



Yesoiday Hatorah School

Child Protection Policy

Last update: May 2017

Next review: May 2018

Introduction

Staff at Yesoiday Hatorah School are committed to the principles of the 'Every Child Matters' framework – that every child has the opportunity to fulfill their potential and no child slips through the net. We strive to ensure effective communication across professional services, in particular, health services, the police, social services and Sure Start Children's Centre. The framework for 'Every Child Matters' links with our mission statement:

Working together enables each child to reach his or her potential.

1. Background

We recognize that "...because they are in regular and frequent contact with children, school staff are particularly well placed to observe signs of abuse" (DFE Circular 10/95 and Working Together under the Children Act 1989). The school is therefore aware of the responsibilities, which the school and its staff have with regard to the protection of children from abuse and from inappropriate and inadequate care, and is committed to reacting in all cases where there is concern.

2. Designated Teacher

In accordance with the Circular 10/95, the school has Designated Safeguarding Leads who work closely with the Head Teacher. All adults working in the school know the names of the Designated Safeguarding Leads. All teachers have access to this policy.

The DSL for the School is Mrs R Greenberg

The Deputy DSL is the Headteacher Rabbi Yodaiken

The DSL for the Nursery is Mrs S Horn

The DSL for the Creche is Mrs S Singer

The Appointed Governor for DSL issues is Mr M Bamberger

All staff have been made aware of these roles and have read this policy and the DfE Keeping Children Safe Part 1 document.

The responsibilities of the DSL are as follows:

- To be responsible for ensuring that effective communication and liaison with social services and other agencies takes place as appropriate in the event of staff having child protection concerns about a pupil.
- To ensure that staff (including the headteacher, teachers and non-teaching staff) have an understanding of child abuse and its main indicators and are aware of the schools and their own child protection responsibilities. All staff attended at least level 1 safeguarding training.
- To support and advise staff in their child protection work.
- To provide specialist input into the planning of the content of delivery of the personal, social and health education curriculum (including the informal curriculum) with respect to child protection issues.
- To maintain his/her own knowledge and awareness of the issues, policy and practice of child protection, through regular attendance at appropriate training courses. Both the DSL and the Deputy DSL to do at least level 2 safeguarding training.

3. In – School Procedures

In the event of a member of staff having a child protection concern about a pupil, s/he will immediately inform the DSL and record accurately the event/s giving rise to the concern, If a child expresses a wish to disclose some sensitive information the member of staff should choose an open area which still affords confidentiality. The action taken subsequently is detailed in The Memorandum of Good Practice (Criminal Justice Act, 1991). Each teacher has their own concerns sheet folder which should be passed on to the DSL should there be an episode of concern.

4. Nominated Governor

There is a nominated governor for Child Protection – Mr M Bamberger

5. Safer Recruitment/Vetting / DBS

Every person who comes into the school who has contact with the children will be vetted including: List 99 Police Check, Enhanced DBS certification, Barred Teachers List and Childcare (Disqualification) Regulation 2009. The school will keep up-to-date with any new legislation and good practice regarding vetting protocols. This will reinforce the fact that this school is a 'safe' school where we are ever vigilant in the protection of our children. The school checklist for safer recruitment is attached as an appendix reference should also be made to the schools Recruitment Protocol Policy.

6. Listening to children

The Level of Child Abuse

The incidence of child abuse is much higher than many teachers and support staff imagine, and is frequently at the hands of a person known to the child. There are several types of abuse - mental, physical, sexual and emotional abuse, all of which can form the basis of bullying. What needs to be remembered is that a high percentage of bullies have themselves been abused so that history is repeating itself.

Symptoms of Abuse

Signs of physical abuse include:

- Injuries that are not adequately explained by the pupil.
- Current bruising injury, with a long history of bruises and accidents.
- Injuries getting progressively worse, or occurring in a time pattern (e.g. every Tuesday morning or after visits to relatives).
- 'Grip' marks on arms (may indicate severe shaking) or 'slap' markings (especially cheeks, buttocks, arms or legs).
- Long marks which could be from a belt or cane.
- Stub marks that might be from a cigarette.
- Bruising on both sides of the ear. Any 'symmetrical' bruising is suspicious.
- Teeth marks from a bite.
- Scalding to both soles of the feet.
- Bruised eyes, especially if both at once. (A doctor or the school nurse can usually tell whether the bruised eye is spread-bruising from an accidental bump to the nose or more likely to have been a fist to the eye).
- Constant attention seeking; over-pleasing/compliant behaviour, 'frozen watchfulness'.
- Running away.
- Kept away from school medical inspections and check-ups.
- Reluctant to go home after school.

Signs of sexual abuse:

- Sudden changes in behaviour or school performance.
- Displays of affection in a sexual way inappropriate to age.
- Tendency to cling or need constant reassurance.
- Tendency to cry easily.
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby.
- Complaints of genital itching or pain or publicly playing with themselves.
- Distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger.
- Unexplained gifts or money.
- Depression and withdrawal.
- Apparent secrecy.

- Wetting, day or night.
- Sleep disturbances or nightmares.
- Chronic illnesses, especially throat infections and venereal disease.
- Anorexia or bulimia.
- Self-mutilation, attempted suicide, frequently running away.
- Fear of undressing for gym.
- Phobias or panic attacks.

Signs of emotional abuse include:

- Physical, mental and emotional development lags.
- Admission of punishment that appears excessive.
- Over-reaction to mistakes.
- Continual self-depreciation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb sucking).
- Self-mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Running away.
- Compulsive stealing, scavenging.

Signs of neglect include:

- Looks extra thin and poorly.
- Well below average in height and weight; 'failing to thrive'.
- Complains of hunger, lacking energy.
- An untreated condition or injury.
- Has repeated accidents, especially burns.
- Left alone at home inappropriately.
- Repeatedly unwashed or smelly.
- Kept away from school check-ups.
- Reluctant to go home.

This is not an exhaustive list and some symptoms are indicative of all the different forms of abuse.

Some staff will have a particular contribution to make in listening to children who have not been through the experience of abuse. It is important that this work is not undertaken at a time when it may impact on any legal processes through which the child may be involved and that it does not clash with any therapeutic interventions provided by other agencies. All staff are aware that if they are selected by a pupil to hear disclosure of abuse, they must comply with guidance given in *Memorandum of Good Practice* (Criminal Justice Act 1991).

7. Records

All records and witness statements relating to child protection concerns and cases will be kept confidential. Access will only be via the Head Teacher, Deputy Head Teacher and the designated teachers. LEA guidance on record keeping and transfer of records will be strictly followed.

8. Parents and Carers

Parents should be aware that staff at the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative other than to inform Social Services of their concern.

Parents and Carers are informed of this policy through the school Prospectus and Newsletters. All policies are available to Parents and Carers at the school office.

Parents will not be informed of concerns unless staff are certain that safety of the child will not be prejudice by their doing so. Parents have no right to information to school records relating to Child Abuse – Education (School Record) Regulations 1989 and DFES Circular 17/89.

9. Training

The school recognizes the importance of regular training for all staff. Therefore:

- 1) All staff will attend appropriate training. To include at least, basic LEA initial training equivalent, regular up dates and more frequently when changes in procedure and legislation require it – for detail ask Mrs Greenberg/Mrs Young.
- 2) All staff both teaching and non-teaching, who come into contact with children, will receive appropriate training – level 1 safeguarding.
- 3) Anyone joining the school staff will be briefed fully concerning their responsibilities within child protection procedures before beginning their duties. An appropriate induction programme and training for temporary staff to be arranged by the DSL. This involves a short meeting, self validation of the temporary or new staff member reading the CPP Policy.

10. Procedure Handbook

The designated teacher needs to have appropriate training and should know:

- how to identify the signs and symptoms of abuse and when to make a referral;
- the local Area Child Protection Committee and/or LA procedures and the designated teacher's role within them;
- the role and responsibilities of the investigating agencies and how to liaise with them;
- the requirements of record keeping;
- the conduct of a child protection conference and how the designated teacher, or another member of staff, can make an appropriate contribution to it.

- Minimum of level 2 safeguarding training.

The Child Protection Policy handbook will be kept in the Head Teacher's office. All staff has a copy of the policy. The DSL will ensure that all staff are aware of this and understand their responsibilities and the need to follow procedures at all times.

11. Child Protection Conferences

The school will ensure that all child protection case conferences are attended by a member of staff who is properly informed about the immediate concerns as well as about the child and his/her history. Full reports to conference, in accordance with procedures will be sent to the Child Protection Office in advance where necessary, or multiple copies taken to the Conference where time given is limited.

12. Staff Support

The stress of staff involved in any aspect of child protection work is considerable and the school will ensure that such staff are properly supported. The Head Teacher and DSL will be responsible for ensuring that support from outside school is sought where appropriate.

13. Looked After Children

Any looked after children who attend the school will have a designated teacher who will be responsible for their wellbeing. It will be this teacher's responsibility to ensure that a Individual Education Plan (IEP) for each child in Public Care is completed by the most appropriate person usually the class teacher.

14. Internet

Children will not be allowed to use the internet. There is an internet safety policy which is to be followed at all times.

15. Photographs & Mobile Phones

School policy on the use of photograph and mobile phones is regularly revised and updated to ensure safeguarding protocols are in place. Please see individual policies.

16. Coherence

The Child Protection Policy will be completed and supported by other school policies and practice. In particular the school policies relating to:

- i. Equal Opportunities
- ii. Behaviour and anti-bullying

- iii. Sex and relationship education policy
- iv. Pupil discipline policy
- v. Homework policy
- vi. Drugs education policy
- vii. Attendance policy
- viii. Health & Safety Policy
- ix. Internet Policy
- x. Photograph Policy
- xi. Mobile Phone Policy
- xii. Safer Recruitment Protocol
- xiii. YHS Guidelines on child protection for staff, visitors and contractors leaflet

17. Allegations

Any Allegations made against staff will be taken to the Head Teacher immediately. School Policy will be followed. If there is an allegation of abuse made against the Head Teacher the Chair of Governors will be informed or the Child Protection Governor.

18. Monitoring and Evaluation

There is a necessity for on-going monitoring of the policy. This will take place on an annual basis and include the evaluation of:

- 1) The knowledge of the system by all staff
- 2) An awareness of key issues by pupils and parents
- 3) The use of procedures
- 4) Curriculum provision

The DSL, Headteacher and Governors linked to Safeguarding will carry this out. However the system will only operate effectively if people's awareness is highlighted through training, education and information.

The DSL and governor will together provide a brief annual report of measures which will ensure the effective implementation of the policy. This report will be made available to the other governors annually at the governors meeting.

19. Safeguarding and the Curriculum

Safeguarding will form part of the curriculum in the following school areas:

- SEALS work
- PSHE
- Kodesh
- Visits of the local police and fire service
- Assembly work

It is necessary to ensure that these issues are earmarked and integrated in the school day.

Associated YHS Policies:

Behaviour Policy
E-Safety Policy
Emergency Procedures
Fire Safety Policy
First Aid Policy
Health & Safety Policy
ID Card and Security Access
Intimate Care Policy
Lost Child Policy
Medicines Policy and Register
Mobile Phone Policy
Photography Policy
Prevent Policy
Staff Recruitment Policy

Associated DfE Policies

Keeping Children Safe – Part 1 2016

Safer Recruitment Checklist

Yesoiday HaTorah School & Yocheved Segal Kindergarten and Creche

Last Update May 2017

Next Review May 2018

Safer Recruitment Checklist

	Initials	Date
Job becomes vacant by staff leaving or need for new job agreed by committee.		
Selection panel convenes to discuss job description, ensuring it includes statement relating to safeguarding. Besides the job description you also need a person specification, outlining the qualifications, experience, knowledge, skills, abilities required to do the job. They must include essential criteria for the job, but could also include desirable criteria, which are perhaps not essential, but which would make the candidate more efficient and likely to succeed faster.		
Advert drafted and placed by office, and application forms given out (these should include a medical self-evaluation form) again stressing the school's commitment to safeguarding and promoting the welfare of children and young people and that appointment to the job is subject to satisfactory enhanced DBS check.		
Application forms scrutinized to see if candidate can be shortlisted.		
References requested directly from 2 referees, and their written replies filed. If reply is oral, the conversation is memo-ed, initialed and dated. References requested prior to appointment		
Candidate invited to interview, at which identity is checked (including photographic ID) and copies of original documents are taken and certified including DBS if already available. This includes copies of certificates, training records etc. These should demonstrate the candidate's permission to work in the UK, otherwise further investigation will have to be made to ensure this is so. Interview will also assess suitable personal behavior for teaching with special emphasis on safeguarding children and young people.		
Conditional offer of appointment, subject to completing all necessary admin not yet verified at interview and obtaining enhanced DBS check.		
Introduction period (familiarize candidate with contract of employment, code of conduct, disciplinary rules, child protection policy and protocols etc		
Probationary period		
Appointment date confirmed with candidate		

Appendix

YESOIDAY HATORAH SCHOOL

MISSION STATEMENT

The purpose of the Mission Statement is to define the ethos of the school. We endeavour to instill in our pupils a knowledge of the Torah, good character traits and a fear of G-d. Our general aims are to prepare the children for a life of Torah and mitzvos, to deliver the National Curriculum, (whilst recognising each child's individual character, abilities and intellectual and emotional strengths) and to develop them so as to become honourable, law-abiding citizens. The school's teachers are committed to identifying and responding to the pupils' learning needs; to developing each child to their full potential and challenging them to achieve the highest standards, according to their abilities, in all their studies.

Various further aims are listed below :

Aims

Aim 1. To create and develop positive relationships

Core Values

- Responsibility - corporate responsibility
responsibility for one's own actions
- Justice
- Caring
- Honesty
- Consideration

Aim 2. To create an environment which promotes growth

Core Values

- Respect - for people, property and animals
- Consideration - between and for pupils and teachers
- Safety - safeguarding all children and adults on site
- Equal Opportunities - to create an environment so that every child receives his/her entitlement to a broad and balanced education, each according to his/her needs.

We will engender an atmosphere which enables all members of the school community to develop to their full potential.

Aim 3. To foster self-esteem and confidence

Core Values

Initiative
Guidance
Respect
Support
Security
Emotional stability
Praise
Patience
Tolerance
Pride in achievement

Aim 4. To foster effective communication between children, teachers, parents and the wider community.

Core Values

Honesty
An understanding of current affairs
Communication - to foster a home/school partnership, both formally and informally, keeping parents informed of their children's progress, welcoming parents in school and liaising with the Kindergarten and the follow-on schools.
Understanding each other's needs - Every member of the school community has different requirements. We work together in an atmosphere of tolerance and harmony.

Select from the strategies, listed below, those which will promote the core value which is being addressed in order to satisfy the aim.

Strategies

1. To create and develop positive relationships.

1.1. The middos of the Month Campaign

A different positive character trait is selected each month and various complementary activities and schemes are included within the school programme, such as written assignments, poems, plays and artwork.

1.2 Use of Role Models

Children learn from observing and copying positive role models. Education is what remains after all else has been forgotten - teachers are responsible for instilling the core values and good characteristics.

2. To create an environment which promotes growth

Teachers promote self-discipline and the realisation that respect shown is linked to the appreciate of that which is done for us.

3. To foster self-esteem and confidence

3.1 Use praise (whenever deserved)

3.2 Reward good effort

3.3. Nurture children's strengths

3.4 Impress upon children the importance of each individual

4. To foster effective communication between children, teachers, parents and the wider community

4.1 Create an open-house policy between the school and parents

4.2 Teacher to be receptive to the children

4.3 The children to be encouraged to be inquisitive

4.4 The children to be treated as individuals, with feelings.

In fulfilling these aims, Yesoiday HaTorah School will be a place where every child is taught according to his entitlement academically, emotionally and socially. The children will learn and the staff will work in a happy and relaxed atmosphere, where parents are welcomed as part of the school, all benefiting from mutual support and encouragement.

Flagging a Child / Family of Concern

Name of child / family: _____

Questions to consider:

- Does the child come to school punctually?
- Is the child frequently absent? In the case of absence, is there a letter or phone call explaining the absence? When questioned about an absence, is the child hesitant to explain?
- Is the child regularly left uncollected at the end of the school day?
- Is the child frequently excessively tired (indicating not going to bed on time)?
- Are there any significant changes in the child's mood e.g. sad / melancholy; is the child displaying uncharacteristic behaviour, e.g. aggressive?
- Is there a regression in the child's academic progress?
- Are there any personal hygiene issues? (dirty, unkempt, offensive body odour, untreated lice etc)
- Is homework regularly not done?
- Does the child come to school with ill-fitting clothes?
- Condition of personal belongings, e.g. school bag? Does the child lack basic supplies, e.g. required stationery.
- What kind of lunches does the child bring to school? Is s/he consistently hungry? Does s/he beg / steal food?
- Is the child appropriately dressed for the weather, e.g. adequate outdoor clothing in the winter?
- Does the child have inconsistent, improbably or unexplained bruises etc? Does s/he wear clothing that covers the body when not appropriate?
- Is the child wary of adult contact?
- Does the child get apprehensive when other children cry?
- Does the child display extreme fear of others?
- Is the child afraid or reluctant to go home, does s/he come to school unusually early or stay late?
- Should you have any concerns please speak to Rabbi Yodaiken, Mrs Young or Mrs R Greenberg**

YESOIDAY HATORAH SCHOOL - MANCHESTER

(Jewish Day School)
Sedgley Park Road, Prestwich, Manchester, M25 0JW

Headteacher and Principal:
Rabbi Dr Y. Yodaiken
M.A. B.A.I. (Hons) P.G.C.E.
PhD (Education) L.L.E.



מנהל: הרב י יודייקין
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Dear Colleague

Childcare (Disqualification) Regulation 2009

In April 2014 the Department for Education published "Keeping Children Safe in Education" which sets out what schools and colleges must do to safeguard and promote the welfare of children and young people. Under additional guidance recently published, schools have been informed that they must undertake an additional safeguarding check on current and future staff to ensure that no one who is disqualified is employed in connection with:

- Early Years Provision (including education or any supervised activity outside school hours), or
- Later Years childcare outside of school hours for children who have reached the age of 5 years but have not yet reached the age of 8 years, which includes before and after school care.

We have carefully considered the statutory guidance and have decided this could on occasion be relevant to **all** staff.

As a result, I have a legal obligation to make you aware that you have a duty to report any relevant information regarding particular criminal offences including - a caution or conviction for any offences by an adult against or involving children; any sexual offences; murder, manslaughter, false imprisonment or assault, about yourself and also about anyone living or working in the same household as you. You are not required to specifically make enquiries of the householders (or people living within your block of flats) but you must declare any relevant information of which you are aware.

Please therefore complete the attached questionnaire and declaration and return to Mrs Sills as soon as possible. An envelope is provided to maintain your privacy.

If you require any further information or have any questions or concerns please do not hesitate to contact me.

Thank you for your co-operation and for taking this matter so seriously.

Yours sincerely,

Mrs S Sills
Clerk to the Governors

Staff Information

Name	
Role	

I confirm that I have read and understood the letter dated 16th June 2015 attached to this questionnaire.

----- Date -----

Self-declaration

Are you disqualified from caring for children?	Yes/No
Have you been barred from working in regulated activity with children?	Yes/No
Do you have any convictions, cautions, reprimands or final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)?	Yes/No
Have your own children been subject to a child protection order?	Yes/No
Are you disqualified from private fostering?	Yes/No
Have you committed an offence overseas which would have resulted in disqualification if it had occurred in the U.K.?	Yes/No
Please provide further information where you have answered 'Yes' to any of the questions above.	
I will make the school aware of any changes in my circumstances, including any cautions or convictions that affect my suitability to care for children.	
Signed:.....	Date:.....

Association Declaration

To the best of your knowledge, are you living in a household where another person who has been disqualified from caring for children lives or works?	Yes/No
Please provide further information where you have answered 'Yes' to the question above.	
I will make the school aware of any changes in these circumstances, and will notify the school where I become aware that a person who lives or works in my household is disqualified from caring for children.	
Signed:.....	Date:.....

YESOIDAY HATORAH SCHOOL - MANCHESTER

(Jewish Day School)

Sedgley Park Road, Prestwich, Manchester, M25 0JW

Headteacher and Principal:

Rabbi Dr Y. Yodaiken

M.A. B.A.I. (Hons) P.G.C.E.

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Keeping Children Safe in Education (part 1)

It is a mandatory requirement that all staff read and acknowledge that they understand the attached document.

Please return this letter duly signed.

To confirm that Mrs Rivka Greenberg is Yesoiday HaTorah School's Safeguarding Designated Lead; and Mr M Bamberger is the Governor with responsibility for Safeguarding. Full details can also be found in the Schools Child Protection Policy and Prevent Policy with is also attached.

Thank you

Sarah Sills
Bursar

Keeping Children Safe in Education: Part 1 information for all school staff.

I confirm that I have read **Keeping Children Safe in Education: Part 1 information for all school staff; the school Child Protection Policy and Prevent Policy.**

Name: _____ Block Capitals Please

Signature: _____

Date: _____

Reference Materials

- BSCB Recognition and Referral Handbook for professionals who are worried a child is being abused. (2011)
- YHS Guide for Visitors to Site.