

Summary document outlining the changes that **Safeguarding Network** have identified in [Keeping Children Safe in Education 2022](#). The notes column provides space for additional thoughts, and in some places, we have added some of our own already.

Page	Para	Change	Theme	Notes
<b>Introduction: About the guidance</b>				
4	Status	Replaced reference to the <a href="#">Education and Training (Welfare of Children) Act 2021</a> with reference to the <a href="#">Apprenticeships, Skills, Children and Learning Act 2009</a> (as amended).	16–19-year-olds	This is a minor change as the Education and Training (Welfare of Children) Act 2021 amended the Apprenticeships, Skills, Children and Learning Act 2009. Therefore, the wider source act is now referenced.
3	About this guidance	The document no longer references departmental advice Sexual Violence and Sexual Harassment Between Children as a document that should be read alongside KCSIE.	Sexual violence and sexual harassment	This change reflects the merging of the Sexual Violence and Sexual Harassment Between Children document into KCSIE. Whilst not necessarily a significant change, what it does mean is that the majority of the information in the sexual violence and sexual harassment between children guidance changes from being advice to being statutory guidance, therefore meaning that as a minimum it should be followed unless there is good reason not to.

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4	About this guidance	In line with the above merging of documents, a new section has been added to the summary which set out the definitions of 'victim' and 'perpetrator'.	Terminology	This has been taken from the Sexual Violence and Sexual Harassment Between Children document with no significant changes. Organisations like the <a href="#">Lucy Faithfull Foundation</a> and <a href="#">Centre of Expertise on Child Sexual Abuse</a> prefer the terminology of children who may have been harmed and children who may have harmed.
4	Who is this guidance for?	Where it is set out who should read and follow the guidance, a statement has been added to the first bullet point making it explicit that all providers of post 16 Education are expected to follow this guidance (including independent training providers).	16–19-year-olds	This further builds on the changes that were introduced last year to ensure that all children and young people in education are covered by KCSiE. The consultation paper with KCSiE notes there is further progress to make in this area to make it more relevant for 16+.
<b>Part One: Safeguarding information for all staff</b>				
7	13	Change from referring to peer-on-peer abuse to child-on-child abuse.	Terminology	This is the first reference to a change in terminology throughout the document, with all references to peer-on-peer abuse being changed to child-on-child abuse. This is a welcome change as the term peer-on-peer abuse suggests the abuse is between children of a similar age which is not always the case.
7	10	Change from referring to children's social care to local authority children's social care.	Terminology	This is the first reference to a whole document change in the way children's services are referred to.

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7	13	Addition to what is required in the staff behaviour policy (also known as the code of conduct). KCSiE now sets out that these documents “should amongst other things, include low-level concerns, allegations against staff and whistleblowing”.	Managing allegations	This serves to merge existing processes into the one document for staff so that they know what to do if they have concerns. You will therefore need to review your staff behaviour policy to ensure that it reflects these changes.
8	14	Addition of the words “continue to” in the following paragraph (as highlighted):  “All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, <i>to continue</i> to provide them with relevant skills and knowledge to safeguard children effectively.”	Staff training	This reinforces that the approach to safeguarding training must be continuous and regular, serving to quantify a little what the DfE are thinking of when they say “regular”. Safeguarding Network already follows this approach with our monthly bite-size training packs.
8	18	This paragraph talks about staff being able to reassure victims that they are being taken seriously and will be kept safe. Whereas it previously specifically referenced “abuse, sexual violence or sexual harassment”, it now refers to “ <b>any</b> form of abuse and / or neglect” (emphasis as source document).	Terminology	This ensures that staff are clear how they must act in any situation involving reports of abuse or neglect and moves away from the risk of silo thinking.
8	19	A new paragraph has been added which reads:	Sexual harassment	This reinforces that children and young people may not recognise that they are being abused and that disclosures are not always verbal. It is

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		<p><b>All staff</b> should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.” (Emphasis as source document)</p>	and sexual violence	our responsibility as professionals to notice the concern, to be curious and to speak to the DSL at an early stage.
9	21	<p>This paragraph relates to all staff being aware of the indicators of abuse and neglect. The paragraph has been amended to reflect the document wide change of making sure that staff are thinking about all forms of abuse and neglect (i.e., the specific reference to child criminal exploitation and child sexual exploitation has been removed). The revised wording also introduces the concept of “professional curiosity” and the need to staff to look at the child in the whole as they can be “risk of harm inside and outside of the school/college, inside and outside of home and online.”</p>	Abuse and neglect	<p>This is a positive change as encapsulates the need to look at the child in the whole, asking the “what if ...” question and thinking about what has previously been termed “contextual safeguarding”. These changes also bring together information from other paragraphs in the same subsection of KCSIE 2021 into a succinct statement – this therefore means that some of the other paragraphs have changed, however in our view there is no change in meaning or context.</p>

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10	23	The reference to “sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines” has changed to “sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.”	Abuse and neglect.	Although there is a move in the wider document to ensure that all abuse and neglect is considered, this paragraph adds some more specific areas to consider when talking about abuse or exploitation outside the family.
10	24	Minor changes to the paragraph looking at staff awareness of risk of abuse online. Terminology is changed to remove the reference to peers and instead talk about “other children”, as well as changes in wording to emphasise that risks can be present “concurrently both online and offline”. Also now notes that messages can be misogynistic and misandrist.	Online safety	There is specific reference to misogynist (strongly prejudiced against women) and misandrist (a person who dislikes, despises, or is strongly prejudiced against men) messages.
10	26	Definition of abuse has been updated to bring KCSiE in line with Working Together 2018. In practice this has meant the addition to the KCSiE definition of the following: “Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.”	Abuse and neglect	This serves to correct a longstanding anomaly and also means that KCSiE also further reflects the legislative changes brought in by the <a href="#">Domestic Abuse Act 2021</a> .
11	31	Addition of serious violence (including that linked to county lines) along with an explicit reference to Annex B.	Serious violence	

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12	32-35	The section on child-on-child abuse (previously titled peer on peer abuse) has been moved to the top of this section about specific types of abuse. There are only a handful of changes, most in relation to the change in terminology. Of note however is the sentence detailing the importance of staff recognising the indicators and signs of peer-on-peer abuse (as was), knowing how to identify it and respond to reports has been removed.	Child on child abuse	The removal of the sentence specifically referring to staff knowing about indicators of child-on-child abuse and how to respond is interesting, however arguably it is encapsulated in the expectation that staff know what the settings policy and procedures are – this therefore implicitly reflects the expectation that there is information in policy and procedure about this.
14	43	New paragraph on Domestic Abuse added. This states:  “Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.”	Domestic abuse	This reflects the legislative changes brought in by the <a href="#">Domestic Abuse Act 2021</a> .
15	45-47	Some of the text that was previously in this section has been moved to Annex B (p.146), specifically the reference to staff being aware of how traumatic adverse childhood experiences can impact on a	Mental health	This will mean it will only be read by school and college leaders and those staff who work directly with children.

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		child's mental health, behaviour and education, as well as the reference to additional guidance around mental health.		
15	48	The paragraph relating to staff awareness of risk factors relating to serious violence has been moved to Annex B (p.150).	Serious violence	This will mean it will only be read by school and college leaders and those staff who work directly with children.
18	63	Change made to clarify that the duty on local authorities to make enquiries where there is reasonable cause to suspect significant harm "includes all forms of abuse and neglect".  The following text in the 2021 version, "female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation" has been removed.	Contextual safeguarding	This aligns with other changes to remove duplication and naming of specific elements that fit under abuse and neglect.
19	68	Sentence on record keeping added: "This will also help if/when responding to any complaints about the way a case has been handled by the school or college."	Recording	Addition to paragraph on recording keeping reflecting that records allow for good quality responses when dealing with complaints about how a situation was handled.
20	71-73	Addition to section on what to do if staff have a concern about a colleague. Addition reflects that this may be a concern or an allegation, and that the process should be followed even if they are low level concerns.	Managing allegations	The terms 'allegation' and 'safeguarding concern' in respect of staff and volunteers were being used interchangeably in 2021. There is consistency in 2022 that concerns may arise from a specific statement (an allegation) or concerns that are observed or develop. This

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				also reflects the part 4 emphasis on effective management low level concerns.
<b>Part Two: The management of safeguarding</b>				
23	81	Paragraph inserted to set out that governing bodies and proprietors should ensure that all governors and trustees receive safeguarding and child protection (including online) training at point of induction. This training should ensure that they are equipped to challenge and assure themselves that safeguarding policies and procedures are effective and support a whole school approach.	Oversight	There is a recognition that governors have growing responsibilities, but previously there was no formal requirement to ensure all governors and trustees receive specific safeguarding training.
24	82-93	Text added to cover governing bodies and proprietors' obligations under the Human Rights Act 1998, the Equality Act 2010 (which includes the Public Sector Equality Duty) and what these mean in practice.	Oversight	This builds on the theme of increasing oversight that we have seen in recent iterations of KCSIE. It is therefore important that governors are aware of these expectations.
26	96	New paragraph setting out that safeguarding policies and procedures should be "transparent, clear, and easy to understand for staff, pupils, students, parents, and carers."	Policies	Making policies accessible is crucial – it is interesting to be including pupils and students in this area. Some settings have specific policies for their children and young people, especially where there are additional needs.
26	98	Removal of bullet point that sets out the requirement (where appropriate) for the child protection policy to reflect serious violence.	Policies	We expect this is because serious violence is covered in depth in Annex B.



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28	102	Addition of text in paragraph setting out who the DSL should be. The new text states: "It is not appropriate for the proprietor to be the DSL."	Oversight	This is a significant change and may have implications for some settings. There have been situations where staff, families and young people have felt unable to raise concerns due to closed staff cultures.
28	103-105	This section used to broadly set out the responsibilities of the DSL. The 5 paragraphs which originally covered this have now been reduced to one paragraph stating:  "Governing bodies and proprietors should ensure the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post. The role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively."	Oversight	This creates an expectation that governors have a strong awareness of the experience and effectiveness of their DSL.
29	106-113	Within this section a sentence has been removed, namely the reference to the local safeguarding partnership reaching "their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way".	Oversight	This was a rather nebulous statement that gave no real guidance previously.
31	118	Text added in the second bullet point to clarify that it is legitimate to share information without consent in certain situations (as previously set out in KCSIE).	Information sharing	There are concerns at DfE that information sharing is still seen by some as a barrier to safeguarding children.

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32	121	Text added to clarify the expectations for transferring the child protection file between schools. Now states that files should be transferred as soon as possible, “and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.”	Information sharing	
32	124	Text added to reinforce the need for continued safeguarding training.	Staff training	This reflects the change already identified in paragraph 14 on page 8.
33	128-133	The section on opportunities to teach safeguarding has been reworked. It now talks about how effective education is tailored to the needs of the children (including if they are victims of abuse). The significant change however is the emphasis on the role that settings play in preventative education (para 130) and teaching children and young people values and standards. It sets out that this approach will be underpinned by policies, procedures, pastoral support and evidenced based curriculum.	Whole school approach to prevention	This requires a substantial joining up of curriculum and pastoral work with a strong cultural and procedural backdrop and stronger terms by which to regulate this practice. An effective safeguarding curriculum that teaches in an age-appropriate way is a key component in a whole school approach.
35	136	Paragraph reworded to ensure that governors and proprietors are clear about the requirement being with them to ensure that online safety is a “running and interrelated theme” and ensuring there is a whole school approach.	Online safety	Again, a further emphasis on governor / proprietor responsibility around online safety.

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36	138-139	The existing section on remote education (previously referred to as remote learning) has been updated to highlight that there is separate guidance available. Within this a new paragraph has been added around the need for settings to use their regular contact with parents to reinforce the importance of online safety and setting out what the school are asking the children and young people to do (e.g., what sites they will be visiting, etc.).	Online safety / remote education	<p>There is recognition that schools and colleges are a conduit to improving online safety at home. The impact of remote education increasing young people's exposure to the online world is a concern.</p> <p>There have also been incidents where students have been undertaking schoolwork and come across unsafe content, or where a small number of staff have taken advantage of contact with young people at home to exploit them.</p> <p>The new guidance hopes to improve the home/school partnership around online safety and ensure settings are addressing this directly.</p>
36	140	Text added to a paragraph on filters and monitoring, setting out that governors and proprietors should not only ensure there are appropriate filters and monitoring systems in place, but also that "the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified."	Online safety	Again, the responsibilities are placed on governors and proprietors. The DfE were concerned that some settings reported they were less than clear about the filters and monitoring they had in place, reducing accountability and leaving children at risk. There should be a robust grip on this area among relevant staff, leaders and governors.
36	141	Text added referring to a tool created by the South West Grid for Learning to check if filtering providers are signed up to relevant lists.	Online safety	Useful tool from SWGfL.

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38	151	Text added to reinforce the changing emphasis around low level concerns to require governors and proprietors to ensure that there are procedures in place.	Managing allegations	Further reinforcement of importance of low-level concerns.
40	158	<b>Boarding schools, residential special schools, residential colleges and children’s homes only:</b>  Paragraph altered to highlight the additional vulnerabilities that children with SEND in such settings may face, and that work around this should be led by the DSL.	Additional vulnerabilities	
42	166	Addition to paragraph looking at the use of school or college premises for out of school settings. The paragraph already set out the need for governors or proprietors to ensure that appropriate safeguarding arrangements were in place, however further text added to clarify that this applies regardless of whether the children going to the out of school setting are on roll at the school or college or not.	Out of school settings	This therefore is clarifying that regardless of the make up of the children in the out of school setting, governors and proprietors still need to ensure that there are appropriate safeguarding arrangements in place.
43	174	Reference to county lines added when thinking about children persistently missing education and what this may be a warning sign of.	County lines	
47	194-196	Addition of three paragraphs setting out the extension of duties of the Virtual School Head which took place in June 2021. The duties now include “a non-statutory responsibility for the	Looked after and previously	

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		strategic oversight of the educational attendance, attainment, and progress of children with a social worker.”	looked after children	
48	198	Addition of bullet point when talking about the additional barriers that children with SEND can face in recognising abuse and neglect. New text highlights the impact of cognitive understanding when differentiating between fact and fiction with online content and then repeating the content/behaviours in the setting.	SEND	Young people with additional needs are at particular risk online and require a higher level of support to understand both the opportunities and risks offered by the internet and social media.
49	202-204	Three new paragraphs identifying the increased risks that children and young people who identify or are perceived by others to be a member of the LGBT community. Text also identifies how these risks are compounded when the individual lacks a trusted adult to speak to. Also sets out that LGBT inclusion is part of the RSHE curriculum.	LGBT	Greater emphasis throughout the document on the additional risks towards LGBT young people.
<b>Part Three: Safer recruitment</b>				
52	214	Inclusion of text to clarify that a CV on its own will not provide adequate information in a safer recruitment process.	Safer recruitment	This is rather unusual in that the Safer Recruitment Consortium have for many years advised against the use of CVs. The guidance now states that an application form is required.
53	220	Inclusion of the suggestion that as part of the shortlisting process “schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates.”	Safer recruitment	While 70% of those responding to the government’s consultation on this felt online searches should be considered, there were mixed views around the scope, reliability and

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		The text suggests that this may “help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.”		privacy of social media sites in particular. The DfE have removed the reference to ‘social media’ but want recruiters to use their professional curiosity and use a search engine as another tool which provides more information about the suitability of an individual to work with children. Schools and colleges should then use their professional judgement in considering any information that comes to light.
54	223	Text added to clarify that when a reference is provided it should provide the “facts (not opinions) of any substantiated safeguarding <b>concerns/allegations that meet the harm threshold.</b> ” Emphasised text is the wording that has been added as it previously referred to “substantiated safeguarding allegations”	Safer recruitment	The addition of concerns as well as allegations is about consistency throughout the document.  An investigation might conclude that an allegation is substantiated, but while the initial information suggested the harm threshold for LADO involvement was reached, the investigation concludes it is not now met (i.e., although the issue was valid, in hindsight it would not have met the threshold and would perhaps have been better to be a complaint or other process). Such allegations will no longer be shared in a reference.
58	234	Text added when talking about situations where there is no requirement to carry out an enhanced DBS check. Text now reads that schools or colleges “should carefully consider if it would be appropriate” to request a check.	Safer recruitment	This replaces the text “may still choose” and suggests a more robust, evidence led, recorded approach to this decision.

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68		Section relating to “European Economic Area (EEA) regulating authority teacher sanctions or restrictions” removed. This guidance has been incorporated mainly within the section entitled ‘Individuals who have lived or worked outside the UK’.	Safer recruitment	
71	278	Change in text referring to other checks that may be necessary for individuals who have lived or worked outside the UK. Text used to read “This section sets out the checks that are necessary...”. It now reads “This section sets out other legal requirements i.e., ‘must’ do or as appropriate ‘should’ do ...”.	Safer recruitment	This appears to be a correction as this section was a requirement while the text within the section (which has not substantially changed) varied between requirements and considerations.
75	301	When setting out how to ensure that visitors are appropriately checked, the text in this paragraph has been amended. The paragraph now reads:  “For visitors who are there in a professional capacity check ID and be assured that the visitor has had the appropriate DBS check (or the visitor’s employers have confirmed that their staff have appropriate checks. <b>Schools and colleges should not ask to see the certificate in these circumstances</b> ).”  Text which has been added shown by emphasis.	Visitors	Clarification that professional visitors do not need to bring their actual certificate. A letter of assurance from their employer is typically sought in these circumstances for their organisation to confirm they have the appropriate checks.
76	306	Text added in the section around risk assessing volunteers to identify that when risk assessing	Volunteers	Settings were already required to consider whether a check is relevant to the voluntary

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		there should be consideration of whether the role is eligible for a DBS check, and if it is, “the level of the check, for volunteer roles that are not in regulated activity” (text in quotes has been added).		role. This amendment ensures they also consider the level of any check required.
79	325	Text added to clarify that where an academy trust delegates responsibilities to any delegate or committee (including a local governing body) for checks, the trust must require “ <b>enhanced DBS</b> ” checks	Safer recruitment	The guidance previously did not refer to enhanced checks.
82	343	Text added: “As set out in Part one, Part two and Part four of this guidance it is important that all staff understand the process and procedures to follow if they have a safeguarding concern about another staff member”.	Managing allegations	This reinforces the position already set out earlier in the document that all staff need to understand the process and procedures to follow if they have a safeguarding concern about another staff member.
83	350	Addition of 16-19 academies to list of organisations who have a duty to refer to the TRA.	Managing allegations	This is part of work underway to improve relevance of the document to 16+ settings.
<b>Part Four: Safeguarding concerns and allegations made about staff, including supply teachers, other staff, volunteers and contractors</b>				
90	380	When talking about whether a staff member might be suspended as part of an investigation, the line “The case manager should be as inventive as possible to avoid suspension” has been removed.	Managing allegations	“Inventive as possible” was a rather strange phrase. The requirement on settings to still consider a range of possible alternatives prior to making a decision to suspend is still set on paragraph 381.
94	399	In setting out that the options available to a school or college depend on the allegation, evidence and available information, the text “Suspension should	Managing allegations	This was a superfluous paragraph.



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		not be the default position, an individual should be suspended only if there is no reasonable alternative (see paragraphs 361-368 on suspension)” has been removed.		
94	401	Addition of 16-19 academies to list of organisations who must consider referring to the TRA.	Managing allegations	This is part of work underway to improve relevance of the document to 16+ settings.
98	420	Text added to the section on learning lessons, so the relevant paragraph now reads:  “For all other cases, <b>where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO)</b> should consider the facts and determine whether any <b>lessons can be learned and if</b> improvements can be made.” <i>(sic)</i>  Text with emphasis added.	Managing allegations	This introduces a new expectation that the LADO is involved in the action planning and learning, even where a case is not substantiated.
99	425	When discussing what a low-level concern is, text added to clarify that someone taking photos of children on their mobile phone is of concern when it is contrary to school policy. Text which set out that “using inappropriate sexualised, intimidating or offensive language” as an example of concerning behaviour has been removed and replaced with “humiliating pupils”.	Managing allegations	The DfE acknowledged their own learning in the response to the consultation that language used by staff is an indicator of significant concern and it may not be appropriate to use the low-level concerns policy.  The addition of humiliating pupils is new and will create some interesting discussions.

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100	432-435	Section on sharing low-level concerns has been rewritten to ensure that policies are clear, easy to understand and implement, as well as set out who low-level concerns should be shared with (and this may not necessarily be the head or principal).	Managing allegations	This allows settings to determine for themselves where low level concerns should go – some settings have a clear policy that they feel reduces the barriers to raising a concern approaching someone other than the head. What is most important is that all staff and volunteers understand and are confident in whichever process you follow.
<b>Part Five: Child on child sexual violence and sexual harassment</b>				
<p>This section has incorporated the separate advice document “Sexual Violence and Sexual Harassment Between Children”. As such there have been a number of additions to KCSiE, but if you were aware of the separate document then these additions will be information you already know. As previously stated, the implication of the merging of the two documents is that the previous advice status of “Sexual Violence and Sexual Harassment Between Children” has been revoked and it now comes under the mantle of statutory guidance.</p> <p>Some minor changes related to emphasising that the law is in place to protect children as opposed to criminalising them, ensuring that there is adequate support to siblings after any incidents and that schools / colleges (as relevant agencies) should be part of discussions with statutory safeguarding partners.</p>				
<b>Annexe A: Safeguarding information for school and college staff</b>				
135	560	New paragraph added setting out the need to be aware of the role of technology in safeguarding and the risks that children face both from adults and from other children. This reflects the changes already seen in Part 1 of KCSiE.	Online safety	
135	561	Text added in section on abuse and neglect to further reflect the role of technology in abuse,	Online safety	

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		stating that this can “take place wholly online, or technology may be used to facilitate offline abuse.”		
137	571	Text removed from section on child-on-child abuse where it sets out what child-on-child abuse is most likely to include. Removed text as follows: <ul style="list-style-type: none"> <li>• non-consensual sharing of nude and semi-nude images and/or videos;</li> <li>• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;</li> <li>• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and</li> <li>• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.</li> </ul>	Child-on-child abuse	These are already captured paragraph 35 in Part 1 so there is no significant change.
137	576	Paragraph on the importance of children receiving the right help at the right time now specifies “ <b>safeguarding</b> risks... and to promote their welfare”.	Abuse and neglect	Focus on safeguarding and link with welfare concerns

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138	577	Paragraph amended to "If staff have safeguarding concerns <b>or an allegation is made</b> about another member of staff ( <b>including supply staff, contractors, volunteers, and visitors</b> ) <b>posing a risk of harm to children</b> , they should speak to the headteacher or <b>principal (unless it relates to them), in which case they should speak to</b> another member of the school's or college's senior leadership team.	Managing allegations	Paragraph amended to reflect previous amendments to main document around the need to follow-up concerns about colleagues, including contractors, volunteers or visitors.
<b>Annexe B: Further information</b>				
150	Serious violence	This section has been added to reflect the current concerns around serious violence. It incorporates some information previously in the main body of the guidance as well as setting out indicators and risk factors.	Serious violence	This is an important new section.
153	Additional advice and support	This section contains links to further advice and information and has been updated to reflect new links, content, etc.	Miscellaneous	Several additional resources have been added or updated.
<b>Annex C: Role of the designated safeguarding lead</b>				
162	Working with others	When liaising with the head/principal about their work, "This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019".	DSL	This reflects the findings of the overview report into Child Q.

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<b>Annex D: Host families - homestay during exchange visits</b>				
<p>In KCSIE 2021, Annex D provided additional information around online safety. This has now been partly merged with the links in Annex B and the remaining information removed. Annex D therefore now relates to host families during exchange visits and there are no changes to the old Annex E identified (subsequent Annexes also therefore change their letter).</p>				
<b>Annex E: Statutory guidance - Regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised</b>				
<p>Previously Annex F. No other changes.</p>				