

Safeguarding Policy: Children and Young People

Adopted by Council: 7th January 2026

This policy will be effective from: January 2026

It will be in force until such time as a new policy is agreed.

BPS will review this policy for its effectiveness every five years (maximum).

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INTRODUCTION

Birmingham Progressive Synagogue Council acknowledges the importance of the nurture and care of all persons who may be considered vulnerable, in particular children and young people under the age of 18. We are concerned with the well-being of each individual and seek to safeguard all members of the BPS community.

We recognise our responsibility to guard against the possibility of physical, sexual or emotional abuse of children and young people by persons who may be acting in the name of BPS. All children, whatever their age, culture, disability, gender, language, racial origin, and sexual identity, have the right to protection from abuse. All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.

Birmingham Progressive Synagogue Council is responsible for the safety of Cheder staff and volunteers to ensure they have the training and understanding to enable them to fulfil their responsibilities and keep themselves safe. BPS has a responsibility to keep up to date with changes to the law and changes to conventions in the community around us and to make these changes known to all staff and volunteers (see *Appendix 1 - Government legislative requirements and guidance*).

This Policy provides general guidance to avoid the possibility of claims of abuse against Cheder teachers, parents*, adult assistants, and those working with visiting school groups. If Cheder teachers, parents, adult assistants, and those working with visiting school groups have any uncertainty over whether they are using good practice they should seek guidance from the nominated BPS Child Safeguarding Officer or their Deputy.

** In this document the term 'parents' refers to parents, guardians and carers.*

Safeguarding Leads

Overall Safeguarding Lead (OSL) - a designated Council member with overall responsibility for both child and adult safeguarding policies.

Designated Child Safeguarding Lead (DCSL), and their Deputy (DDCSL) in the DCSLs absence, is responsible for child protection issues and complaints. Should an issue arise, they are required to seek advice from the appropriate body and would be responsible for passing on any complaints to the relevant authority where appropriate. They would *not* instigate any in-house investigation themselves as this may jeopardise a police investigation.

The DCSL and their Deputy (DDCSL) are required to undertake training (see *Appendix 3 – Useful contacts*).

Synagogue Administrator – is responsible for arranging enhanced DBS checks for staff and volunteers, including volunteers working with schools visiting BPS.

1. WHAT CONSTITUTES ABUSE?

The term “abuse” refers to “a violation of an individual human and civil rights by any other person or persons” (see *Appendix 2: Definitions of Abuse and Neglect and Possible Indicators*).

Abuse may:

- consist of a single act or repeated acts;
- be physical, sexual, verbal, discriminatory or psychological, including bullying;
- be an act of neglect;
- an omission to act;
- occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he/she has not or cannot consent to;
- occur in any relationship;
- result in significant harm to, or exploitation of the person; or
- be perpetrated as the result of deliberate intent, ignorance or negligence.

2. GOOD PRACTICE – GENERAL GUIDELINES

- ▶ Avoid doing anything which is not totally open;
- ▶ Do not put yourself in a position where you find yourself alone with a child out of public view;
- ▶ Treat all children equally with respect and dignity, and avoid any favouritism;
- ▶ Defuse situations before they escalate;
- ▶ Give enthusiastic and constructive feedback rather than negative criticism;
- ▶ Recognise the developmental needs and capacity of the children/young people;
- ▶ Avoid being overly tactile;
- ▶ Avoid helping children with clothing, try to get the children to do it themselves – if you have to assist a child with clothing, make sure you do so openly and in sight of other staff or adults;
- ▶ Avoid language that is:
 - discriminatory, racist or sexist
 - derogatory, belittling or negative, for example, by calling a child a ‘loser’ or telling them they are ‘too fat’
 - intended to threaten or frighten
 - profane or sexual
 - commonly regarded as swearing
- ▶ Do not make any sexually suggestive comment to any child;
- ▶ Do not engage in rough physical or provocative games or horseplay with any child;
- ▶ Do not use physical punishment;
- ▶ Never leave a child or a group of children unsupervised;
- ▶ Be mindful that bullying and abuse can have a negative impact on behaviour;
- ▶ Keep up to date with training.

3. IDENTIFICATION AND RESPONSE TO CONCERNS ABOUT ABUSE

BPS recognises and understands the definitions of abuse set out in 'Working Together to Safeguard Children (2010)' (see Appendix 2) -

- BPS will report and respond to instances, allegations or disclosures of abuse in order to protect young people according to the procedures outlined below.
- BPS ensures that they will make all staff and volunteers aware of the procedures for responding to the disclosure of abuse or reporting concerns.
- It is the duty of all staff and volunteers to be alert to physical, sexual or emotional abuse or neglect of any young person /and or adult with whom they are in contact.

Procedures for staff and volunteers:

If a child makes a disclosure or you have concerns

What to do

- ▶ react calmly so as not to frighten the child;
- ▶ take it seriously;
- ▶ listen very carefully;
- ▶ reassure the child they are not to blame and that they are right to tell;
- ▶ keep questions to the absolute minimum to ensure a clear and accurate understanding of what has been said;
- ▶ explain what will happen next;
- ▶ record the conversation in the child's own words and note the time after you have spoken with them, but do not record whilst engaged in positive active listening;
- ▶ sign and date the record you make, ensuring it has the child's full name on it, then place it in an envelope and pass it directly to the CSO (emails must NOT be used).
- ▶ A small lockable filing cabinet will provide a safe place to keep written records.

Should a child from a visiting group make a disclosure, this should be reported to the adult in charge of the group.

What *not* to do

- ▶ *do not* ask leading questions;
- ▶ *do not* assure confidentiality which might not be feasible in the light of subsequent developments;
- ▶ *do not* make promises you cannot keep;
- ▶ *do not* jump to conclusions;
- ▶ *do not* speculate or accuse anybody;
- ▶ *do not use emails to pass on any confidential information (data protection).*

Concerns that a young person *may* be at risk of abuse

It is not the responsibility of the workers in Cheder to decide whether abuse has taken place or not. The staff member or volunteer must discreetly record any relevant information

received as accurately as possible without delay. They must then immediately inform the DCSL, or the DDCSL if the former is not available.

It is the policy of BPS to pass any such matter to the relevant “authorised” agencies within the Jewish or Local structures.

If a staff member or volunteer has concerns regarding the behaviour of another staff member or volunteer

They must immediately inform the DCSL, or the DDCSL if the DCSL is not available. If they have concerns about the DCSL or DDCSL, or feel unable to discuss their concerns with them, they should contact the OSL

BPS is aware when reporting concerns that the concern may be part of a bigger picture of which the organisation may be unaware.

In the event of a disclosure, it is possible that a young person will not want to continue to discuss it if they are aware that the information will be passed on. This will be subject to the young persons decision. However, it remains the duty of the staff member, or volunteer, to report any disclosure. All such conversations should be discreetly recorded in as much detail as possible as soon as possible after the event.

The Protection Process:

Alert ⇒ Referral ⇒ Assessment ⇒ Strategy discussion ⇒ Investigation

⇒ Case conference: Child Protection/Adult Safeguarding

⇒ Core group: in-depth assessment ⇒ Detailed protection plan ⇒ Implantation of plan

⇒ Regular reviews ⇒ exit from the system: on-going support or no further action.

(‘Protecting the rights of children and adults at risk of abuse’, Faith Associates 2015, p.17,)

4. CONFIDENTIALITY

In order to work effectively with young people, medical and background information about the participant may have to be shared on a need to know basis with staff and volunteers. This information should be treated with discretion and sensitivity.

BPS will endeavour to uphold confidentiality for its young people. There will however, be occasions when confidentiality cannot be maintained. In order to safeguard the young person, staff and volunteers will never promise confidentiality.

Staff members and volunteers should be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will or could be shared and seek their agreement, unless it is unsafe or inappropriate to do so.

Any personal information gained through staff and child interactions will be treated in confidence except in any of the following circumstances:

- with the express permission of the young person;

- if the young person is imminently intent on causing injury to themselves or to others;
- where the young person is considered 'at risk' from injury or abuse by others;
- where the young person discloses abuse; or
- where not to refer information might further endanger that child or others.

This information should only be discussed on a need to know basis. Discretion is of the utmost importance.

All information will need to be shared with the child's parents unless this would further endanger them or others.

A disclosure conversation should not be initiated by a volunteer or staff member.

5. DATA PROTECTION

The staff and volunteers at BPS must not give out the home address, e-mail address or phone number of BPS members to any other person unless permission has been granted. It is the responsibility of all holders of contact information lists to keep the information confidential.

*See separate **BPS Data Protection Policy** for further information.*

6. STAFF RECRUITMENT AND TRAINING

6a. Staff Recruitment

Cheder staff are usually recruited from within the community. Many have been through Cheder themselves and progressed to working as Teaching Assistants and Teachers. Others may be students or other adults not known to the community, in which case references will be taken up. Teachers will have a sound knowledge of Judaism and its traditions and values, along with experience of running sessions or workshops within Jewish Youth Organisations. All teachers must have an enhanced DBS in order to work at Cheder.

6b. Training

The Head Teacher will ensure that all Cheder teachers/assistants and volunteers undergo an initial safeguarding training and awareness course. Thereafter all workers must take part in regular training to keep up to date.

A short refresher course on the Safeguarding Policy will be provided before the start of each Cheder year for all workers.

E-safety awareness training to be arranged by the Head Teacher annually in order to keep up to date with developments.

For sources of information for training, see *Appendix 3 – Useful contacts*.

Educare provides free online training through Liberal Judaism (LJ) - <http://www.educare.co.uk>

7. CARE OF CHILDREN (Cheder)

BPS provides a “duty of care” to all its young people, staff members and volunteers during cheder.

7a. In Loco Parentis

- BPS takes responsibility for caring for children for the time they are in Cheder, and Cheder events, with constant supervision and strict regulations against leaving the premises during the activities.
- Staff members and volunteers at a residential are expected to exercise the same degree of care (of their charges) as would a reasonable, prudent and careful parent.

7b. Positive guidance [Discipline]

We strive to ensure that children participating in our activities are aware of the acceptable limits of their behaviour so that we can provide a positive experience for all participants.

There are times when staff members and volunteers may be required to use appropriate techniques and behaviour management strategies to ensure:

- an effective and positive environment; and
- the safety and/or wellbeing of children or leaders participating in our activities.

We require our teaching team to use strategies that are fair, respectful and appropriate to the developmental stage of the children or young people involved.

Any concerns about children’s behaviour will be discussed with parents.

Under no circumstances are teachers or volunteers to take disciplinary action involving physical punishment or any form of treatment that could reasonably be considered as degrading, cruel, frightening or humiliating.

7c. Adhering to role boundaries

Staff members and volunteers must avoid acting outside the confines of their role as specified in their position description while running Cheder activities.

Where an older sibling becomes a teacher/volunteer, it is advisable of them not to teach their younger sibling whenever possible.

Cheder teachers and volunteers **must not** -

- ▶ provide unauthorised transportation to children;
- ▶ communicate with a child, whether by telephone, text message, email or over the Internet, in an improper manner; or
- ▶ organise or agree to any contact with children outside of authorised teaching hours.

7d. Children being prepared for Bar/Bat Mitzvah

Children in 1:1 situations in the Synagogue:

- ▶ extra care must be taken to ensure that the good practice guidelines are followed.

Children in 1:1 situations in their, or their tutor's, home:

- ▶ teaching sessions must be held when the parent is present in the building.

7e. Children with disabilities and SEN

Parents must notify the Head Teacher if their child has a disability or Special Educational Needs (SEN) so appropriate measures can be taken. This is to be made clear to parents when they enrol their children.

8. ELECTRONIC COMMUNICATION and E-SAFETY

8a. Use of official emails and mobile phones

- All email contact with participants and/or parents must be done using the BPS Cheder email facility.
- All contact should be via the Head Teacher or their designated administrator or BPS office.
- Where in exceptional circumstances staff or volunteers other than the Head Teacher contact parents or participants the Head Teacher and Rabbi should be informed.
- All staff and volunteers should be aware even if the communication is for a legitimate BPS - related purpose, they:
 - must not communicate anything that a reasonable observer could view as being of a sexual or abusive nature or otherwise inappropriate;
 - are forbidden from using such communication to promote unauthorised 'social' activity or to arrange unauthorised contact; and
 - are forbidden from requesting the participant to keep a communication a secret from their parents.

In order to avoid any doubt about the appropriateness of communication, staff and volunteers may choose to copy email and text messages sent to a child or young person to their parent.

In all communications, staff and volunteers should consider how a reasonable observer might view their actions. If they feel they might be seen as inappropriate or in a negative light, the staff member or volunteer should reconsider their course of action.

8b. Photographs of children and young people

No photographs may be taken other than on approved cameras or phones.

Staff and volunteers are forbidden from using personal cameras or phones for taking photos.

Under these guidelines participants are to be photographed by a staff member or volunteer while involved in our activities only if:

- the context is directly related to participation in our activities;
- the child is appropriately dressed; and

- the image is taken in the presence of other leaders.

Images are not to be distributed in any form or by any means, electronic or otherwise to anyone outside BPS other than the child photographed or their parent, without the parent and Head Teacher /Rabbi permission.

No staff member or volunteer may publish any images of participants on electronic or paper media other than under the BPS auspices and with permission of the parents.

Images (digital or hard copy) are to be stored in a manner that prevents unauthorised access by others.

Images are not to be exhibited on a BPS website without parental knowledge and approval. Specific approval for photographs should be determined on registration at Cheder.

8c. E-safety: internet and related information technology

Internet safety covers the use of desktop computers, laptops, tablets and mobile phones to text, email, browse, and access social media. Cheder staff need to be aware of potential issues e.g. cyber-bullying, age-appropriate content, and grooming.

Cheder staff are not to use the Shul WIFI unless for specific access to the internet to enhance lessons. Websites/links to be checked and authorised by the Head Teacher beforehand.

Cheder staff to receive e-safety awareness training – see 6b. Parents should be encouraged to attend such training sessions.

9. PHYSICAL CONTACT WITH CHILDREN AND YOUNG PEOPLE

Any physical contact with children and young people must be appropriate to the delivery of our activities, e.g. helping children and based on the needs of the child or young person (such as to assist or comfort a distressed young person) rather than on the needs of the teacher or volunteer.

- ▶ Under no circumstances should any staff member or volunteer have contact with children or young people participating in our activities that involves touching of genitals, buttocks, the breast area, other than as part of delivering medical or allied health services,
- ▶ Under no circumstances should a staff member or volunteer have contact with children or young people,
 - that would appear to a reasonable observer to have a sexual connotation,
 - that is intended to cause pain or distress to the child or young person – for example, corporal punishment,
 - that is overly physical – as is, for example, wrestling, horseplay, tickling or other roughhousing,
 - that is unnecessary – as is, for example, assisting with toileting when a child does not require assistance, or
 - that is initiated against the wishes of the child or young person, except if such contact may be necessary to prevent injury to the child/young person or to others, in which case:
 - physical restraint should be a last resort;

- the level of force used must be appropriate to the specific circumstances, and aimed solely at restraining the child or young person to prevent them causing harm to themselves or others; and
- the incident must be reported to the Head Teacher and/or Rabbi as soon as possible.

Staff members and volunteers are required to report to the Head Teacher any physical contact initiated by a child or young person that is sexual and/or inappropriate, for example, acts of physical or sexual aggression, as soon as possible, to enable the situation to be managed in the interests of the safety of the child or young person, staff members, volunteers and any other participants.

BPS recognises and understands there will be times where staff members and volunteers will have physical contact with participants in a supportive and appropriate manner, e.g., guiding out of a room or comforting a distressed or ill child.

10. CAMPS, SLEEPOVERS AND SLEEPING ARRANGEMENTS

Overnight activities are to occur only with the authorisation of the Head Teacher and/or Rabbi and with the consent of the parents of the children or young people involved.

Standards of conduct that must be observed by staff and volunteers during residential activities include:

- ▶ providing children and young people with privacy when bathing and dressing;
- ▶ observing appropriate dress standards when children and young people are present such as
 - no exposure to adult nudity
 - no inappropriate slogans
- ▶ staff and volunteers when leading water activities should ensure that they are appropriately covered (they should wear a t-shirt over their swimming costume);
- ▶ not allowing children or young people to be exposed to pornographic material, for example, through movies, television, the Internet or magazines. Leaders must not expose or let children be exposed to any sexually explicit material, or material of a classification beyond the child's developmental age;
- ▶ not leaving children under the supervision or protection of unauthorised persons such as local un-checked staff;
- ▶ not involving sleeping arrangements that may compromise the safety of children and young people such as unsupervised sleeping arrangements, or an adult sleeping in the same bed as a child or young person;
- ▶ the right of children to contact their parents, or others, if they feel unsafe, uncomfortable or distressed during their stay;
- ▶ parents can expect that their children can, if they wish, contact them.

Only staff members or volunteers of the same sex will be allowed in the young people's rooms. If in the very exceptional circumstance where it may be necessary to a staff member (e.g a medic) of the opposite sex to enter a room, they will be accompanied by a staff member of the same sex as the young people in the room.

10a. Changing-room arrangements

If staff and volunteers are required to supervise children and young people while they change clothes, they must do so while balancing that requirement with a child or young person's right to privacy.

In addition:

- ▶ leaders should never be in one-to-one situations with a child or young person in a changing room area;
- ▶ leaders are not permitted to use the public changing room area to, for example, undress, while children and young people are present;
- ▶ leaders must ensure adequate supervision in public changing rooms when they are used;
- ▶ leaders must provide the level of supervision required for preventing abuse by members of the public/other participants or general misbehaviour, while respecting a child's privacy;
- ▶ female leaders are not to enter male change rooms and male leaders are not to enter female change rooms;
- ▶ male participants and female participants must always change separately.

10b. Sleeping in a non-residential building

- ▶ When a residential BPS activity is held in a non-residential building, e.g. sleeping on the floor of a synagogue hall, teachers and volunteers must ensure that the proprietor of the building is aware of the existence and nature of the activity.

11. TRANSPORTING CHILDREN

Children are to be transported only with prior authorisation from the Head Teacher and/or Rabbi and consent from the child's parent.

If a trip in a private car is to be taken, young people must wear a seat belt and sit in the back of the car (space permitting).

12. HEALTH AND SAFETY

The Head Teacher holds the responsibility for ensuring the provision of healthy and safe working conditions for teachers, volunteers and young people, and will ensure all staff and volunteers are suitably briefed.

Responsibility includes:

- ensuring the necessary risk assessments have occurred for every event;
- recording and reporting all accidents and incidents.

*See separate **BPS Health & Safety Policy** for further information.*

12a. Fire Safety and Security - *See separate **BPS Health & Safety Policy** and **Security Policy***

12b. First Aid

Cheder First Aiders –

First Aid to be administered by a trained First Aider only (where possible)

First Aid boxes are located in the Cheder Office, the kitchen on the ground floor, and the Youth Room in the basement.

All incidents requiring First Aid are to be recorded in the Cheder Accident book, that is kept with the First Aid Kit. All incidents are to be dated, and signed along with a brief description of what happened.

12c. Medical responsibility

It is the responsibility of a child's parents to inform the Head Teacher of any condition, physical or emotional, which may affect their child and any medication they may bring into the Synagogue.

Parents are required keep the Head teacher informed about any new, or changes to, health issues related to their children so that records can be kept up to date.

12d. Taking participants to hospital or an external doctor

In the event of a child being seen by an external Doctor, or taken to a hospital, BPS will contact the relevant parent. All efforts will be made to contact the relevant people prior to any treatment being administered; however, we recognise in emergencies this may not be possible.

12e. Mental health

Parents must inform the Cheder if their child has any mental health care needs. Any such information will be kept confidential as far as possible. The child's needs are to be met discreetly within the classroom as far as is practicable.

Cheder staff will keep up to date with mental health needs as part of safeguarding training.

Cheder staff will endeavour to keep a positive learning environment in their classrooms.

13. CRIMINAL RECORD CHECKS

Cheder staff and volunteers are required to have an enhanced check against the **Disclosure And Barring Service (DBS)** to ensure they are reliable and trustworthy*. DBS checks through Liberal Judaism will be accepted at the Rabbi's discretion.

Volunteers working with visiting school groups must also have an enhanced check against the DBS to ensure they are reliable and trustworthy.

** It is a requirement of law that staff working with children regularly are to be DBS cleared.*

14. NON - BPS GROUPS

This Policy primarily concerns the Cheder. It is recognised that BPS must consider its responsibilities to other children and young people who visit our synagogue, e.g. groups visiting from other synagogues, and school groups.

14a. Groups visiting from other synagogues – the leader is responsible for the safeguarding and discipline of the children and young people in their charge.

14b. School groups – the visiting school staff have responsibility for the safeguarding and discipline of the children and young people in their charge. However, BPS teaching volunteers should:

- be aware of the general guidelines of good practice; and
- have an enhanced DBS check to ensure they are reliable and trustworthy.
- have a copy of the Safeguarding Children Policy.

15. EXPLOITATION BY EXTREMISTS

Cheder staff and volunteers should be aware that individuals can be exploited by extremists to support terrorism and violent extremism which, in some cases, may lead to participation in terrorist groups and activities, and includes some animal rights organisations and activists.

Extremist exploitation can come from a number of sources including family members and friends, contact with members, groups and organisations. The internet and social media are a particular source of this.

Risk factors may include:

- Identity crisis
- Personal crisis
- Personal circumstances, e.g. migration, community tensions, grievances
- Unmet aspirations
- Criminality
- Contact with extremist recruiters
- Articulating support for violent extremist causes or leaders
- Accessing violent extremist websites or through social media
- Viewing, or possession of, violent extremist literature
- Justifying the use of violence to solve societal problems
- Significant changes to appearance and/or behaviour

Any concerns should be reported to the DCSL.

16. RISK MANAGEMENT

We cannot vet new members but they have a duty to inform Synagogue if they are on a register.

All members should maintain a level of vigilance for any potential problems regarding inappropriate behaviours. Any concerns should be reported to a Council member, the Rabbi, or the Head of Cheder.

In the event that a BPS member convicted of a child sex offence wishes to attend services and events, the offender will not be allowed to participate in any event where children or young people may be present in the building.

- The Executive will liaise with the offender, the probation officer, with MAPPP* (if appropriate), and with the local child protection officers as necessary. Any information concerning that person will only be shared on a 'need to know' basis. However, where children's safety may be compromised, confidentiality has to take second place to protecting children.
- The Executive will draw up a contract between BPS and the offender, which will be signed and enforced rigidly. It will include: never working with children; never being alone with children; sitting apart from children; staying away from areas of the building where children meet; declining hospitality where there are children; attending designated events only; and a list of people within BPS who would need to be informed (this list is likely to be extensive). If the contract is broken, they would be banned and the probation officer and the child protection officers informed.
- The Executive will make the final decision.
- *Multi-Agency Public Protection Panel*

Appendix 1

Government Legislative Requirements and Guidance

Children's Act 1989 is the primary legislation for Safeguarding and Child Protection.

Care Act 2014 (*became law in 2015*) is the primary legislation for Adult Protection.

This Act made it a legal requirement for:

- local councils to safeguard children and adults; and
- the inclusion of those vulnerable to exploitation, e.g. modern-day slavery, prostitution, grooming by extremists or false marriage in Safeguarding.

Counter-Terrorism Act 2015 includes two measures to safeguard vulnerable people from being drawn into terrorism:

- Prevent (<https://www.itai.info/what-is-prevent/>)
- Channel (<https://www.gov.uk/government/publications/channel-guidance>)

Every Child Matters 2003

Five principles for child welfare:

- *Being healthy: enjoying good physical and mental health and living a healthy lifestyle.*
- *Staying safe: being protected from harm and neglect and growing up able to look after themselves.*
- *Enjoying and achieving: getting the most out of life and developing broad skills for adulthood.*
- *Making a positive contribution: to the community and to society and not engaging in anti-social or offending behaviour*
- *Economic well-being: overcoming socio-economic disadvantages to achieve their full potential in life.*

Charity Commission: Safeguarding Children <https://learning.nspcc.org.uk/key-topics>

From '**Working Together to Safeguard Children**' - **A guide to inter-agency working to safeguard and promote the welfare of children** (*HM Government, 2013*)

This guidance covers the legislative requirements and expectations on individual services to safeguard and promote the welfare of children.

Faith Organisations

Paragraph 38

Churches, other places of worship and faith-based organisations provide a wide range of activities for children and have an important role in safeguarding children and supporting families. Like other organisations who work with children they need to have appropriate arrangements in place to safeguard and promote the welfare of children, as described in paragraph 4 of this chapter.

Paragraph 4

These organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;

In addition:

- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training;
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- all professionals should have regular reviews of their own practice to ensure they improve over time.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
 - 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; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- county level and unitary local authorities should have a Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
- any allegation should be reported immediately to a senior manager within the organisation. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

http://www.workingtogetheronline.co.uk/documents/Working_TogetherFINAL.pdf

Appendix 2

Definitions of Abuse and Neglect and Possible Indicators

From 'Working Together to Safeguard Children' (HM Government, 2010)

What is abuse and neglect?

32. Abuse and neglect are forms 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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

Physical abuse

33. Physical abuse 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.

Emotional abuse

34. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) [see separate BPS policy re. bullying], 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, though it may occur alone.

Sexual abuse

35. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

36. Neglect is 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 as a result 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 care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

The following information should help you to be more alert to the signs of possible abuse.

Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place some time later.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults
- inappropriate sexualized play
- depression

Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Bullying

Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are:

- physical: pushing, kicking, hitting, pinching and other forms of violence or threats
- verbal: name-calling, sarcasm, spreading rumours, persistent teasing
- emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating.

Persistent bullying can result in:

- depression
- low self-esteem
- shyness
- poor academic achievement
- isolation
- threatened or attempted suicide

Signs that a child may be being bullied can be:

- coming home with cuts and bruises
- torn clothes
- asking for stolen possessions to be replaced
- losing dinner money
- falling out with previously good friends
- being moody and bad tempered
- wanting to avoid leaving their home
- aggression with younger brothers and sisters

- doing less well at school
- sleep problems
- anxiety
- becoming quiet and withdrawn

Grooming and Radicalisation

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family.

However, these signs don't necessarily mean a child is being radicalised – it may be normal teenage behaviour or a sign that something else is wrong. If you notice any change in a child's behaviour and you're worried, you can call the NSPCC helpline on [0808 800 5000](tel:08088005000)

- **Talking about terrorism: tips for parents**

Children are exposed to news in many ways, and what they see can worry them. Our advice can help you have a conversation with your child:

- listen carefully to a child's fears and worries
- offer reassurance and comfort
- avoid complicated and worrying explanations that could be frightening and confusing
- help them find advice and support to [understand distressing events and feelings](#)
- children can always contact [Childline](#) free and confidentially on the phone and online.

- **Dealing with bullying and abuse**

It's also important to address bullying and abuse following terrorist attacks.

- **Some children may feel targeted because of their faith or appearance**
Look for signs of bullying, and make sure that they know they can talk with you about it. Often children might feel scared or embarrassed, so reassure them it's not their fault that this is happening, and that they can always talk to you or another adult they trust. Alert your child's school so that they can be aware of the issue.
- **Dealing with offensive comments about a child's faith or background**
If you think your child is making unkind or abusive comments, it's important to intervene. Calmly explain that comments like this are not acceptable. Your child should also understand that someone's beliefs do not make them a terrorist. You could ask them how they think the other child felt, or ask them how they felt when someone said something unkind to them. Explain what you will do next, such as telling your child's school.

These indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

Appendix 3

Useful contacts

Safeguarding agencies

BIRMINGHAM

Multi-Agency Safeguarding HUB (MASH): **0121 303 1888**

Out of hours EDT: **0121 675 4806**

Email: MASH@birmingham.gov.uk

<http://www.lscpbirmingham.org.uk/index.php>

COVENTRY

Coventry MASH: **024 7678 8555**

Out of hours EDT: **024 7683 2222**

Email: coventryLSCB@coventry.gov.uk

<http://www.coventry.gov.uk/safeguardingchildren>

DUDLEY

Dudley Safeguarding: **0300 555 0050**

Out of hours EDT: **0300 555 8574**

DSCB Multi Agency Referral Form

send it secure/encrypted to childrensMASH@Dudley.gcsx.gov.uk

[https://adultsocialcare.dudley.gov.uk/web/portal/pages/human?](https://adultsocialcare.dudley.gov.uk/web/portal/pages/human?r=%2Fweb%2Fportal%2Fpages%2Fprofessional%2Fsafeconcernpro#assess)

[r=%2Fweb%2Fportal%2Fpages%2Fprofessional%2Fsafeconcernpro#assess](https://adultsocialcare.dudley.gov.uk/web/portal/pages/human?r=%2Fweb%2Fportal%2Fpages%2Fprofessional%2Fsafeconcernpro#assess) SANDWELL

Sandwell MASH **0121 569 3100**

<https://www.sandwellcsp.org.uk/key-safeguarding-issues/report-a-concern/>
SOLIHULL

Solihull MASH Team: **0121 788 4333**

Out of hours EDT: **0121 605 6060**

<https://www.safeguardingsolihull.org.uk/lscp/>
WALSALL

Walsall MASH: **0300 555 2866**

Out of hours EDT: **0300 555 2922** or **0300 555 2836**

Email: mash@walsall.gcsx.gov.uk

<https://forms.walsall.gov.uk/Electronic-Multi-Agency-Referral-Form>
WARWICKSHIRE

Warwickshire MASH: **01926 414144**

Out of hours EDT: **01926 886922**

Multi Agency Referral Form (DOCX, 2.13 MB) Email to

mash@warwickshire.gcsx.gov.uk [https://](https://www.safeguardingwarwickshire.co.uk/report-it)

www.safeguardingwarwickshire.co.uk/report-it

WOLVERHAMPTON

Wolverhampton Safeguarding Children: **01902 551199**

Out of hours EDT: **01902 552999**

Wolverhampton Multi Agency Referral Form (MARF) <https://marf.wolverhampton.gov.uk/>
<https://www.wolverhamptonsafeguarding.org.uk/report-it>

WORCESTERSHIRE

Worcestershire County Council Safeguarding Children: **01905 822666**

Out of hours EDT: **01905 768020**

Guidance and Training

Educare (<http://www.educare.co.uk>) – free online training through Liberal Judaism

NSPCC (www.nspcc.org.uk) - information service; helpline

Safe Network (www.safenetwork.org.uk) – training and awareness, with a section on Jewish situations

Birmingham Safeguarding Children Board (www.lscbbirmingham.org.uk/) - free training; advice

Faith Associates (www.faiithassociates.co.uk) – a toolkit: 'Protecting the rights of children and adults at risk of abuse', a guide to Child protection and Adult Safeguarding for Faith Based Establishments