



**FINCHLEY PROGRESSIVE SYNAGOGUE**  
**Child Protection & Safeguarding Policy**  
(For children and young or Vulnerable Adults)

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**Contact Information**

Barnet LADO  
For allegations about staff or volunteers    Contacted via MASH on 020 8359 4066.

Barnet PREVENT Education Officer    Perryn Jasper (020 8359 7311)

In Case of Emergency call the Police    999

Barnet Multi Agency Safeguarding Hub    020 8359 4066/4097

Emergency Duty Team (Out of hours)    020 8359 2000

[www.barnet.gov.uk/wwwcib/mash](http://www.barnet.gov.uk/wwwcib/mash)

[mash@barnet.gov.uk](mailto:mash@barnet.gov.uk)

NSPCC    0808 800 5000    [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Norwood    020 8809 8809    [info@norwood.org.uk](mailto:info@norwood.org.uk)

## **Document Control**

### **Revision History**

<b>Version</b>	<b>Revision Date</b>	<b>Revised By</b>	<b>Revision</b>
1.0	January 2019	Synagogue Council	Written & Ratified
1.1	December 2020	Synagogue Council	Ratified
1.2	September 2022	Synagogue Council	

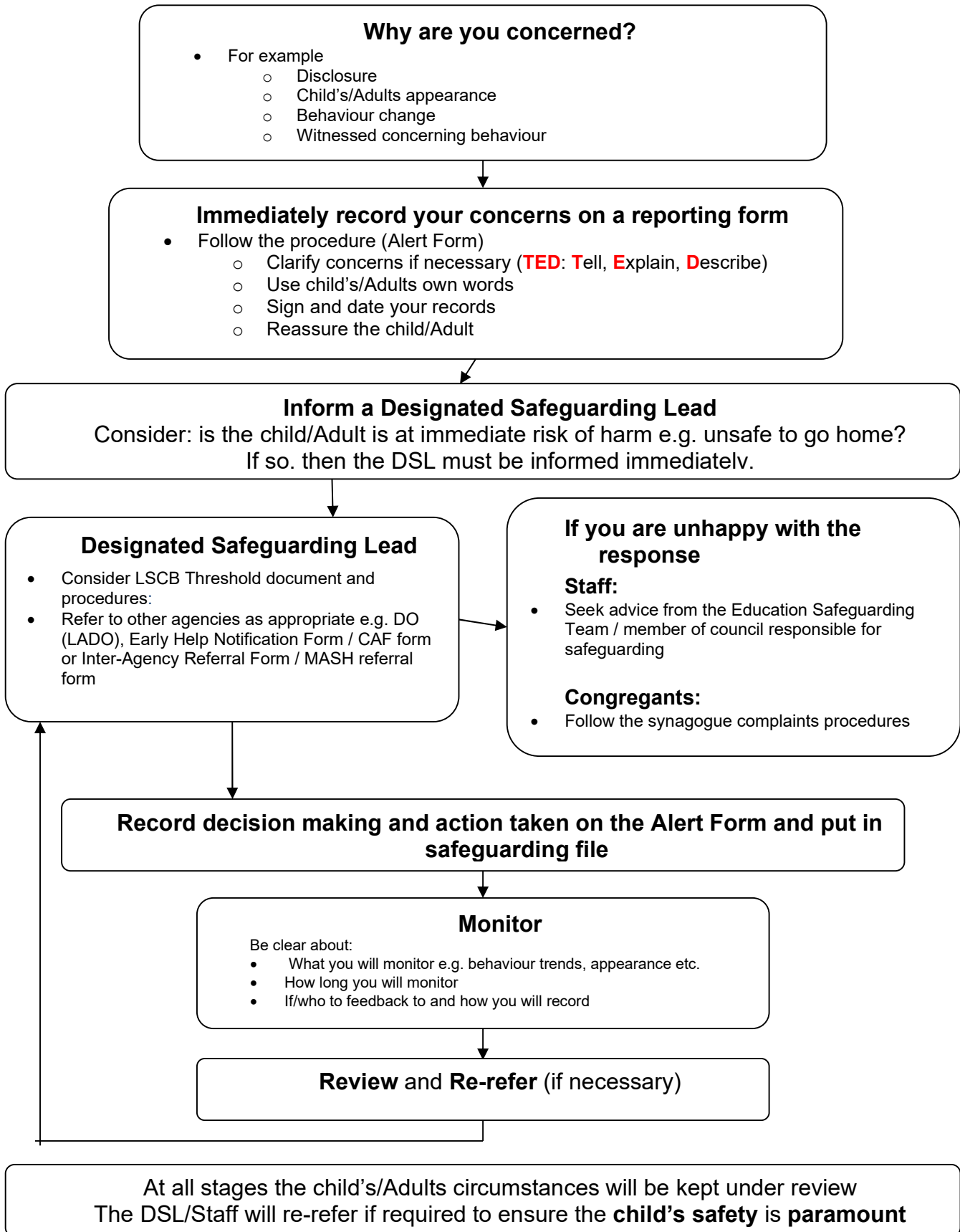
### **Review**

<b>Date for next review</b>
September 2023

\*This policy has been written in line with the release of KCSIE 2022

This policy is available to congregants on request from the Synagogue Office

# What to do if you have a Safeguarding concern at FPS



## **Introduction and Ethos**

Finchley Progressive Synagogue(FPS) is a community and all those directly connected have an essential role to play in making it safe and secure. Members of communities have multiple relationships. Safeguarding is part of these relationships and this policy applies to all FPS events. Anyone leading an FPS event holds responsibility for implementing this policy

FPS recognises our moral and statutory responsibility to safeguard and promote the welfare of all children and young or vulnerable adults.

FPS recognises the importance of providing an ethos and environment that will help everyone to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children and young or vulnerable adults receive effective support, protection and justice.

FPS will ensure that safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice.

Our FPS core safeguarding principles are:

- It is a whole community responsibility to safeguard and promote the welfare of children and young or vulnerable adults as its paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children and young adults have a right to be heard and to have their wishes and feelings taken into account

There are three main elements to our safeguarding policy:

**Prevention** (e.g. positive, supportive, safe culture, teaching and pastoral opportunities for children and young or vulnerable adults, safer recruitment procedures);

**Protection** (by following the agreed procedures, ensuring all staff and council members are trained and supported to respond appropriately and sensitively to safeguarding concerns);

**Support** (for appropriate specific intervention for those who may be at risk of harm);

## **Definition**

“Safeguarding is not just about protecting children or young and vulnerable adults from deliberate harm. It includes a wide range of issues relating to welfare, health and safety.”

For the purpose of this policy, **FPS** will define “safeguarding and protecting the welfare of children and young and vulnerable adults” as:

- Protection from maltreatment.
- Preventing the impairment of health or development.
- Ensuring the provision of safe and effective care.
- Taking action to enable the best outcomes

## **Contextual safeguarding**

Safeguarding incidents can occur outside of the synagogue and can be associated with outside factors. Staff and Council Members will always consider the context of incidents – this is known as contextual safeguarding. Assessment of behaviour will consider whether there are wider environmental factors that are a threat to safety and/or welfare. The synagogue will provide as much contextual information as possible when making referrals.

## **Context**

**Child Protection** - FPS believes all children have the right to be protected from child abuse of any kind, including physical, sexual, emotional and financial abuse and from 'significant harm' or neglect.

**Rights of the Child** - FPS believes in the rights of the child, as defined in UN Convention on the Rights of the Child (UNCRC), 1989, Articles 1 to 54. The Convention spells out the basic rights that children everywhere have. The four core principles of the convention are: non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

**Safeguarding** - FPS is committed to the wider concept of Safeguarding, as outlined in *Every Child Matters (2003)*. FPS believes in every young person's fundamental right to: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic wellbeing.

**Scope** – This policy applies to children and young people who are younger than 18 years old. It applies to children and young people who are FPS members and those that attend FPS programmes or events. It also refers to vulnerable adults over the age of 18 years.

**Responsibility** – FPS believes that safeguarding is 'everyone's responsibility' (Lord Lamming). "All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children" (HM Govt, 2003).

## **Aims**

We are committed to Safeguarding and promoting the welfare of all of our congregants. Each member's welfare is of paramount importance to us. We recognise that some members may be especially vulnerable to abuse and recognise that these particular members will need additional support to be positive about themselves and fulfil their potential. We will always take a considered and sensitive approach in order that we can support everyone.

We take great pride in positively promoting fundamental British values.

As a community we are committed to the development of community cohesion and the prevention of extremism and radicalisation both within our synagogue's physical boundaries and within our local, national and global environments. We are also committed to respond to community concerns or local disturbances in a positive way which supports British democratic society.

Everyone is advised to maintain an attitude of '*it could happen here*' with regard to safeguarding.

## **Roles and Responsibilities**

Everyone who comes into contact with children and young and vulnerable adults has a role to play in safeguarding and child protection.

### **The Synagogue Council has a duty to:**

- Ensure that the synagogue complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities are effective and comply with the law at all times.
- Guarantee that the synagogue contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2018.
- Confirm that the synagogues safeguarding arrangements take into account the procedures and practice of the LA as part of the inter-agency safeguarding procedures established by the Barnet Safeguarding Children Board (BSCB).
- Ensure that a member of the council is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the rabbi or other synagogue leaders.
- Guarantee that there are effective policies and procedures in place together with a staff code of conduct.
- Ensure that there is at least one council member responsible for safeguarding arrangements.
- Appoint a member of staff to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive some safeguarding and child protection training at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other children.
- Ensure that all members of staff and Council Members have been subject to an enhanced DBS check.
- Provide staff and council members with the Child Protection and Safeguarding Policy, and part one of the Keeping Children Safe in Education (KCSIE) 2018 guidance at induction.
- Provide safeguarding induction for new members of staff

### **The Role of a Designated Safeguarding Lead**

#### **The DSL has a duty to:**

- Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.

- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant training courses.
- Work with the Synagogue Council to ensure the Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Receive appropriate training carried out every two years

A DSL employed by the synagogue should have the role of DSL written in to their job description

### **Children and young people have a responsibility to:**

- Seek help from a trusted adult if things go wrong

### **Abuse and neglect**

- All members of staff and Council Members will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.
- All members of staff and Council members will also be aware of child-on-child abuse, most likely to include actions such as bullying, gender based violence, sexual assaults and sexting.
- All staff and Council Members will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

### **Abuse:**

There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in the Appendices of this policy.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children or young adults may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children or young adults may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child or young person will often experience more than one type of abuse, as well as other difficulties in their lives.

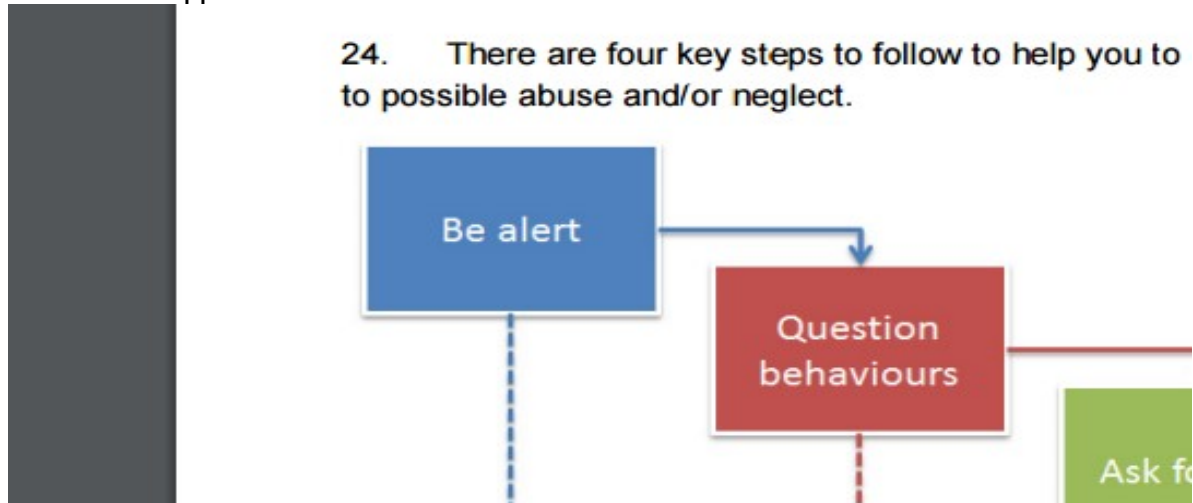
Abuse and neglect can happen over a period of time but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of abuse and neglect can vary from child to child. Children and young adults also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child or young person is being abused.

### Procedures

- If a member of staff or of the community has any concern about a child or young or vulnerable adult's welfare, they will act on them immediately by speaking to a DSL
- There are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.
- Follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child or young person is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.
- The role of the synagogue in situations where there are child protection concerns is NOT to investigate but to recognise and refer.
- It is the responsibility of a DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services. To help with this decision they may choose to consult with the MASH team
- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to MASH being necessary, parents/carers will be informed.
- In the absence of the availability of a DSL to discuss an immediate and urgent concern, staff, volunteers or Members of Council can seek advice from the MASH Team. If anyone other than a DSL makes a referral to external services, then they will inform a DSL as soon as possible.
- If after a referral a child's situation does not appear to be improving then a DSL (or the person that made the referral) will **press for reconsideration** to ensure that the concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation/Resolution) will happen if necessary.

The synagogue has a policy of – *if in doubt pass on the information to the Barnet MASH team and get advice*

NEVER promise that you can keep anything secret that a child or young person tells you. You have a duty to pass information on in order to protect them.



Remember to:

- Listen – without displaying shock or disbelief
- Do not comment or pass judgement on what is said
- Do not ask leading questions
- Reassure them – but don't promise anything
- Do not criticise the perpetrator
- Record as soon as possible in as much detail as you can
- Note any injuries or bruising on the body maps
- Note time, location, date
- Do not investigate the matter yourself
- Pass the information on to the DSL
- Do not share the disclosure with anybody else

### **Disclosure by a third party**

If a 3rd party e.g. another parent, neighbour or member of the public discloses information that may indicate a safeguarding issue, they should be empowered to report their concerns directly to social care or the police (anonymously if necessary). FPS also has a duty to record and refer on such serious concerns to the appropriate agency. This will be done by a DSL

### **STAFF TRAINING**

Staff members will undergo safeguarding and child protection training at induction. The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behaviour Policy
- The Staff Behaviour Policy (Code of Conduct)
- The identity of the DSLs

All staff members and volunteers will receive appropriate safeguarding and child protection training which will enable them to:

**Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)

**Respond** appropriately to safeguarding issues and take action in line with this policy

**Record** concerns in line with the school policies

**Refer** concerns to the DSL and be able to seek support external to the school if required

**A DSL** will receive Local Safeguarding Children's Board approved training every two years.

**A DSL** during the intervening period, also has a duty to keep up to date with the latest guidance and will have access to appropriate workshops, courses or meetings as organised or promoted by the LA.

**All staff and volunteers** receive training delivered by a DSL as part of their induction programme or leadership training programme.

**All temporary staff and volunteers** will be given guidance about their responsibilities by their Line Manager and must familiarise themselves with the relevant policies so that they may be able to recognise and refer any concerns.

**All staff and volunteers working with young people** will receive refresher training every three years delivered by a DSL

**The Rabbi, Head of Ivriah and appropriate Council members and other Senior Staff** involved in appointing staff will be accredited with Safer Recruitment Training.

All staff members will also receive regular safeguarding and child protection updates at least annually.

All members of staff and volunteers will be made aware of the expectations regarding safe and professional practice via the staff code of conduct

## **CONFIDENTIALITY AND INFORMATION SHARING**

All matters relating to child protection and safeguarding are confidential. The DSL will only disclose information about a congregant on a need-to-know basis. In the case of a young Ivriah teacher or youth worker (under the age of 18) making a referral to the DSL, they may also share this information with their parents to support them. This must be agreed with the DSL in advance and the DSL will ensure that any information shared in such an instance remains limited, and the need for confidentiality is understood by the young leader's parents.

All members of staff, volunteers and council members must be aware that whilst they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children and young or vulnerable adults.

Everyone must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

### **Record keeping**

A Single Central Record of staff will be kept.

- Staff will record any welfare concern that they have about a child or young/vulnerable adult on the synagogues safeguarding incident/concern form (with a body map where injuries have been observed) and pass them without delay to a DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated.
- All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements they will discuss their concerns with DSL.
- All written accounts including rough notes and all other related material should be kept in a sealed envelope marked CONFIDENTIAL. These envelopes are retained in a locked filing cabinet.
- Safeguarding records are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.
- For children or young adults with more than one alert form, Chronologies are developed to show actions that have taken place
- All alert forms will be kept in accordance with GDPR regulations

### **Safer Recruitment**

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the process. Main elements of the process include:

- ensuring **the advert and job description** makes reference to the responsibility for safeguarding and promoting the welfare of children;

- ensuring that the **person specification** includes specific reference to suitability to work with children;

- **obtaining and scrutinising comprehensive information** from applicants, and taking up and satisfactorily resolving any discrepancies or anomalies;

- **obtaining independent professional and character references** that answer specific questions to help assess an applicant's suitability to work with children and following up any concerns;
- a **face-to-face interview** that explores the candidate's suitability to work with children as well as his or her suitability for the post;
- **verifying** the successful applicant's **identity**;
- verifying that the successful applicant has any academic or vocational qualifications claimed;
- **checking his or her previous employment history and experience**;
- verifying that s/he has the health and physical capacity for the job;
- the mandatory check of List 99 and/or the Protection of Children Act (PoCA) List. Those working regularly with, caring for or supervising children or young people must complete an **Enhanced Disclosure with list checks via the Disclosure and Barring Service (DBS)**.

At least one person who has had Safer Recruitment training should sit on any panel at interview.

### **Volunteers**

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

The synagogue will ensure that any contractor or employee of the contractor working on the premises while children are on site has been subject to the appropriate level of DBS check.

Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the synagogue.

DBS certificates will be in line with GDPR.

### **Single central record (SCR)**

The synagogue keeps a SCR which records all staff who work at the synagogue and also for council members.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

### **Safer Working Practice and Allegations against staff/volunteers**

Children or young and vulnerable adults may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.)

If an allegation of abuse is made against a member of staff/volunteer, the person receiving the allegation must take it seriously and immediately inform a DSL.

If a disclosure concerns a member of staff or volunteer on a youth activity these should be reported directly to the DSL. The Youth Worker should immediately report this to the Designated Senior Person.

If a disclosure concerns a DSL, then this should be reported to the Synagogue Chair. The Synagogue Chair is nominated to be responsible in the event of an allegation made against a DSL.

If any member of staff/volunteer has reason to believe that another member of staff/volunteer may have abused a child, they must immediately inform a DSL. They should also make a record of the concerns including noting anyone else who witnessed the incident/alleged incident. A DSL will decide if the matter needs to be referred to the Local Authority (LADO) or whether there needs to be an internal investigation.

Where the allegation concerns a member of staff no longer working at the synagogue then a DSL will refer the matter directly to the police.

The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. They will identify together whether it is necessary to inform the police, and what action should be taken in respect of the accused person.

Substantiated allegations will be recorded on file and included in references

Malicious allegations will not be recorded on file and not recorded in references

False allegations will be recorded on file and not included in references

Unsubstantiated allegations will be recorded on file but not recorded in references

### **Avoiding risks of complaints and allegation against staff or volunteers**

#### **Lone Working**

Staff members or volunteers should avoid working alone with individual children except, if essential for the activity, for short periods, with the door open and other adults made aware. Lone working should be avoided if possible. Where it is a necessity, it will be done by agreement with a senior manager in the Synagogue. Parents should be invited where appropriate.

#### **Working Practice – supporting children and social media**

Adults will not take individual children to the toilet. If they need to help dress or clean themselves up, there either will be another staff member present, or an open door and another staff member told what is happening.

Staff will not bring out their mobile phones while working with children, unless for official purposes. Photographs of children may be taken during youth and educational programmes only, and should be taken on FPS cameras and NOT on mobile phones. Teachers on trips with children will have their phones either in a bag nearby or a pocket for use in the unlikely event of an emergency.

All staff, including Ivriah teachers, assistants and volunteers, should be made aware that they are in a position of adult responsibility, and that it is their responsibility to ensure all interactions, whether verbal or physical, are entirely appropriate, particularly if there is a need to physically touch one of the children.

Staff and volunteers including Ivriah teachers and assistants, should not correspond with children (via e-mail, phone or social media) except via official FPS channels. Staff will always model appropriate behaviour towards children in their use of social media, in a way that reflects the reality that we are a community, and that staff as well as Ivriah teachers and teaching assistants are likely to have multiple and overlapping relationships with children. They should not meet or 'friend' children through social media or arrange to meet privately, unless this has been arranged and agreed with their FPS line manager for an official FPS purpose and their parents have agreed to the meeting and venue.

### **Extremism & Radicalisation (Prevent Duty and Counter Extremism Strategy)**

As part of our commitment to safeguarding and child protection we fully support the government's *Prevent Strategy*. The Prevent strategy is a government strategy designed to stop people becoming terrorists or supporting terrorism. It:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health)
- is about all kinds of extremism including that of the 'Far Right'

Delivery of PREVENT is a legal requirement under the Counter Terrorism and Security Act 2015

As part of our safeguarding ethos we encourage our community to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

We are aware of the need to promote equality for all, not allow any hate preaching or incitement to racial hatred and to promote the following of British law.

Children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community will report concerns regarding radicalisation

### **Children and young adults with special educational needs and disabilities**

We acknowledge that children and young adults with special educational needs (SEND) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Additional barriers can exist when recognising abuse and neglect in this group of children.

Children with SEND can be disproportionately impacted by safeguarding concerns such as bullying.

### **Child Sexual Exploitation**

FPS identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

FPS is aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

We have adopted the following procedure for handling cases of CSE:

#### **1. Identifying cases**

Look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

Any child or young person can be a victim of sexual exploitation, but children are believed to be at greater risk of being sexually exploited if they:

- are homeless
- have feelings of low self-esteem
- have had a recent bereavement or loss
- are in care
- are a young carer

#### **2. Referring cases**

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, a referral to MASH will be triggered, including referral to the CSE co-ordinator (020 8359 7207).

#### **Forced Marriage**

For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any

other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of Honour Based Abuse (HBA) , staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child or young adult who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to a DSL and a MASH referral will be made.

Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

### **Upskirting**

Staff must be aware of the changes to the Voyeurism (Offences) Act 2019 which criminalises the act of 'up skirting'. The CPS defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals. Anyone of any age and any gender can be a victim.

In light of this, the synagogue should not tolerate children looking up skirts or trying to pull down trousers etc. Anyone doing this should be made aware of the seriousness of it.

### **Self-Harm & Suicide**

FPS is aware that suicide is the leading cause of death in young people, and that we play a vital role in helping to prevent young suicide; we want to make sure that pupils are as suicide-safe as possible.

FPS acknowledges that:

Thoughts of self-harm and suicide are common, particularly among young people.

**Suicide is complex.** There are many contributory factors surrounding a suicide and reasons are often complex and individual to that person.

**Stigma inhibits learning.** We recognise that the stigma surrounding self-harm, suicide and other mental illness can be both a barrier to seeking help and a barrier to offering help. We are dedicated to tackling suicide stigma.

**Self-Harm and Suicide is everyone's business,** and we want to facilitate the reporting of any risks and concerns.

**Self-harm and suicide are difficult things to talk about.** Through the training of Youth Mental Health First Aiders and whole school awareness of mental ill health, we will provide adults in school who are able to identify when a pupil may be struggling with thoughts of suicide.

**Talking about suicide does not create or increase risk.** Contrary to common belief, this type of questioning does not encourage young people to pursue suicide ideation. Rather it signals that you care and that you are ready to talk to them about it. The opportunity to discuss feelings around suicide can provide a great relief.

We will endeavour to involve anyone from our community who has personal experience of self-harm and suicide; either having struggled themselves or supported someone with thoughts of suicide.

### **Children Affected By Gang Activity and Youth Violence**

Defining a gang is difficult. They tend to fall into three categories: Peer Groups, Street Gangs and Organised Crime Groups. It can be common for groups of children and young people to gather together in public places to socialise. Although some peer group gatherings can lead to increased antisocial behaviour and youth offending, these activities should not be confused with the serious violence of a street gang. A street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. A street gang will engage in criminal activity and violence and may lay claim over territory (not necessarily geographical but it can include an illegal economy territory); They have some form of identifying structure featuring a hierarchy usually based on age, physical strength, propensity to violence or older sibling rank. There may be certain rites involving antisocial or criminal behaviour or sex acts in order to become part of the gang. They are in conflict with other similar gangs. An Organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). This involves serious and organised criminality by a hard core of violent gang members who exploit vulnerable young people and adult. This may also involve the movement and selling of drugs and money across the country, known as 'county lines' because it extends across county boundaries. Young people may be at risk of sexual exploitation in these groups.

Children and young people at the synagogue are encouraged not to form 'gangs' 'cliques' or 'clubs' as this is not inclusive behaviour. Staff are vigilant to report if they hear about gangs or clubs forming.

### **County Lines criminal Activity**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Staff members who suspect a child or young person may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

**We should be aware that the synagogue is in an area where gangs are known to operate from.**

### **Homelessness**

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include the following:

Household debt



Rent arrears

Domestic abuse

Anti-social behaviour

Any mention of a family moving home because “they have to”

Referrals to the Local Housing Authority do not replace referrals to MASH where a child is being harmed or at risk of harm.

### **Use of Member of Staff's Personal Transport**

The use of personal transport to transport children must only take place when agreed with the parent in advance.

It is not acceptable to give young people lifts home after sessions.

Under exceptional circumstances and only as a last resort may a member of staff use personal transport in taking children to hospital. This is in response to emergency services placing a new emphasis on not calling ambulances unless it is an extreme emergency. Try to contact the parents/care to get them to collect their child and take them to hospital. At all times another member of staff must be present during transport and in order to stay with the child until their parent/guardian arrives.

The driver and the car used must be insured for business use. Appropriate child seats must be used for children

### **Allegations of abuse made against other children (Child-on-child)**

Staff should recognise that children are capable of abusing their peers. At FPS we aim to minimise peer on peer abuse through our behaviour policy – both rewarding positive behaviour and sanctions for negative behaviour.

There are different forms of abuse – name calling, emotional, physical etc. these are set out in our anti bullying policy. Abuse should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer on peer abuse will be supported.

- The synagogue is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.
- A DSL will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.
- If appropriate, a referral may be made to MASH and, depending on the nature of the incident, the police.
- A DSL will decide which safeguards, if any, are necessary for the child or young person
- all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.

Online Sexual Abuse: Online concerns can be especially complicated and support is available from: • The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). The helpline provides expert advice and support for school and college staff with regard to online safety issues • Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF) • Childline/IWF Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online • UKCIS Sharing nudes and semi-nudes

advice: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further information • Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online

### **Online Sexual Abuse**

The synagogue recognises that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. FPS recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure is a last resort and they may have already tried to resolve the issue themselves.

Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

A Designated Safeguarding Lead needs to be informed of any online sexual abuse incident. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. Such disclosures should follow the normal safeguarding practices and protocols. They will need immediate referral to police or social services; parents should be informed as soon as possible. If a device with images is on the premises then it should be confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

#### Initial review meeting

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care - If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed - What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment - If there is a need to contact another school, college, setting or individual - Whether to contact parents or carers of the pupils involved
- in most cases parents should be involved

An immediate referral to police and/or children's social care<sup>16</sup> should be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)

3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 1317
5. You have reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

The decision to respond to the incident without involving the police or children's social care would be made in cases when a DSL is confident that they have enough information to assess the risks to children/young adults involved and the risks can be managed with parents

When assessing the risks we will consider the following:

- Why was the imagery shared?
- Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared?
- Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

The decision to view imagery should be based on the professional judgement of a DSL and should always comply with the child protection policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery, a DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then a DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Chair of the Synagogue
- Ensure viewing is undertaken by a DSL or another member of the safeguarding team with delegated authority
- Ensure viewing takes place with another member of staff present in the room, This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on the premises, ideally in an office.

- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated.

Remember:

Always put the young person first.

**Never..**

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest not to do so would impede a police inquiry.
- Print out any material for evidence
- Move any material from one storage device to another

**Always...**

- Inform a Designated Safeguarding Lead is able to take any necessary strategic decisions.
  - Record the incident.

What to do and not do with the image..

If the image has been shared across a personal mobile device:

**Always..**

- Confiscate and secure the device(s). Close down or switch the device off as soon as possible. This may prevent anyone removing evidence 'remotely'.

**Never..**

- View the image unless there is a clear reason to do so or view it without an additional adult present (this additional person does not need to view the image and certainly should not do so if they are of a different gender to the person whose image has been shared).
- The viewing of an image should only be done to establish that there has been an incident which requires further action.
- Send, share or save the image anywhere
- Allow children or young adults to do any of the above

If the image has been shared across a network, a website or a social network:

**Always..**

- Block the network to all users and isolate the image

**Never...**

- Send or print the image
- Move the material from one place to another
- View the image outside of the protocols of the safeguarding and child protection policies and procedures.

A Designated Safeguarding Lead should always record the incident.

If indecent images of a young person are found:

- Act in accordance with the Safeguarding policy
- Store the device securely
- The DSL will carry out a risk assessment in relation to the young person
- The DSL will make a referral to social care
- The DSL will contact the police (if appropriate).
- Referrals may be made to Social Care or the Multi-Agency Team (MASH) but where a crime may thought to have taken place the police are the first port of call.
- Inform parents and/or carers about the incident and how it is being managed.

### **Photographing and Video**

- Parents must consent to the synagogue taking photographs of their child by signing a permission slip upon entry to Ivriah.
- Photographs that are for use outside of the synagogue (on our website or in the LJ magazine) should be anonymous unless specific permission has been received from parents.

### **Whistle blowing**

If a staff member has concerns about another member of staff then this will be raised with a DSL.

If a staff member feels unable to raise an issue with a DSL, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

### **Mobile Phones**

Staff or volunteers should not use mobile phones to take pictures or videos of children. Staff should only use digital cameras which have been provided by the synagogue.

### **One-to-one work with Pupils**

If a one-to-one session is being carried out, it should be in a room that can be overseen by other staff, has a glass panel or is in a public where they can be seen by others.

### **Online Safety**

The use of online Ivriah classes became necessary during COVID 19. All children and young adults will be made aware of online risks and reminded how to stay safe online.

It is recognised by FPS that the use of technology presents particular challenges and risks to children and adults

FPS identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

**content:** being exposed to illegal, inappropriate or harmful material

**contact:** being subjected to harmful online interaction with other users

**conduct:** personal online behaviour that increases the likelihood of, or causes, harm

If teachers know of misuse, either by a teacher or child the issue should be reported to the DSL without delay.

In providing virtual or online learning for pupils, we take into account issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required etc

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. The following points should be considered:-

- think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred
- staff and pupils should be in living / communal areas – no bedrooms
- staff and pupils should be fully dressed

- resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content
- appropriate language should be used
- an appropriate professional behaviour and relationship should be maintained
- parents or other family members in the background should also be dressed appropriately and should behave appropriately

It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary. Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental / pupil consent is needed and retention / storage.

### **Mental Health**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Staff will not attempt to make a diagnosis of mental health problems – the synagogue will ensure this is done by a trained mental health professional.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead. Staff will be encouraged to identify children or young people whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

### **The GDPR**

#### **Sharing safeguarding information**

GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place.

#### **Retention Periods**

All data on the safeguarding file potentially forms part of an important story that may be needed retrospectively for many years. The elements of a file (name, address) that are needed to identify children with certainty are needed to be retained along with those records [until at least 25 years old]

#### **Safeguarding Audit**

The synagogue undertakes an annual Safeguarding Audit to ensure that procedures are up to date.

## **Health and Safety Policy**

The synagogue has a health and safety policy, which is monitored

Each half term there is a fire drill that practices efficient evacuation from the buildings and lockdown drill that practices remaining inside the building. The synagogue conducts an annual Fire Risk Assessment.

The synagogue has a critical incidents plan and an evacuation plan. This details what staff and congregants should do in the case of emergencies.

## **First Aid**

We have a well-resourced medical area.

The names of qualified first aiders are displayed in the synagogue building

- Accidents are logged in the synagogue accident book
- Accidents/Illness – at Ivriah - parents are contacted by phone.

## **FINCHLEY PROGRESSIVE SYNAGOGUE SAFEGUARDING ALERT FORM**

### **Adult completing form**

Name

Position

Contact

---

### **Child**

Name

Address

Phone

Date of Birth

Other Info

Parent/Carer

---

Information

### **Details of allegations/suspicions**

Disclosure type

*Suspicion*

*Disclosure from  
child*

*Disclosure from  
third party*

Type of abuse

*Physical*

*Sexual*

*Emotional*

*Neglect*

Date and time of disclosure

Date and time of incident

Details of third party (if relevant):

Details of allegation/suspicion/concern:

Details of anyone alleged to have caused the incident or to be the source of any concerns:

Details of anyone who witnessed the incident or who shares the concerns:

Action taken:

Body map completed? **YES / NO** (If YES, please attach securely)

Are you aware of any previous incidents or concerns relating to this child and of any current risk management plan/ support plan? If so, please give details:

Have you informed?	<i>Barnet Children's Service</i>	<i>Police Child Abuse Team</i>	<i>Line Mngr</i>
--------------------	----------------------------------	--------------------------------	------------------

Signature:

Date:



## Alert Form Appendix As Necessary

Name of child	Date of alert
Name of person completing form	
Have you attached a completed alert form?    YES / NO    if no, please explain why not	
Name and role of any other witnesses to injury	

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or college take photographic evidence of any injuries or marks to a young person's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or young person's social worker if already an open case to social care.**

**When you notice an injury to a young person, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?

- 
- Does the site of the injury feel hot?
  - Does the young person feel hot?
  - Does the young person feel pain?
  - Has the young person's body shape changed/are they holding themselves differently?

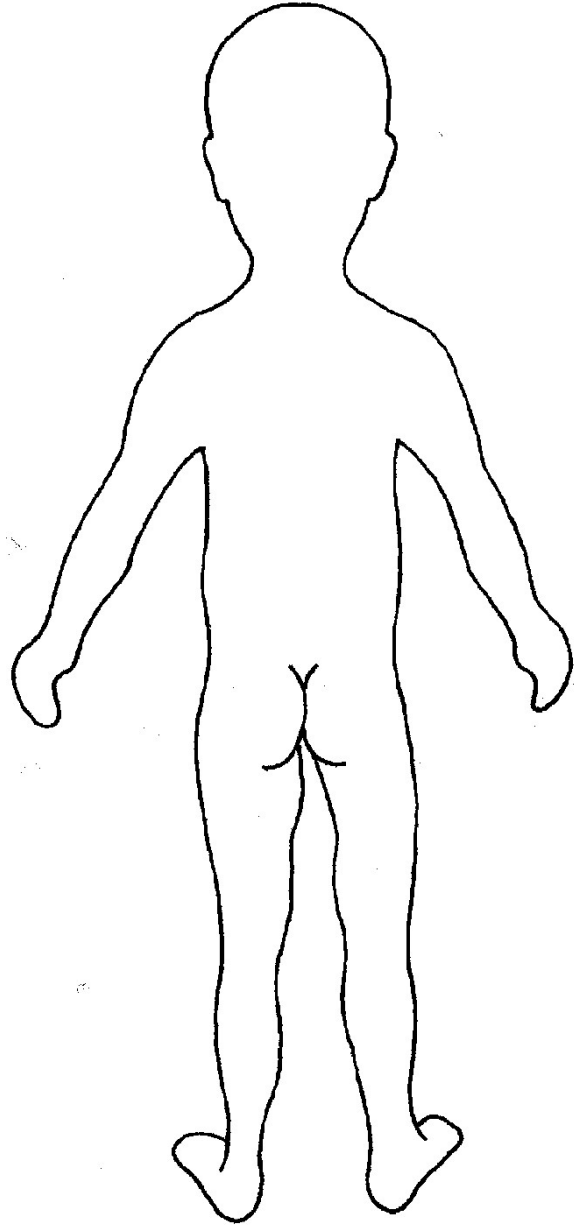
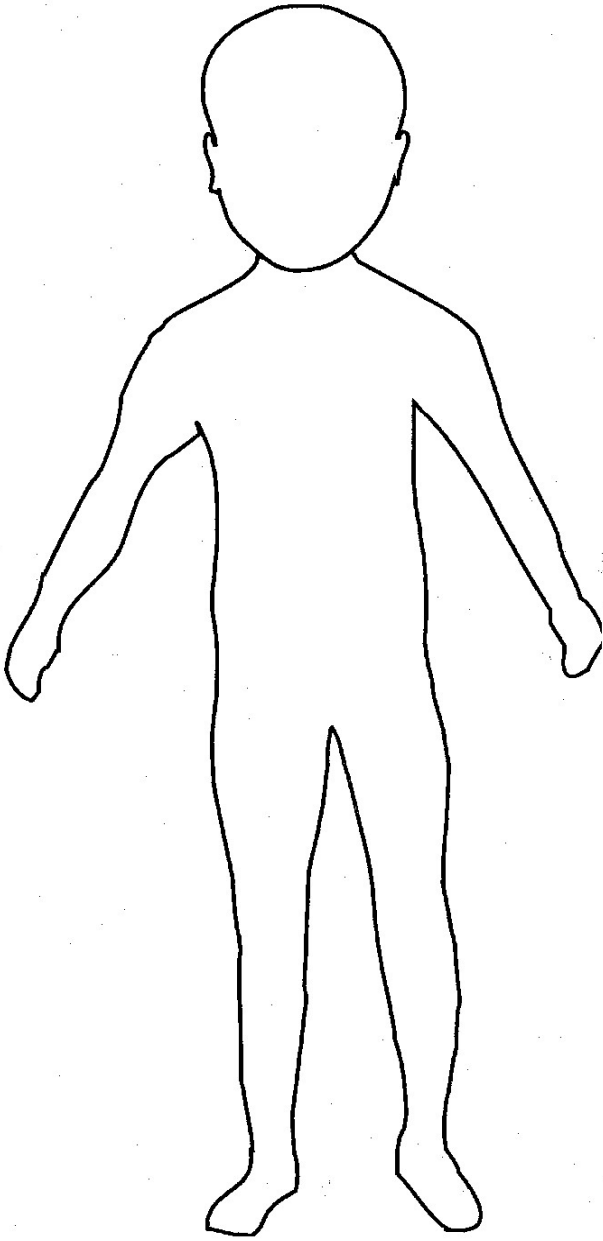
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

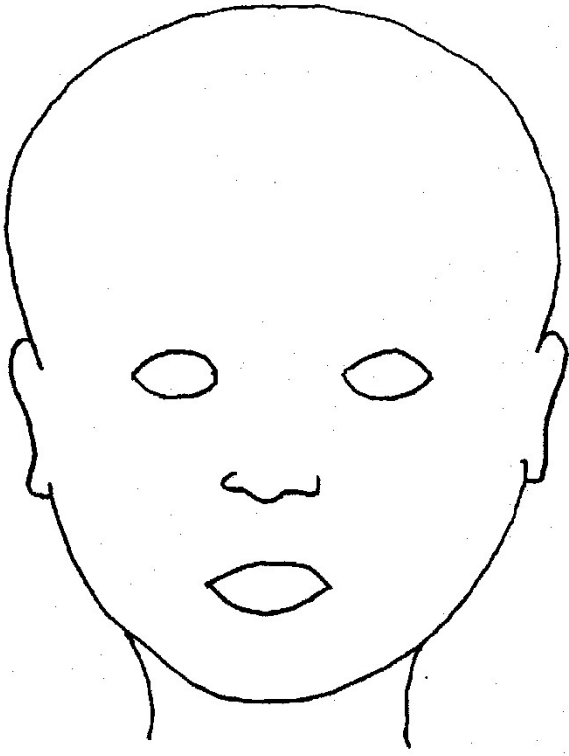
**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the concern/confidential file.

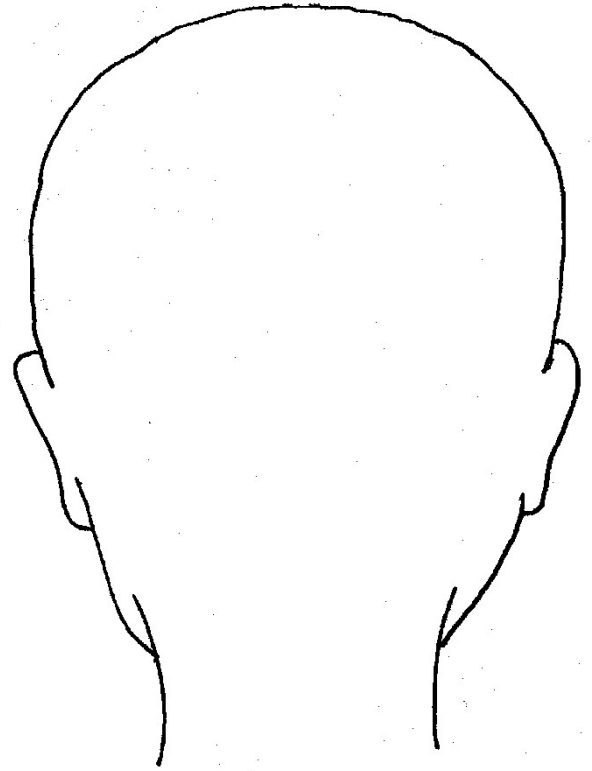
**BODYMAP**

**(This must be completed at time of observation)**

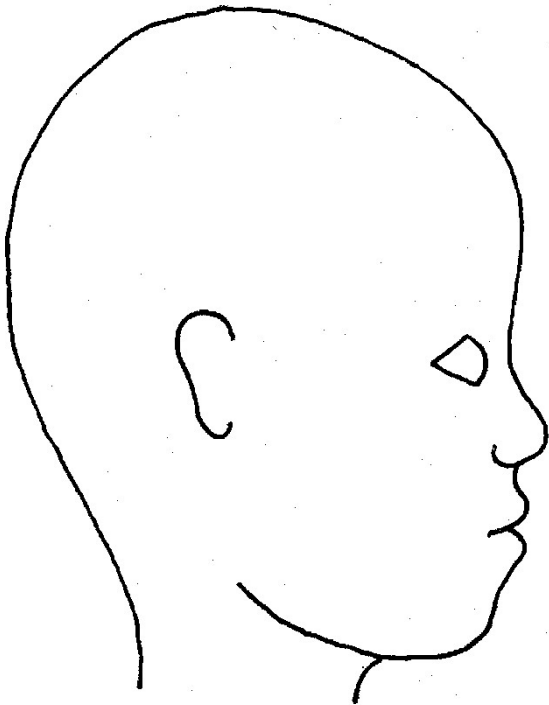




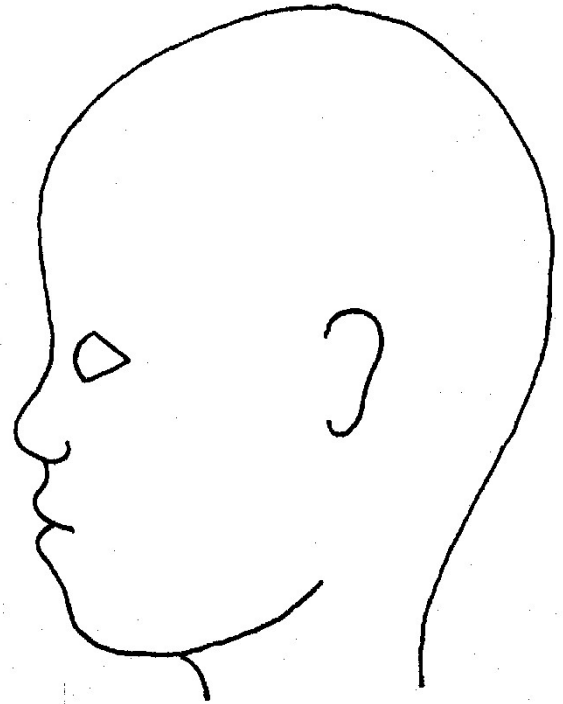
**FRONT**



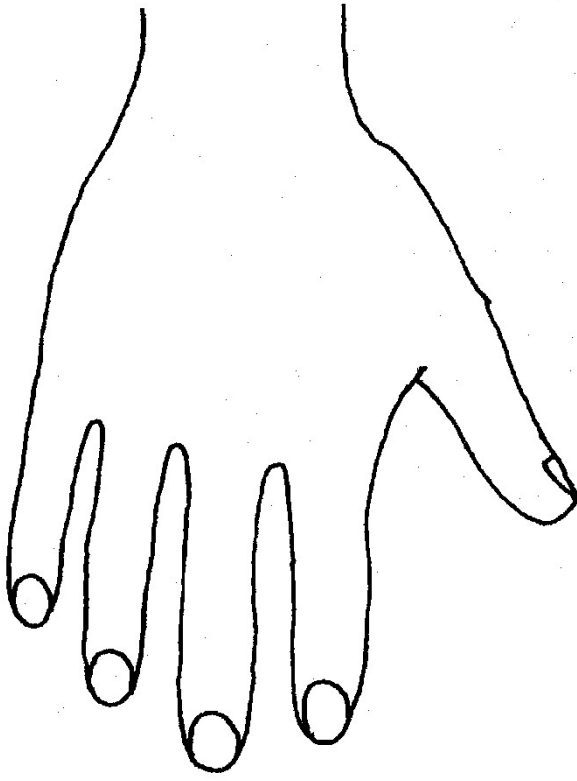
**BACK**



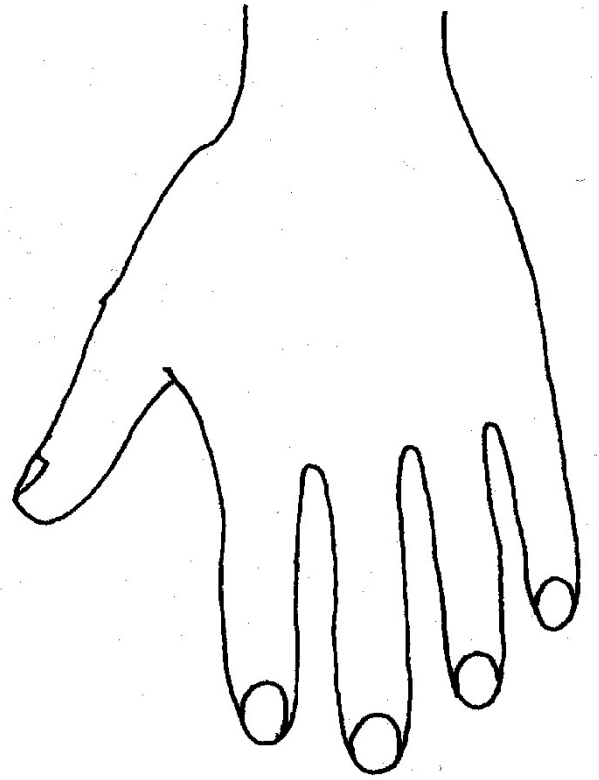
**RIGHT**



**LEFT**

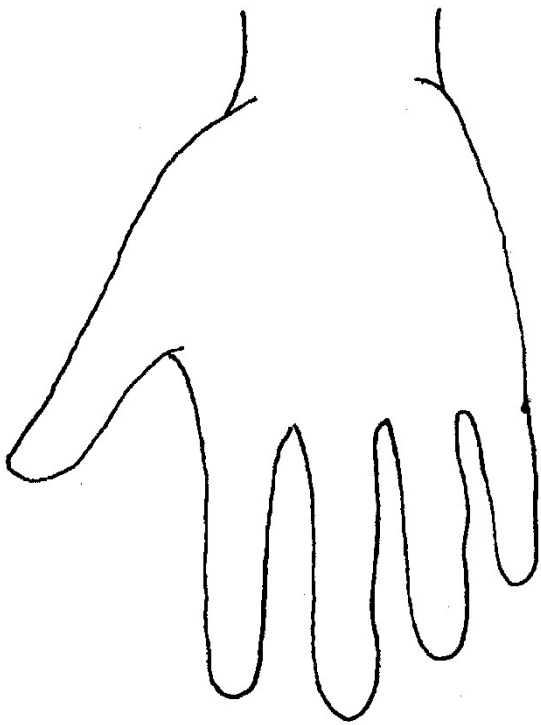


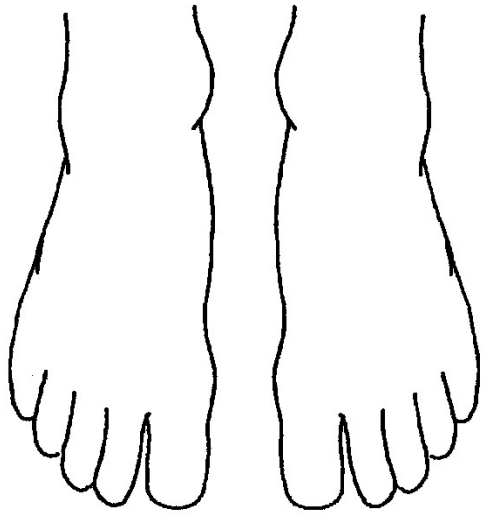
R



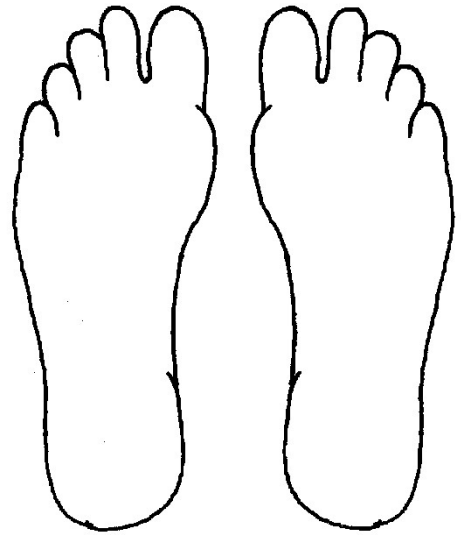
L

BACK

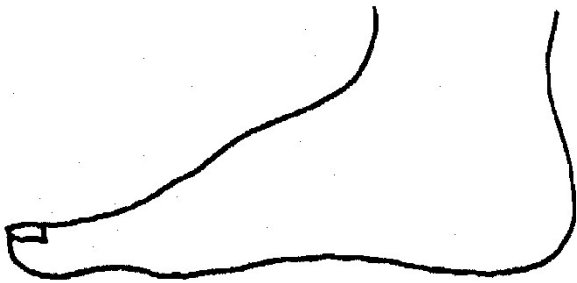




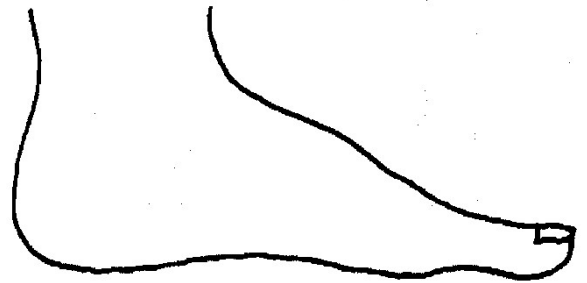
R TOP L



R BOTTOM L

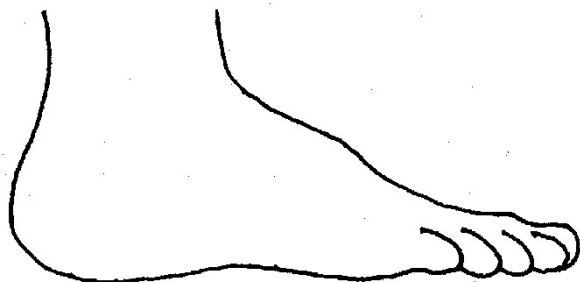


R

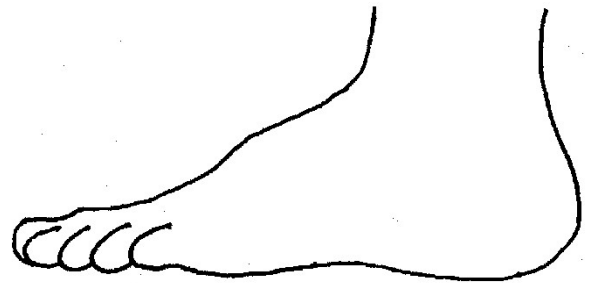


L

INNER



R



L

OUTER

## Appendix 3: Categories of Abuse

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2016 and staff who have direct contact with pupils should also read annex A.

**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.

### Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

### **Signs that MAY INDICATE emotional abuse**

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

### **Signs that MAY INDICATE neglect.**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem



## Appendix 4: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

### 1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

### 2. Respond

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. “It will be alright now”
- **Do not promise confidentiality**; you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. “you’re not to blame”
- Reassure the child that information will only be shared with those who need to know

### 3. React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; “Did he/she....?” Such questions can invalidate evidence.
- **Do** ask open “TED” questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

### 4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

### 5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- **LSCB:** [www.LSCB.org.uk](http://www.LSCB.org.uk)

### 6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals