their body.

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. For more information about abuse, you can visit the [NSPCC](#) website.

Each form of abuse can have a significant impact on a child. Just try to imagine:

- living in fear of being hurt by someone who should be looking after you, imagine the confusion and breach of trust and not understanding where you stand (physical abuse)
- being forced or threatened into a sexual act against your will (sexual abuse)
- being repeatedly told that “you’re useless and I wish you’d never been born” (emotional abuse)
- being hungry and having no one to turn to (neglect).
- Bullying is also abusive and can include both physical and emotional abuse.

Children living in difficult situations, such as growing up with domestic abuse, or in households where parents misuse alcohol or other substances or have mental health problems, are particularly vulnerable to abuse.

What is Domestic Abuse?

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing as well as their behaviour. And this can last into adulthood.

This [short animation](#) shows the traumatic events that affect children while growing up, such as suffering child maltreatment or living in a household affected by domestic violence, substance misuse or mental illness and how this impacts on them throughout their lives.

The [Domestic Abuse Act 2021](#) legally recognises children as victims if they see, hear, or otherwise experience the effects of domestic abuse.

It's important to remember domestic abuse:

- can happen inside and outside the home
- is about violence, coercion, and control
- can happen over the phone, by stalking, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.

Domestic abuse can be emotional, physical, sexual, financial, or psychological, such as:

- kicking, hitting, punching, or cutting
- rape (including in a relationship)
- controlling someone's finances by withholding money or stopping someone earning
- controlling behaviour, like telling someone where they can go and what they can wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill someone or harm them
- threatening to another family member or pet

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 Salford Childrens Social Care (The Bridge) Tel 0161 603 4500.

Whatever the reason, if a child is at risk, Salford Safeguarding Partnership (SSCP) believes everything possible should be done to help to stop a child being abused and harmed and, prevent it from happening again.

The role of agencies in safeguarding and protecting children from harm

The main agencies that are involved in investigating and dealing with child protection are Children's Social Care, 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.

Salford 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 Bridge (0161 603 4500).

Health service

All health professionals in the NHS and the private sector 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. Salford's 0-19 Health Service is available to all children in Salford.

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.

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. Salford Children's Social Care (The Bridge) contact number is **0161 603 4500**. The out of hours Emergency Duty Team number is **0161 794 8888**.

If the child is at immediate risk of harm/in danger call the Police – 999

It's natural for people in the community to worry about how others might react to you reporting a concern. To help with this, you could talk it over with a trusted or close friend, You can also talk to the NSPCC helpline on **0800 800 500** without giving your name. This means that you can help a child while not having to worry about someone knowing it was you who reported the concern. Members of the community are also able to report concerns about a child's safety to Salford Children's Social Care, (the Bridge) without giving your name.

If there is an allegation or suspicion of abuse within a synagogue, shul, yeshiva, school, centre, youth camp or other organisation, you should report it immediately to the person responsible for safeguarding children in that organisation. That person should then contact Salford Children's Services immediately who will investigate.

You might be used to going to your rabbi to seek advice or guidance. However, to help the child and make sure the abuser is dealt with appropriately, child abuse must still be referred to the agencies listed above or the NSPCC that have the legal authority to protect children from harm. If there are circumstances that mean you feel unable to report the abuse, it's important that you still seek professional advice. If the suspected abuser is a member of the community, you may feel uneasy about reporting them. However, please remember that abusing a child is against the law. The impact on the child cannot be underestimated, children have the right to be safe. Religious belief, laws or traditions cannot excuse it. *If you don't report incidents of abuse or suspected incidents, that person could go on to abuse the child again and, may abuse other children.*

What to do if you have an allegation or concern about 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
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable 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/supply staff or a volunteer who is involved in working with children. Further information including how to refer to the LADO, can be found here [Managing allegations against adults who work with children | Salford Safeguarding Children Partnership](#)

For educational settings, Part Four of [Keeping children safe in education](#) sets out what schools must do when they have safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors. Further guidance can be found here, [Managing Allegations of Abuse Made Against Adults Who...](#)

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 prevent this and/or manage these situations.

Part three of [Keeping children safe in education](#) provides schools and colleges with the legal requirements of what they must do, what they should do and what is considered best practice. Part three has four sections:

- i. Recruitment and selection process
- ii. Pre-appointment vetting checks, regulated activity and recording information
- iii. Other checks that may be necessary for staff, volunteers, and others, including the responsibilities on schools and colleges for children in other settings
- iv. How to ensure the ongoing safeguarding of children and the legal reporting duties on employers

Helping our children to protect themselves

Many Jewish children are taught acceptable ways to dress and behave. Parents can also teach their children how to protect themselves from being sexually abused. Teach your child how to speak up and understand how to recognise when things don't feel ok. You can find out more about talking to your child about abuse on the NSPCC website here [The Underwear Rule | NSPCC](#) or by contacting their helpline on **0800 800 5000**

It's important to encourage children to tell their parents or another adult they trust such as a teacher if they or someone they know has been abused. Help your child to identify a trusted adult at school who they can report worries and concerns to. Create an environment where your children are listened to. Build that relationship with your child where they share their life and feel that when things are difficult, the adults around them will listen and support and, believe them. Without this relationship you are not creating a culture for the children to talk to you, and they are less likely to speak out in the event they are unfortunately abused. You need to make sure you have invested in your child so that when they need you, there is a pre-existing relationship which they feel secure.

Tell your children about Childline on **0800 1111** or at [Childline.org.uk](https://www.childline.org.uk) if they want to talk things over with someone.

Training for educational establishments

Training should not be a formality, it should be embedded within the school culture, children need to feel safe in school.

[Keeping children safe in education](#) states **all** staff working in schools and colleges should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Designated Safeguarding Leads (DSLs) and their Deputies who work in educational settings must undergo training to provide them with the knowledge and skills required to carry out the role. The DSL (and any deputies) should also undertake Prevent awareness training. Prevent is a safeguarding duty and is part of the Counter-Terrorism and Security Act (2015). It means that all schools and childcare providers have a duty to help prevent children and young people from being drawn into radicalisation or supporting terrorism.

Training should provide DSLs and their Deputies with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care. Training will support DSLs in how to listen to the child, so they feel heard. The training should be updated at least every two years. The training should support the DSL and their Deputies in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.

[This document](#) provides the Salford Safeguarding Partnerships advice regarding training requirements for prescribed Whole School and Designated Safeguarding Lead Safeguarding (and their Deputies) and Child Protection Training requirements.

School Governors/Proprietors

School governors/proprietors play a key role in the development of schools and make a significant contribution to the running of the school. It is a voluntary position but one that will give a great deal of satisfaction and being a governor is an opportunity to make a real contribution to young people and the community. Effective leadership and management are considered by Ofsted as a key component of a well-run school.

In Paragraph 79 of [Keeping children safe in education](#) governing bodies should ensure that **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Resources and Jewish support services

[The Fed](#) provides a professional social work assessment and support to Jewish children and families in need living in Greater Manchester. 0161 772 4800. Or contact Rabbi B Simmonds - for signposting for support & advice 07549 658079 (text first prior to calling)

The Jewish Helpline (Miyad) provides a lifeline to those who are feeling lonely, anxious, depressed, or suicidal. Open from 12 noon to 12 midnight every day except Shabbat and Yom Tovim. **0800 652 9249**

Jewish Women's Aid provides a confidential, non-judgmental service for Jewish women and their children who have experienced domestic abuse. Services include client advocacy and support, Freephone helpline, refuge, counselling, and specialist children's workers. **0808 801 0500**

Eema Care provides support for single mothers - advice, befriending and advocacy. **0161 710 3310**
Email info@eemacare.uk Website [Supporting Single Mothers And Their Children | Eema Care](#)

Hershel Weiss Centre provides advice, support for parents, SEND support, financial advice, and support. **0161 778 0070** or michelle.ciffer@salford.gov.uk

Migdal Emunah provides a support service for Jewish victims of sexual abuse and their families. They work across all denominations of the Jewish Community and offer services to meet the needs of clients including access to advice, advocacy, and support. [Migdal Emunah - Independent sexual abuse advice & education - Migdal Emunah](#) Telephone: **07899 814 137**

Norwood is the UK's largest Jewish charity supporting vulnerable children and their families, children with special educational needs and people with learning disabilities. Telephone: **020 8809 8809** or visit [Norwood | The Leading Charity Supporting People With Learning Disabilities](#)

[Keshet UK](#) is an education and training charity with a mission to ensure that Jewish LGBT+ people and their families are included throughout Jewish life in the UK. Jewish LGBT+ people exist in all walks of life. KeshetUK aspires to work with all UK Jewish communities, including Liberal, Masorti, Orthodox and Reform, cross-communal and non-denominational organisations.

All Salford children are entitled to health support from the 0-19 Health Service, so that's Health Visitors or School Nurses. Please call **0161 206 6081**

Salford Safeguarding Childrens Partnership - Information for parents and carers

[Parents and carers | Salford Safeguarding Children Partnership](#)

[Advice and Support | Salford Safeguarding Children Partnership](#)

[Salford Information Advice and Support Services \(SIASS\) • Salford City Council](#) offer information, advice and support to children, young people and parents about special educational needs and disability. This includes matters relating to health and social care. We have a role in ensuring your views are heard, understood, and respected.

[Information for parents, students and teachers • Salford City Council](#) These pages provide information and advice for parents, students and teachers

Information for educational establishments

For the latest SSCP courses, seminars and e-learning courses please visit:

<https://safeguardingchildren.salford.gov.uk/professionals/multi-agency-training/>

For more information on Salford Safeguarding Childrens Partnership, latest news, policies, and procedures please visit: <https://safeguardingchildren.salford.gov.uk/professionals/>

For information regarding Salford's Safeguarding whole school safeguarding training, please contact elaine.boulger@salford.gov.uk

The Salford Safeguarding in Schools Lead provides support to all Salford schools Designated Safeguarding Leads around policies/procedures/compliance/referrals. Your contact is amanda.jtaylor@salford.gov.uk

For Early Help information/advice and guidance go to Salford [early-help-for-families](#)

Every School in Salford has an allocated Early Help School Coordinator who can support you in terms of emerging need and how to make a referral for an Early Help intervention.

The [Support and Safeguarding](#) guidance has been produced to ensure the right support, from the right people is available at the right time for children and their families when needed and explains how to get different types of support. This guidance places emphasis on support available for families and safeguarding processes. It reflects the Salford's Safeguarding Partnerships vision of children being supported to grow up safe, well and thriving in Salford, by providing a framework for professionals who are working with children, young people, and families; it aims to help you identify when a child may need additional support to achieve their full potential.

For information about what provisions are available for children and young people who have special educational needs and disabilities visit [Local Offer: For children and young people with SEN or disabilities • Salford City Council](#)

Salford Youth Service

Salford Youth Service supports young people aged 10-25 in their transition to adulthood. The Youth Service is there to support and offer early help to young people and provide information about the range of youth services and organisations available. If a young person needs additional support from a youth

worker to keep them safe or encourage them in school, make a referral to the Youth Service via the Bridge in the [Child needing support section](#)
<https://childrensportalehm.salford.gov.uk/web/portal/pages/home>

The Youth Service is delivering dedicated single gender Youth Work courses for Orthodox Jewish workers to train to use youth work skills and become qualified youth workers.

For more information about training or the youth service support for young people please contact youth.services@salford.gov.uk or see <https://www.salford.gov.uk/children-and-families/youth-zone/youth-service/>

