

## CHILD SAFEGUARDING POLICY

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## SECTION I: INTRODUCTION

New London Synagogue aims to provide a safe and welcoming environment for children and young people. The Synagogue setting, as well as any other location where such programming takes place, should feel physically and emotionally secure for the children in our care at all times.

This Policy is intended for practical use by staff, and associated personnel including security staff, volunteers and occasional or temporary staff. Its aims are to:

- a) Ensure a safe and comfortable working environment for all.
- b) Prevent situations in which either young people or staff members feel threatened.
- c) Define good practice to safeguard and protect young people in the Synagogue.
- d) Outline a procedure for dealing with situations where staff and volunteers might encounter alleged or suspected child abuse, which might occur in the Synagogue or elsewhere in the child's life.

This document lists the procedures to be followed by any Synagogue staff or NOAM staff or volunteers or any other temporary staff employed by the Synagogue who become aware of abuse or neglect, and procedures aiming to avoid such a situation.

New London Synagogue has a Designated Safeguarding Lead (DSL), who will liaise with the senior staff and Trustees at New London Synagogue and provide guidance as necessary. It is the responsibility of the DSL to annually review, update and implement policies, and to arrange appropriate and regular training of all staff including volunteers and temporary workers, and any person involved in any role within the Synagogue.

For the calendar year 2023, the Designated Safeguarding Lead (DSL), is **Joe Carlebach**, a member of Council (trustee of the Synagogue).

Joe works with the deputy DSLs, **Rabbi Jeremy Gordon** and **Gabriella Spencer-Hope**

Contact Information - via the Deputy Safeguarding Leads:

Rabbi Jeremy on 07973 713 193, [rabbi@newlondon.org.uk](mailto:rabbi@newlondon.org.uk),

Gabriella Spencer-Hope on 07471046804, [chederhead@newlondon.org.uk](mailto:chederhead@newlondon.org.uk)

**In case of immediate danger please call 999.**

The “eyes and ears” of the Synagogue are staff and volunteers, not the DSL. Every adult holding a position in New London Synagogue holds a position of trust in children's and young people's lives. Each and every one has a duty of care to these children and young people, which includes safeguarding their welfare and protecting them from harm. It is not acceptable to overlook possible signs of child abuse on any grounds - such as “it's not my job” or “I am scared of what this might lead to” or “someone else will deal with this.”

Prevention is a key part of any safeguarding policy. This includes bringing this issue to the attention of the entire community, as well as educating children to know if something being done to them is wrong, and to know how to ask for help.

New London Synagogue is a registered charity and as such falls under the rules of the Charity Commission. The Charity Commission has rules regarding any “**serious incident**” which takes place, or is alleged to take place, within the Synagogue premises or during activities under the Synagogue auspices. A serious incident is defined as being an adverse event, whether actual or alleged, which results in or risks significant harm to any child or adult, staff member, volunteer or visitor who comes into contact with the Synagogue through its work. The Trustees of the Synagogue are under obligation to report any serious incident to the relevant authorities.

It is the responsibility of the official child protection experts and statutory agencies to determine whether or not abuse has indeed taken place, but everyone working within New London Synagogue has a responsibility to be aware of and to safeguard the welfare of young and vulnerable people at all times.



## SECTION 2: THE 4 R's OF SAFEGUARDING

Safeguarding is a complex issue with many aspects. In order to make the vast amount of information more manageable, the following is a brief summary of the main points.

There are 4 main aspects to safeguarding.

<ul style="list-style-type: none"><li>• <b><u>Recognise</u></b>: to be able to name and describe the 5 types of abuse and neglect.</li></ul>
<ul style="list-style-type: none"><li>• <b><u>Respond</u></b>: to know how to respond if we observe or suspect abuse/neglect; or if a child discloses abuse to us.</li></ul>
<ul style="list-style-type: none"><li>• <b><u>Report</u></b>: knowing what are our legal and moral obligations; knowing to whom and how to report; understanding what may prevent a child or adult from reporting.</li></ul>
<ul style="list-style-type: none"><li>• <b><u>Record</u></b>: knowing what, how, when and where to keep records of observations and concerns, or of a child's disclosure, and of any actions taken.</li></ul>

### **Recognise:**

#### **How to recognize if a child is being abused or neglected**

Reports of abuse of any kind should be taken seriously. Adults should always be aware of the welfare of the victim who may feel unable or scared to either confide or talk to anyone. New London Synagogue is committed to respecting the rights, wishes and feelings of all children and young people and to taking all reasonable and practical steps to protect them from harm, discrimination or abuse.

#### **THERE ARE 5 CATEGORIES OF CHILD ABUSE:**

- Sexual abuse (including online sexual abuse)
- Physical abuse
- Emotional abuse
- Neglect
- Bullying (see ANTI-BULLYING POLICY on page 19)

Note that more than one of the above categories may be affecting a child at the same time. Note that children with physical and/or learning disabilities are at higher risk of abuse and bullying than neuro-typical and physically able children. This includes children with speech, language and

communication difficulties, who are more likely to be unable to disclose any concerns or to respond to bullying. Children with Special Needs may have medical needs which may be used to explain abuse.

Given the natural reluctance to consider family members and other trusted persons among those who may pose a danger, there is a need for children and adults to be provided with the information that risk can include family members or other well-known persons.

- **SEXUAL ABUSE:**

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse.

Child sexual abuse can involve contact abuse and non-contact abuse.

Contact abuse happens when the abuser makes physical contact with the child, such as sexual touching of any part of the body whether the child is wearing clothes or not; forcing or encouraging a child to take part in sexual activity, or making a child take their clothes off or touch someone else's genitals.

Non-contact abuse involves non-touching activities. It can happen online or in person. For example: • encouraging or forcing a child to watch or hear sexual acts • not taking proper measures to prevent a child being exposed to sexual activities by others • showing pornography to a child or involving a child in making pornographic photos or videos • making, viewing or distributing child abuse images • meeting a child following online sexual grooming with the intent of abusing them.

Online sexual abuse includes: • persuading or forcing a child to send or post sexually explicit images of themselves on social media (this is sometimes referred to as sexting) • persuading or forcing a child to take part in sexual activities via a webcam or Smartphone • having sexual conversations with a child by text or online.

Abusers may threaten to send sexually explicit images, video or copies of sexual conversations to the young person's friends and family unless they take part in other sexual activity. Images or videos may continue to be shared long after the abuse has stopped. Abusers will often try to build an emotional connection with a child in order to gain their trust for the purposes of sexual abuse (grooming).

Child sexual exploitation (CSE) is a type of sexual abuse. Young people may be coerced or groomed into exploitative situations and relationships. They may be given things such as gifts, money, drugs, alcohol, status or affection in exchange for taking part in sexual activities.

### **Spotting the signs of sexual abuse:**

There may be physical signs and/or behavioural signs that a child has suffered sexual abuse. Behavioural signs include age-inappropriate sexualised talk or actions shown in play with other children.

- **PHYSICAL ABUSE:**

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It can be perpetrated by adults or children, by family members or strangers.

It is also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness.

**Signs of physical abuse may include:**

- unusual or recurrent bruising or marks on the skin
- any burns which have a clear shape of an object, for example cigarette burns
- multiple injuries (such as bruising, fractures) inflicted at different times
- if a child is frequently injured, and if the bruises or injuries are unexplained, or if the explanation doesn't match the injury
- if there is a delay in seeking medical help for a child who has been injured.

- **EMOTIONAL ABUSE:**

Emotional abuse can involve:

- humiliating, putting down or regularly criticising a child
- shouting at or threatening a child or calling them names
- mocking a child or making them perform degrading acts
- constantly blaming or scapegoating a child for things which are not their fault
- trying to overly control a child's life and not recognising their individuality or their limitations
- not allowing a child to have friends or develop socially
- exposing a child to distressing events or interactions between others
- persistently ignoring a child
- being cold and emotionally unavailable during interactions with a child
- not being positive or encouraging to a child or praising their achievements and successes
- witnessing domestic violence

**Signs of emotional abuse may include**

- Unusual lack of confidence and reluctance to speak up
- Emotional fluctuations or mood swings
- Unusual levels of crying or other signs of emotional upset
- Unusual fearfulness
- Difficulty in making friends
- Angry outbursts or aggressive behaviour towards other children or towards animals
- Being overly-affectionate towards strangers or people they haven't known for very long
- Not appearing to have a close relationship with their parent/ carer, for example when being taken to or collected from classes

- **NEGLECT:**

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious and long-term damage to their health and development. Neglect may involve a parent or carer not providing adequate food, clothing or shelter, not supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers); not making sure the child receives appropriate health and/or dental care; not making sure the child receives a suitable education; not meeting the child's basic emotional needs (emotional neglect).

**Signs of neglect can include:**

- Unusual and recurring hunger/being dirty or smelly/having untreated dental or health problems/having poor language and communication skills for their age.

- **BULLYING:** SEE ANTI-BULLYING POLICY ON PAGE 19

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## Respond:

### **How to respond in case of a disclosure by a child:**

**It is likely that a child will be reluctant to disclose abuse.** There are a number of reasons for this:

- Fear of being punished by the abuser: abusers may threaten the child with punishment if the abuse is disclosed
- Feelings of loyalty towards the abuser who may be a member of the family or a friend
- Feeling the need to protect another family member
- Embarrassed or ashamed
- Not knowing that telling someone can bring help
- Not knowing how to tell what happened; this is especially the case for very young children or children with learning or physical difficulties who do not have adequate language to talk about what happened
- Fear of not being believed

**When a person discloses abuse or neglect or bullying to you,** stay calm and reassuring. During the conversation, you should tell them: -

- You believe what you are being told
- Thank them for telling you, you know it must have been scary to tell
- That what happened is not their fault
- You cannot promise confidentiality; you may have to inform others if you think the child's safety is at stake
- What you will do next

**DO**

- **Listen** to what is being said

- **Give the child time to talk; listen patiently and calmly**
- **Accept** what is being said
- Record a verbatim account of the child's evidence, and any background information of your own, including the circumstances leading up to the disclosure.
- Reassure the child that you will try to help, but only as far as is honest and reliable, for example by telling them that they are not to blame, or that they are not the only person to be a victim of such an incident
- Reassure the child, but do not make promises of confidentiality, which may not be feasible in the light of subsequent developments
- **Report the disclosure as soon as possible to the appropriate member of staff**

### **DO NOT**

- **Do not** express disbelief or shock.
- **Do not make promises** you are unable to keep, such as “Everything will be all right now”
- **Do not criticise the perpetrator**; it is very likely that this person will be someone for whom the victim has feelings of affection
- **Do not ask the person to repeat the evidence** to another member of staff
- **Do not** contact or confront the individual who is alleged to be responsible. **Report the disclosure to your line manager or the Designated Safeguarding Lead**

## **How to respond if you observe or suspect that there has been abuse, even if a child has not actively disclosed anything to you:**

There may be situations in which Synagogue staff have reason to believe that a child is being abused or neglected, either on Synagogue premises or elsewhere, although the child has not verbally disclosed anything.

Many adult survivors of childhood abuse report that they tried to tell someone but were not believed, or that they did not know how to talk about it so did not tell anyone. In several cases, they report that they were too scared of the consequences of telling someone to report the abuse.

**It is up to staff members to report any and every concern, even if you are not sure**, or if you feel that you are perhaps over-reacting, and even if you are worried about causing trouble for someone you know well.

This may occur if the staff member observes phenomena such as unexplained bruising or behaviour that is fluctuating, overtly violent, inappropriately sexualised, or extremely withdrawn. It may also occur if a child is observed to be unkempt, dirty, hungry, etc and no reasonable explanation is offered.

## **WHAT TO DO NEXT:**

- **The staff member must refer the situation to his/her line manager:** in Cheder this would be the Head of Cheder. Use the form at the end of this document to write down everything you remember.
- A risk assessment must be completed by your manager or Head of Cheder. If as part of this assessment it is deemed that a child may be at further risk, or that concerns will be silenced if parents are informed, then parents should not be informed before the case is referred to the relevant authorities.



- In any event, the Head of Cheder and Operations Manager and clergy team should always be aware of such a referral and if two of the above consider the matter shall be discussed with the Designated Safeguarding Lead such a consultation shall take place.

**REMEMBER:**

- Many victims of child abuse do not get help at any time by anyone, and go on to suffer long-term psychological trauma.
- It is our responsibility to **REFER** the incident to the appropriate authorities, **NOT** to address the issue ourselves.
- Responding to any disclosure of child abuse can be a difficult and upsetting experience for the listener. If you are in such a position, remember that such an experience may be unsettling, and you may want to speak in confidence to the Head of Youth or the Operations manager or the Designated Safeguarding Lead following the incident. If you need any further support, this will be made available.



**Report:**

**To whom, what, how and when to report**

All allegations must be taken seriously and reported to your line manager, who will then decide what further action is required.

Do not wait until you are sure that the allegations or suspicions are real and accurate. You don't need evidence to report to your line manager if you are concerned. **Even if you are unsure whether to report a suspicion or not, you must discuss this with your line manager or with the Designated Child Safeguarding Lead. You must pass on any information, even if it seems trivial.**

**The following procedure should be always be followed: -**

- The staff member must refer the situation to his/her line manager: in Cheder this would be the Head of Cheder.
- The Head of Cheder and Operations Manager and clergy team should always be aware of such a referral and if two of the above consider the matter shall be discussed with the Designated Safeguarding Lead such a consultation shall take place.
- A concern that a child may be at risk should override concerns about confidentiality. The requirement to share information is on a need-to-know basis.
- Try to write down everything you heard or saw in detail as these notes will help the authorities take action if necessary. There is a reporting form at the end of this document.

**If you are unsure, or if your line manager is unavailable, you can contact the**

**NSPCC Helpline on [0808 800 5000](tel:08088005000) or by emailing [help@NSPCC.org.uk](mailto:help@NSPCC.org.uk).**

Their trained professionals will talk through your concerns with you and give you expert advice.

- **The Designated Safeguarding Lead (for contact details see page 2) will then contact the local child protection services.**
- **See page 25 of this document for emergency contact numbers. Contact the police if you are concerned that there is a need for emergency support.**

Do not take any other action. It is the responsibility of the statutory services to risk-assess the situation and take action to protect the child as appropriate, either through statutory involvement or other support. This may include making a referral to the local authority.

If you hear nothing back from the statutory services, or are concerned that nothing seems to have been done, you can contact them again. Keep a record of all your contacts and of the response.

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## **Record:**

### **Why, how, what to record**

#### **Why record:**

Due to the normal human cognitive response to stressful situations, it is likely that you will not be able to remember all the details the child has told you. For this reason, it is essential that you **write down, as soon as possible**, every detail told to you by the child. This record will be essential for any further investigation of the abuse. Some cases of abuse are not acted upon because of insufficient evidence. The information you provide can make all the difference in getting help for the child.

#### **How to record:**

Try to make written notes and to write your notes as soon as possible after the child's disclosure, or even during the disclosure if appropriate (if the child is not upset by this)

**SEE FINAL PAGE OF THIS DOCUMENT FOR THE INCIDENT RECORDING FORM.**

Keep your notes in a secure and designated place, to be provided by the Synagogue. After providing the relevant authorities (your line manager / social services/ NSPCC/ police) with your evidence, keep a copy of your notes.

**What to record:**

Even if a child's disclosure is very brief, try to remember some basic facts, such as when the events took place, where they happened, who else was there, who was involved. It is tricky to do this without asking leading questions.

Make sure to separate opinions from facts, and record opinions and suspicions separately from what the child actually tells you.



## **SECTION 3: IN BRIEF:**

# **TAKING IMMEDIATE ACTION IF THERE IS A SAFEGUARDING CONCERN**

### **Abuse of any kind:**

As detailed above, you should be aware of the different types of abuse a child might encounter.

- If you are told by a child that he/she has been mistreated in any way, or
- If you suspect this to be the case, or
- If you hear from someone else that they have a concern, or
- If you yourself feel you have been mistreated, abused or bullied, you should talk to your line manager immediately.

Your line manager will know how to respond appropriately

Do not hesitate to express concern even if you are unsure, or if you think you might be mistaken, or if you are nervous about upsetting or insulting someone you know. Your safety and a child's safety are at stake.

### **Bullying:**

Staff should make sure bullying is stopped as soon as possible if it does happen, and that those involved, **both victims and perpetrators**, receive the support they need. Always inform your line manager about any such concerns. See the anti-bullying policy on page 19.

### **Whistleblowing:**

If you are still concerned, and in the event that safeguarding concerns are not being addressed within the community, Masorti Judaism's Designated Safeguarding Lead (DSL) can be contacted. Masorti Judaism's DSL will follow up with the DSL of New London Synagogue and support them in taking appropriate action.

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## **SECTION 4:**

### **NEW LONDON SYNAGOGUE'S CHILD SAFEGUARDING POLICIES**

#### **A. RECRUITMENT SAFEGUARDING POLICY**

New London Synagogue aims to protect children's safety through appropriate recruitment procedures.

All members of staff and volunteers, who are placed in a position of trust because they are working with children, will be subject to the following recruitment and training procedures:

- All staff and substitute teachers and volunteers (age 16 and over) with regular contact with children will be required to provide a DBS certificate no more than 2 years prior to commencing that activity. The candidate with no DBS or with an outdated DBS will apply for an updated DBS prior to commencing the activity. If parents are accompanying children on a Cheder trip, no DBS is required for these parents.
- In the event of the prospective employee being on the sex offenders' register, s/he will not be appointed.
- Those volunteering on an ad hoc basis, including parents running children's services, shall not be left in sole charge of children at any time.
- All pre-school age children MUST be accompanied by their own parent, guardian or carer at children's services and/or in any crèche facilities that may be provided.
- Prospective guests, visitors, substitute teachers and volunteers/assistants for events will be asked if they hold a current disclosure check. If they cannot show the staff member responsible for the event that they have a current Disclosure Check, they will not be left in sole charge of any unaccompanied children.
- Adult applicants (aged 16 and over) will be asked to provide TWO references for recent work with children or young adults (making allowance for what may be reasonable in seeking references for those right at the start of their working lives). These references will be checked. It is required that in addition to such references in writing, verbal conversations are held with previous employers and volunteering placements.
- The Operations Manager shall keep copies of all DBS certificates and reference letters from previous placements for all staff in secure filing.
- At least one interviewer of prospective teaching staff should have experience of working with children in the organization.
- Cheder volunteers: The Operations Manager (for staff) and Head of Cheder shall be responsible for ensuring that all staff and/or volunteers have been provided with a copy of the current Child Safeguarding Policy and have participated fully in any relevant training.

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## **B. CHEDER SAFEGUARDING POLICY**

Research has shown that well-informed youth are more likely to know when something is wrong, more likely to disclose should something happen, and more likely to get help when needed. While youth are not responsible for protecting themselves, offenders report specifically seeking out children and teens who are uneducated about personal safety or otherwise naive because they are less likely to recognise abuse when it occurs.

The safeguarding policy should therefore make provision for teaching the community's youth about bodily autonomy and personal safety. Educating children about personal safety has been shown to lead to early disclosure of child maltreatment, and early disclosure is linked to greater long-term resilience.

Time allocated for tuition should be used exclusively for tuition. A brief "check-in" or similar at the start of any session or similar is permitted, but tuition time is not social time.

### **PRESENCE OF TEACHERS AND ASSISTANTS:**

All classes will have a named teacher and an assistant where appropriate.

### **ISOLATION:**

No single child attending the Cheder shall be alone at any time in any part of the Synagogue; they should be accompanied by an adult where possible, or at least by another child.

Children may not be isolated for discipline purposes; they must always be either: -

- with a teaching assistant or
- in another classroom in which a class is present or
- in public space or
- with the Head of Cheder or any other staff member

If it is necessary to be alone with a child (for example, for private tuition), other members of staff should know where this is taking place, and the door should be left open at all times.

### **VIGILANCE DURING ON-SITE AND OFF-SITE GROUP ACTIVITIES:**

It is important to recognise that not all abusers are adults: there are many cases of juvenile perpetrators, both male and female, of all ages. Victims are often fellow-teens but also include very young children.

It is also important to recognise that juvenile offenders are more likely than adult offenders to commit illegal sexual behaviour in groups. This underlines the importance of extra vigilance off-site, in any situation where groups meet; the risk is not only when a child is isolated. Such group activities requiring vigilance are group outings, celebrations in people's homes, e.g. Purim parties, Havdalah or Shabbaton events, activities at youth camps and youth group meetings.

## **PHYSICAL CONTACT:**

For adults who are teaching lessons, teenagers serving as teaching assistants, Cheder volunteers and anyone facilitating services of worship or activities, it is unrealistic, unnatural and unreasonable to eliminate physical contact between adults and children entirely. Indeed, there are occasions when speech alone is insufficient. However, as a broad principle, adults should limit the extent of bodily touch. On no account, should adults:

- use any form of corporal punishment, whether spontaneous or planned.
- initiate gratuitous physical contact.
- be casual or unthinking in their physical contact with children.

The extent of permissible physical contact is somewhat dependent on the child's age. For example, that which might be necessary or even positive with a four-year-old is likely to be unnecessary and problematic with a teenager. Likewise, there are children with certain special needs for whom certain forms of physical contact might be beneficial and necessary.

The following list is not exhaustive but rather indicative of the range of circumstances in which physical contact might be necessary and normative, regardless of age or special needs:

- administering first aid
- ensuring health and safety (such as holding a child's hand on an educational visit)
- assisting a very young child with changing clothes, in an environment with an open door
- comforting a young child who is hurt or distressed.
- shaking a child's hand when he/she is receiving an award or being congratulated on an achievement.
- teaching Israeli folk dance
- demonstrating certain fine motor skills
- facilitating role-play and simulations.

In such cases, physical contact should be:

- conducted in a public space or in the presence of another adult
- 'permitted' by the child (for example, the adult should say something like, "I need to hold your hand when we cross the road" or "Can you put your trousers back on by yourself or shall I help you?")
- restricted to non-intimate areas of the body (for example, hands and shoulders) unless administering first aid

### **Responding to physical contact from children:**

Children may contact adults spontaneously, for example by hugging. This can be a significant way to express thankfulness or loyalty or to feel secure. Although adults should not encourage such contact, they should be sensitive in responding and should not recoil or otherwise reject the child.

### **Restraint**

In rare and extreme cases, it may be necessary to restrain children physically in order to prevent injury. It should only be used as a last resort when verbal communication has failed and one or more children, including the child in question, are at risk.

Restraint may involve:

- communicating by placing a hand on the child's shoulder
- holding a child
- blocking a child's path
- intervening between children

Restraint is to restrain, not to injure and must NOT involve: -

- placing hands around a child's neck or otherwise restricting the child's ability to breathe
- holding a child's wrist or other joints
- pulling a child's hair

**In the Cheder, adults who use any form of restraint should tell the Head of Cheder immediately and in writing as soon as possible (certainly within 24 hours). They should state the circumstances of the restraint and the form it took.**

### **TOILETS (with reference to Cheder only)**

There are separate toilets assigned to adults and to girls and boys. Adults should not enter the boys' or girls' toilets for their own use. They may however accompany young children to their respective toilets but not enter a cubicle.

If there has been wetting, it is usual for children to change into new underwear and replacement top clothing unaided. However, where a child has difficulty with this, the adult may give assistance.

At the end of the Cheder session, parents of children who have had a wetting accident should be informed of the fact and of the extent of the support given.

### **EMERGENCY CONTACT (with reference to Cheder only)**

The Synagogue shall be given the contact telephone number of a parent, guardian or responsible adult acting in loco parentis for each child. This shall be stored on-line securely. In the event that parents need to be contacted during the Cheder program, the relevant teacher shall inform the Head of Cheder or Youth Administrator who will access the child's records. If an adult other than the named Carer(s) is to collect the child, the Head of Cheder should be informed. No child may leave the Synagogue without an accompanying adult unless permission is first given by the named Carer. A written record of such permission must be securely stored.

### **IN JURIES (with reference to the Cheder only)**

If a child enters the Synagogue with an injury that is easily visible, the class teacher should note this on their register. Such notes shall be countersigned by the person responsible for the child. Registers shall be retained by the Cheder Department. This is to prevent allegations that such injuries occurred on the premises. If injuries do occur on the premises, these should be noted in the Synagogue's accident book and countersigned by the child's named Carer. Accident books should be kept for 21 years. The Operations Manager is responsible for safe storage of the Synagogue's accident book.

### **MEDICATION AND FIRST AID**

Staff may not give a child medication under normal circumstances. In exceptional circumstances, staff may supervise a child taking prescribed medication. This must be with the written permission of parents.

If a child has severe allergies, this must be recorded in writing and all staff must be informed of the risks and procedures necessary to keep this child safe. If a child carries an Epi-pen, this must be recorded on their admission form, and written permission must be given for staff to administer this in an emergency. Staff should ask the parent to train them in the use of the epi-pen.

If a child requires first aid, this must be carried out by a dedicated first aider, and always in the presence of another adult. A list of First Aiders is available from the Synagogue office.



### **USE OF PHOTOGRAPHY – Refers to Cheder Only**

It will frequently be the case that group photographs are taken of children participating in education programs, and that these will be used for publicity purposes.

The Head of Cheder must seek written permission for use of photographs for publicity from all parents on enrolment for photos of three or fewer children.

No child in a photo will be identified by their name without the prior written consent of the parents and/or Carer/guardian.



## **C. BAR AND BAT MITZVAH PREPARATIONS POLICY**

We acknowledge the relationship between children due to celebrate a Bar, Bat or B'Mitzvah (BMs) and their tutors is important and should be a source of huge positivity and support. However, since tuition is largely carried out in one-to-one environments, it is particularly important that clear structures and systems ensure the safety of all parties and our Children most especially.

The following sections apply to all tutors introduced by the Synagogue to member families.

- i) All tutors and all parents of BMs will be sent a copy of the Safeguarding Policy and will have to confirm they have read it. Such confirmation will be noted in the Synagogue's 'BM Googledoc'. All tutors are expected to confirm their familiarity with and to follow all safeguarding precautions outlined in the Policy. All tutors to be invited to annual Safeguarding training at the Synagogue
- ii) All tutors will have current Enhanced DBS certification.
- iii) Outside of any tuition time, all electronic communication between tutors and Children should be to a group including parents. Tutors should not contact Children privately by email/Whatsapp or similar.
- iv) Time allocated for tuition should be used exclusively for tuition. A brief "check-in" or similar at the start of any session or similar is permitted, but tuition time is not social time.
- v) Tutors should not meet with Children alone.
  - a. If tutors are due to meet with a Child in their home, a parent/guardian must be present. If a tutor arrives at a home address and there is no adult present, the tutor should not enter the premises and the family will be requested to pay for the session as if it had taken place.
  - b. If tutors are meeting Children in the Synagogue, and no other adult is on-site, they must meet in a room where a CCTV camera is present (Rabbis' Office / Cantorial Office).
  - c. Where the tutor or any staff member is meeting with Children in the sanctuary, parents should be invited and requested to be present. Where that is not possible, the streaming facility should be set to 'record.' The BM Lead shall ensure that all tutors rehearsing in the sanctuary are aware of how run this part of our streaming facility.
- vi) Child Protection measures shall be discussed at the annual preparation meeting of parents.
- vii) Children and BM support staff and this section of the Safeguarding Policy will be a part of the Synagogue's 'Preparing for your BM' guide.

Where a family wishes to use a tutor NOT introduced by the Synagogue (external tutor), we recommend STRONGLY that the family seek their own assurances regarding safeguarding from that tutor. We are able, at the tutor's / family's expense, to arrange for an enhanced DBS clearance search for an external tutor but note that the Synagogue is unable to monitor or support child safety where external tutors are contracted by members.



## **D. ANTI-BULLYING POLICY**

Bullying includes a range of abusive behaviour that is

- repeated
- intended to hurt someone either physically or emotionally
- encompasses actions such as verbal abuse, physical abuse, emotional abuse and online bullying

Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

Children with physical and/or learning disabilities are at higher risk of abuse and bullying than neuro-typical and physically able children. This includes children with speech, language and communication difficulties, who are more likely to be unable to disclose any concerns or to respond to bullying.

Any child can be bullied. Children who are seen by others as 'different' in some way may be targeted.

Bullying encompasses a range of behaviours and may include the behaviours and actions below:

### **Verbal abuse:**

name-calling  
saying nasty things to or about a child or their family.

### **Physical abuse:**

hitting  
pushing  
physical assault.

### **Emotional abuse:**

making threats  
undermining a child  
excluding a child from a friendship group or activities.

### **Cyber bullying/online bullying:**

excluding a child from online games, activities or friendship groups  
sending threatening, upsetting or abusive messages  
creating and sharing embarrassing or malicious images or videos  
'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games  
voting for or against someone in an abusive poll  
setting up hate sites or groups about a particular child  
creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

### **Prevention:**

It is essential that the focus is on prevention of bullying. This includes being alert to the risks, and ensuring all staff are suitably trained to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities.

Organisations should work to create a culture where it is made clear that bullying will not be tolerated and where children feel they can tell someone if they have a problem.

This should include:

- talking to all young people about healthy relationships and challenging unhealthy behaviours

- talking to children about what bullying is, how it affects the people involved, why people bully others, what bystanders should do when they witness bullying, and the importance of children telling someone if they or someone else is being bullied.
- consider whether there are any areas where bullying may be more likely to happen, for example in toilets or areas of the synagogue that are unsupervised. Take steps to make these areas safer, for example regular checks
- Staff and volunteers should be alert to the dynamics of children's relationships. Buddying systems can be effective ways of supporting children who are experiencing or are at risk of bullying
- promoting sources of help and information such as [Childline](#).

### **Creating and maintaining awareness:**

New London Synagogue will publicise the **anti-bullying policy** and create awareness of the policy among all staff, volunteers, children and their families so that they are aware of our determination to prevent and deal with bullying. See page 24 for a downloadable anti-bullying poster.

Each Cheder class will have two sessions every academic year in which staff will discuss with the children, in an age-appropriate manner, the issues of sexual and physical abuse as well as of bullying. This is to ensure that all children are aware of the risks and will be able to disclose any concerns they might have.

### **Taking action:**

Staff should make sure bullying is stopped as soon as possible if it does happen, and that those involved, **both victims and perpetrators**, receive the support they need.

**The staff member refers the situation to his/her line manager (in Cheder this would be the Head of Cheder)**

**In any event the Head of Cheder and Operations Manager and clergy team should always be aware of such a referral and if two of the above consider the matter to be important, it shall be discussed with the Designated Safeguarding Lead.**

### **Who needs the support:**

Effective responses to incidents of bullying take into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- the needs of any bystanders especially other children who have witnessed the bullying

### **Signs and indicators of bullying:**

- being reluctant to go to Cheder or activities
- emotional fluctuations or mood swings
- being distressed or anxious
- losing confidence and becoming withdrawn
- having problems eating and/or sleeping
- having unexplained injuries
- changes in appearance
- changes in performance and/or behaviour at Cheder or classes
- adults may notice that a child is not spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed.

### **Responding to incidents or allegations of bullying:**

- listen to all the children involved to establish what has happened
- record details of the incident and any actions you have taken
- inform your line manager
- inform parents and carers (unless doing so would put a child at further risk of harm)

- provide support to the child/children being bullied, children who witnessed the bullying and the child/children who has been accused of bullying
- ask the child/children who have been bullied what they would like to happen next
- consider appropriate sanctions for children that have carried out bullying
- continue to monitor the situation even if the situation appears to have been resolved. Note that bullying can re-emerge once the alert has died down.

**If you become aware of bullying taking place outside your organisation:**

It may be necessary to respond to bullying that takes place outside your organisation, but involves children who know each other through your activities. This could include online bullying, bullying that happens on the way to and from the Synagogue, and bullying that happens in other public places.

**When responding to online bullying:**

- make sure children know not to retaliate online or reply to any bullying messages
- make sure children understand how they can take steps to prevent online bullying from happening again, for example by changing their contact details, blocking contacts or leaving a chat room
- ask the child if they have shared the bullying content with anyone else (if so, who)
- Inform the child's parents and direct them to appropriate guidance, e.g. NSPCC online guidance.
- It may be necessary to inform outside statutory bodies e.g. NSPCC or the local authority child safeguarding team

**If bullying content has been circulated online:**

Take action to contain it:

- Inform the parents of the child
- if appropriate, ask the person responsible to remove the content
- contact the host (such as the social networking site) and ask them to take the content down
- contact the [NSPCC helpline](#) for advice about what to do (see page 25 of this document for emergency phone numbers)

**If the content is illegal, contact the police who can give advice and guidance.**

**Regular reviews and training:**

It is essential to hold **regular** discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it. These discussions will focus on:

- how to create a culture where bullying is named, explained, understood and not permitted
- group members' responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive and pre-emptive way
- checking that the anti-bullying measures are working well
- reviewing the plan developed to address any incidents of bullying **at regular intervals**, in order to ensure that the problem has been resolved in the long term. Bullying can re-emerge once the alert has died down.



# SECTION 5: GLOSSARY

## TERMS USED IN THIS DOCUMENT

**Assistant** - Also known as a (madrach/madricha and madrichim/madrichot). A person who is responsible for assisting with the running of the Cheder. Many assistants are under 16, and as such, may not be included in the staff to pupil ratio.

**Carer** - Anyone with parental or legal responsibility or who undertakes day to day care for a child up to the age of 18, a person over the age of 18 who is in a care setting, or a vulnerable adult.

**Cheder** - Familiar term for religion school. The NLS *Cheder* meets weekly during term time, for three hours on a Sunday morning. It may also meet at other times and/or venues for special events.

**Child** - A child is legally defined as a person under the age of 18.

**Disclosure** - Disclosure may refer EITHER to the technical term used for the procedure used by police to determine whether a person appears on the Sex Offenders' Register OR to a child or vulnerable person reporting an allegation of concern to a member of staff.

**Education Staff/Teacher** - Any member of the paid adult staff with specific responsibility for Education.

**Guest Artist/Freelancer** - A person employed by the Synagogue on a freelance basis to undertake specific projects with children and/or adults.

**In Loco Parentis** - This refers to the person legally responsible for the child in the absence of the child's parent(s) or regular Carer. In the Cheder all teachers are in loco parentis.

**Responsible Adult** - This refers to any adult who assumes a responsibility for the child. This could be a parent, friend or older sibling, but must be a person over the age of 18.

**Security Guard** - This refers to a security officer employed by a security company and working in partnership with NLS.

**Serious Incident:** a serious incident is defined as being an adverse event, whether actual or alleged, which results in or risks significant harm to any child or adult, staff member, volunteer or visitor who comes into contact with the Synagogue through its work.

**Staff** - In this document 'staff' or 'Synagogue staff' are generic terms used to refer to anyone who works on behalf of NLS, whether full-time, part-time, occasional, or freelance, paid or unpaid.



## SECTION 6: REFERENCES TO THE LEGAL AND GUIDANCE FRAMEWORKS FOR CHILD SAFEGUARDING IN ENGLAND.

This policy has been drawn up on the basis of legislation, policy and guidance regarding protection of children in the UK.

The following bodies provide the legal framework for this policy:

### **HM Government:**

#### **The Children Acts (1989 and 2004.)**

The Home Office has developed the [Online Abuse and Bullying Prevention Guide \(PDF\)](#) for those who work with young people in **England and Wales** to help them understand the types of online abuse, its consequences and where to go for help. Topics covered include:

- threatening behaviour
- cyber bullying
- online grooming (Home Office, 2015).
- [Mandatory reporting of female genital mutilation: procedural information \(PDF\)](#). Home Office (2016) London: HM Government.

**HM Government:** Working together to Safeguard Children

The **Department for Education (DfE)** is responsible for child protection in England. It sets out policy, legislation and statutory guidance on how the child protection system should work.

**Department for Education (DfE)** (2018) [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children \(PDF\)](#).

London: HM Government.

**Department for Education (DfE)** (2015) [What to do if you're worried a child is being abused: advice for practitioners \(PDF\)](#). London: HM Government.

**London Safeguarding Children Partnership:** *Child Protection Procedures and Practice Guidance*.

**NSPCC:** The NSPCC provides summaries of the key legislation and guidance on Child protection, Abuse and neglect, Bullying, Cyber-bullying and online abuse.

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## SECTION 7: EMERGENCY NUMBERS

### POLICE

Emergency: call **999**.

If you're deaf or hard of hearing, send a text to 911 or 999

If you have visual impairment, voice call to 911

**Non-emergency**, 24/7 number: [101](#).

You can also visit a police station to speak to an officer in person.

### NSPCC

Contact 24 hours a day by email [help@NSPCC.org.uk](mailto:help@NSPCC.org.uk)

**Call 0808 800 5000** Monday to Friday 8am – 10pm or 9am – 6pm on weekends.

### WESTMINSTER CHILD PROTECTION SERVICES

Children's Services: **020 7641 4000** (9am-5 pm weekdays.)

Emergencies outside of weekdays: **020 7641 2388**

### CHILDLINE

Childline is free to contact on **0800 1111**. Calls are free from landlines and mobiles in the UK.

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## **SECTION 8: CHILD SAFEGUARDING POLICY REVIEWS**

**This form should be signed by the most senior person with responsibility for safeguarding in your organisation, for example the Designated Safeguarding Lead on your board of trustees**

<b>This policy was last reviewed on:</b>	
<b>Date</b>	
<b>Name/s of reviewer/s</b>	
<b>Role/s within the organisation:</b>	
<b>Signed</b>	
<b>Date</b>	

## SECTION 9: INCIDENT RECORDING FORM

New London Synagogue INCIDENT RECORDING FORM	
Your Name	
Your position/ role	
Child's name	
Child's date of birth	
Any disability or impairment	
Parent/carers names and addresses	
Date and time of any incident or disclosure	
Your observations: Exactly what the child said and what you said: (remember: do not ask leading questions – record actual details, continue on separate sheet if necessary); who else was involved or present at the time; any observations you might have made about changes in the child's behaviour; what you said to the child	
<b>Action taken so far</b>	
External agencies contacted (date and time)	
Police: Yes/No If yes – which: Name and contact number	
Details of advice received: Children's Services: Yes/No  If yes – which: Name and contact number:	
Local Authority: Yes/No  If yes – which: Name and contact number	
Details of advice received: Other : Yes/No (e.g. NSPCC) If yes – which: Name and contact number	
Signature and date	

## **SECTION 10. NEW LONDON SYNAGOGUE CHILD SAFEGUARDING QUIZ**

This brief quiz is an effective way of assessing our familiarity with the child safeguarding policy.

**Answer the questions as True or False. You may discuss the answer with your team.**

**When you have completed the form, there will be a discussion about each item.**

<b>FACT</b>	<b>TRUE</b>	<b>FALSE</b>
1. The 4 kinds of child abuse are: sexual, physical, emotional, neglect.		
2. If you suspect a child of being abused, it is important to choose which one type of abuse is taking place		
3. If a child makes a disclosure about abuse (i.e. tells us that he/she is being abused) we have to try to recognise what kind of abuse it is, respond appropriately and report it. That is our duty as educators.		
4. It is more likely that physical abuse would be carried out by people outside the family of the child, for example at a school, than by the child's own family		
5. A child will eventually disclose the abuse if it goes on long enough, so even if we suspect there is something going on, we may need to wait until the child is ready to disclose it to us, in order to avoid causing damage to the people concerned if we are wrong about our concerns.		
6. A child of Bar Mitzvah age who comes to Cheder must never be touched by a teacher or any adult other than his/her family, except for shaking their hand to congratulate them.		
7. If a child is injured while at Cheder, teachers must phone the parents and inform them		
8. If we discover a child is being bullied, we must speak to the perpetrator/s and make sure that they know this is not acceptable. Our duty is to be alert to bullying which might take place out of our sight and to deal with it promptly.		
9. As our only contact with the children is in Cheder, it is not our responsibility if a child is being bullied online. The child's school and parents carry responsibility for online bullying outside the premises of the Shul.		
10. There are 4 main pieces of advice to give a child and their parents if their child is suffering from online bullying: <ul style="list-style-type: none"> <li>• Do not retaliate online or reply to bullying messages</li> <li>• Make sure the child and their parents know how to prevent online bullying e.g. by changing contact details, passwords, blocking contacts or leaving a chat room</li> <li>• Advise the parents to contact the NSPCC for specific guidance about online bullying</li> <li>• Inform your line manager who should inform the local authority and/or NSPCC if it seems sufficiently serious</li> </ul>		

## NOTES FOR TRAINER

1.	True, these are the 4 kinds of abuse listed on sites such as NSPCC, but BULLYING is often left out of the list and is a very important 5 <sup>th</sup> kind of abuse. The term “abuse” is often thought to refer only to adult abusers, but children can abuse others by bullying them either directly, or by inciting others to bully them, or by online bullying. All of these are harmful and abusive.
2.	True, and also not true! When making a report, it helps if you can be clear when you describe your concern. But be aware that any one label will often include the others, for example sexual abuse is simultaneously physical and emotional abuse; bullying is sometimes physical, sometimes emotional and sometimes both
3.	True, BUT there is one more crucial thing: our duty is also to Record whatever we have been told. Disclosure of abuse is often upsetting and at a later date we may not be able to remember everything a child has told us, due to the nature of how people process upsetting news. If we record it in writing, we can be sure we have not left out any evidence which may be critical to the safety of the child.
4.	False. Many children are abused by someone in their own family, or by someone in close relationships with someone in their family. Even if it seems unbelievable that this could be the case, it is. However it is true that there are many cases of abuse in organisations such as religious, sporting and educational organisations.
5.	False. Many children never disclose the abuse; some only disclose it many years later, as adults. Many children who are being abused do not believe anyone can help them; some do not believe the abuse is wrong, because it is carried out by someone close to them. Some children do not disclose because the abuser has threatened to stop loving them if they tell, or to harm someone close to them if they tell. We must not wait until we are sure; if we are in any way concerned, we must inform our line managers immediately.
6.	Generally true, but there are some exceptions such as when administering first aid or if intervening between children who are physically fighting. Younger children may be touched if we are helping them to cross the road safely, or if we have to assist a very young child to change wet clothes. However physical contact with any child must never take place without good reason.
7.	True, but in addition to informing, teachers must also write down the event in the accident book and this must be countersigned by a parent and kept for 21 years.
8.	True, but this is not our only duty. It is also our responsibility to work pro-actively to create a culture of anti-bullying awareness at Cheder, so that where bullying is known by all to be unacceptable. In many cases, when a child is bullied by other children, they do not tell anyone, and somehow believe that that is their fate and nothing can be done. The bullying then goes on and on, with no adult being aware that it is happening. Bullying must be something that is discussed openly and frequently with children by their teachers
9.	Not true. If we become aware of online bullying or abuse of any kind being acted against one of the Cheder children our duty is to tell our line manager. We must inform the parents of the child/ren involved, and try to make sure the online content is removed. If in doubt we should advise parents to contact the NSPCC helpline for advice. If the content is illegal, we can contact the police for advice and guidance.
10.	True. One additional thing: if it seems there is illegal content in the bullying messages, or that there is any risk to the safety of the child, contact the police.

And finally; it may seem as if this quiz was deliberately using tricky phrasing to make people answer incorrectly. In fact the quiz reflects the very real situations adults will find themselves in when facing these issues. There are no absolutely clear answers. Every situation is fraught with difficulty and each carries its own complex issues. This is why it is vital NOT to try to deal with such issues on your own. There are protocols and authorised people who can help.

**Always report any concerns, no matter how trivial and silly they might seem, to your line manager immediately. If there is nobody available, contact the NSPCC or the police for advice.**