

## Keeping Children Safe in Education September 2016 updates...

### Private Fostering (PF)

#### What is Private Fostering?

This is an arrangement where a child under the age of 16 (18 if disabled) is cared for/going to be cared for by someone who is not a parent, a close relative, or someone who has no parental responsibility for that child for a continuous period of 28 days or more.

Close relative is defined as:

Aunt/Uncle, Grandparents, Brother/Sisters ( to include step or half relatives).

**A cousin/great aunty/uncle is NOT a close relative.**

#### Why is Private Fostering important?

Sandwell Local Authority have a duty to protect all young people. There could be an increased risk of abuse or neglect- Victoria Climbié was subject to a PF agreement.

Children in a PF agreement are not in care but do come under the "Child in Need" category so should be supported by a social worker.

### Children with a Disability of Special Educational Needs (DSEN)

All staff must recognise that children and young people with SEN and disabilities can face additional safeguarding challenges as:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by issues such as bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

We identify a list of vulnerable pupils, including those with DSEN, who might need more support to be kept safe or to keep themselves safe and monitor their well-being through the weekly Child Protection Board meeting chaired by the DSL. Students are further monitored by the SEN Team led by Cara Smith (SENCO).

As ever, it is vital that all staff see their role in keeping our most vulnerable students safe. Please be vigilant in monitoring their well-being.

#### What would you do in the following scenario ?

Q: You have a safeguarding concern for a pupil, and you have referred it to the Designated Safeguarding Lead but feel that he and the Principal are not taking the matter as seriously as you think they need to. What would you do?

**A: The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).**



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# Safeguarding

Issue Number 3  
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# Bulletin

Welcome to the third issue of GSA's Safeguarding Bulletin.

The Safeguarding Bulletin is, in keeping with guidance within "Keeping Children Safe in Education", 2016, intended to keep all staff reminded of and updated on various aspects of safeguarding. This issue is intended as a supplement to the training that has been undertaken for all staff in July and September.

If you have any questions following your reading of this issue, please do not hesitate to contact me on Ext 257, my email ([richard.reeve@georgesalter.com](mailto:richard.reeve@georgesalter.com)) or via my office (Academy reception).

Best wishes,

Richard.

### Keeping Children Safe in Education—September 2016

As the training sessions in July and on 5th September highlighted, there are a range of additions to the KCSIE document, effective 5th September 2016. As a reminder, these are outlined below:

#### Honour-Based Violence (HBV)

This may include FGM or Forced Marriage. The Anti-Social Crime and Policing act (2014) makes it a criminal offence to force marriage without consent. HBV is defined as: a crime or incident that has or may be committed to protect or defend the honour of a family or community. Sometimes known as "Izzat" (A Hindu-Urdu term referring to the concept of "honour") It is an extreme form of behaviour and control used by one or several members of the family and can be physical or emotional.

Possible Indicators:

- Children may mention black magic or evil spirits
- Children may discuss their siblings bringing shame on their family
- Older children being stopped from socialising or attending school
- Older children being restricted in their choice of friends and activities outside of school.

According to the Forced Marriage Unit, 27% of Forced Marriage in 2015 involved victims below 18 years of age. Pakistan was the country with the majority of reported cases (44%); Bangladesh was the next highest (7%).

# Keeping Children Safe in Education

## Peer-to-Peer Abuse

Staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to; bullying (including cyber-bullying), gender based violence/sexual assaults and sexting.

According to KCSIE, September 2016: **“Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.”**

Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Occasionally, allegations may be made against students/pupils by others in the academy, which are of a safeguarding nature. **Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.** It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the academy
- indicates that other pupils may have been affected by this student
- indicates that young people outside the academy may be affected by this student

Cyber-Bullying and Sexting are specific areas of concern. Mobile phones are prohibited within George Salter Academy. However, obviously this does not guarantee that these types of abuse will not occur outside of school. If you are concerned that any of our students are victims of these, please speak to the DSL and complete a Safeguarding Concern Form as a matter of urgency.

## What MUST you do?

Just a reminder from our training this week:

- Ensure you have read SECTION 1 of Keeping Children Safe in Education September 2016
- Be aware of our updated Safeguarding and Child Protection and radicalisation policies (The GSA Radicalisation and Extremism Prevention Policy is available here: <http://www.georgesalter.com/documents/policies/Radicalisation-and-Extremism-Prevention-Policy.pdf>)
- Ensure you are confident with the procedures for reporting a concern and if in doubt always ask! (Use the DSL photograph poster in your classroom).
- If your concern is an obvious child protection issue eg physical abuse ensure you go and see DSL in person as well as completing a GSA Safeguarding Referral Form—see the DSL first if urgent.
- Continue to pass on any concerns no matter how minor, on the same day.
- Ensure you teach and discuss the E safety requirements at the start of new computing topics.

# September 2016 updates...

## Early Help

What is “Early Help”?

This means **providing support as soon as a problem emerges at any point in a child’s life.**

An “Early Help” assessment is made to help decide on inter-agency help needed (e.g. involvement of DECCA for drug-related concerns or a referral to Child and Adolescent Mental Health Services (CAMHS)).

When the DSL receives a Safeguarding Concern, he has to decide on the threshold that the concern meets.

These are the thresholds:

- Child Protection (Section 47 – concern of “significant harm”).
- Child In Need (Section 17 – Complex Needs)
- Early Help (Additional/Emerging Needs)
- Level 1 (Universal Needs)

How do we identify children who need “Early Help”?

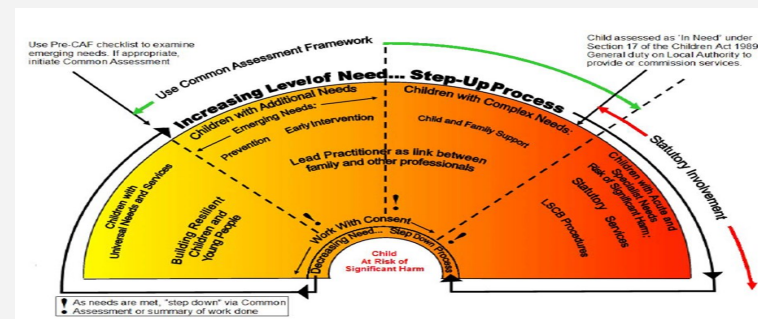
The Designated Safeguarding Lead chairs a weekly Child Protection Board meeting with Pastoral Managers to discuss the welfare of vulnerable students across the Academy. Pastoral Staff have identified over 100 students who are not yet Early Help, Child in Need or Child Protection level cases and they are closely monitored.

Our vulnerable students are identified by the following criteria:

We ask, have they got:

- Special Educational Needs or a Disability (DSEN)
- Behavioural concerns
- Attendance concerns
- Other welfare concerns that we are aware of
- A previous case opened with social care (Child Protection, Child in Need, Early Help).

As academic achievement is important to the future well-being of all students, we track the academic progress of each of the pupils currently in the above categories, including those identified to be “vulnerable”.



Above is a diagram outlining the 4 thresholds. Child Protection (significant harm) is furthest right.