

Keeping Children Safe in Education 2022

Exploring the changes

14th June 2022



Introduction to Safeguarding Network

- Build **confidence** in **safeguarding**
- **Supporting** DSLs in settings/organisations develop **effective** safeguarding
- Delivering **reliable** services
- Low cost, **affordable membership** to help raise **safeguarding culture**, meet **statutory requirements** and deliver **best practice**

Membership discount code: **KCSIE22**

www.safeguarding.network

contact@safeguarding.network

Tel: **01803 862 336**



Overview...Keeping Children Safe in Education 2022

- The DfE **sexual violence and sexual harassment guidance** has been incorporated into KCSiE 2022
- Greater emphasis on **inclusion, Human Rights and Equality Law**
- Greater **emphasis on domestic abuse**, children's **experience** and longer term **impact**
- term **"child-on-child abuse"** replaces **"peer-on-peer abuse"** throughout document
- Focus on role of **Governors** for supporting DSL and **training** to equip for strategic role
- **Online safety** – reviewing **monitoring** and **filtering** systems and working with **parents**



This guidance does not come into force until Sept 1st. It is unlikely to be significant, but it is possible for changes still to be made prior to Sept 1st. There have been some cases of this in recent history, so do check back with us on September 1st.

However, now is the time to get ahead. With the changes known, you can now begin to look at implementing them. Our members get full access to a detailed list of every change and an implementation tool to help you action plan what steps you need to take to be compliant.

So, an overview of the changes. 2022 is not a year which sees major changes to the guidance and how we practice. Although some common themes are thoroughly emphasised throughout and some tweaks to policy and procedures, this is not a year for a dramatic shake up.

We'll explore the changes in detail, however the main themes are around tweaks in language and practice to encourage a strong, whole setting approach to safeguarding including both online and offline, which is what we would hope for. The main themes include: Sexual Harassment and Sexual Violence Between Children in Schools and Colleges 2021 guidance being merged into this guidance, with inclusion of case studies to illustrate some of the points in practice. This has significantly lengthened the document and reinforces the importance of every setting having a thorough approach to this area.

There has been a terminology change from Peer on Peer to Child on Child, which will be explained later on.

More emphasis on the role of governing body and the requirement for all governors to be in line with the expectation of safeguarding training for staff at point of induction. We're in the process of rewriting our introduction to safeguarding e-learning which will be purchasable soon and be able to be used by Governors, relevant to their role also.

Inclusion and reference to equality law and human rights – ensuring that greater inclusion and consideration about protected characteristics is given in safeguarding children as well as an emphasis on experiences of LGBTQ+ children and ensuring SRE curriculum is fully inclusive.

Introduction section: About this guidance

- **new definition** of terms “victims” and “perpetrators” **added**
- **Separate guidance** - Sexual Violence and Sexual Harassment between children in schools and colleges is **no longer referenced**



responsibilities towards children who are receiving education or training at these institutions.

Victims and alleged perpetrator(s)

For the purposes of this guidance, we, in places, use the term 'victim'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For the purpose of this advice, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

Who is this guidance for?

This statutory guidance should be read and followed by:

- governing bodies of maintained schools (including maintained nursery schools) and colleges
- proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust
- management committees of pupil referral units (PRUs), and
- senior leadership teams

Throughout the guidance, reference to 'governing bodies and proprietors' includes management committees unless otherwise stated.

School and college staff

It is essential that everybody working in a school or college understands their safeguarding responsibilities. Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of this guidance.

4

In the introduction section of Keeping Children Safe in Education 2022 there are very few changes. We see that there is explanation regarding the terms victim and perpetrator, which was previously part of the separate guidance Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021 and that this separate guidance is no longer referred. We believe this is due to part 5 of KCSiE 2022, child-on-child sexual violence and sexual harassment, incorporating the previously separate guidance, which was non-statutory. The inclusion of child-on-child sexual violence and sexual harassment means that the guidance on this topic now becomes statutory, demonstrating the well-placed emphasis on this topic for all education settings.

It's important to highlight that the guidance states the terms victim and perpetrator are used as they are well understood terms but reminds professionals that not everyone will be comfortable with these terms. The Lucy Faithfull Foundation and the Centre of Expertise on Child Sexual Abuse prefer the terms 'children who may have been harmed' and 'children who may have harmed'. It would be wise to reflect on terminology used in settings when responding to a disclosure and ensuring the children involved do not feel labelled in a way which is detrimental to them.

Part One: Safeguarding Information for ALL Staff



Part One: Safeguarding Information for **ALL staff**

- **Child on Child** abuse has replaced the term **peer on peer** abuse.
- Children may **not** be **ready** or **able** to **disclose abuse**
- Staff **Code of Conduct** and reporting **low level concerns**
- Alignment of **definition of abuse** with **Working Together to Safeguard Children 2018**



All staff need to read part one of the guidance and evidence they understand the key messages. As a setting, you'll be wanting to consider how you do this. Our members can access our knowledge check at 99p per person +vat. This provides a comprehensive check of the understanding of the key messages.

Child on child abuse replaces peer on peer abuse. This may appear to be a minor change in terminology and might leave staff wondering why it is necessary. This change provides a thoughtful insight into how we view concerns over children harming other children. The previous term of peer-on-peer abuse can have connotations that this issue is between children of a similar age, within a peer group. However, we know that the definition of a child is anyone from birth who hasn't reached their 18th birthday. Changing the terminology to child-on-child abuse attempts to shift our thinking to abuse can occur between children of any age. It is important to highlight that

our perceptions of children can change as they get older, however to the Child Safeguarding Review Panel annual data published in 2021, the second most vulnerable age category for Serious Incident Notifications are those aged between 15-17 years old. It is important to remind settings of the definition of a child and that ALL children have a right to be protected and safe from harm.

Again, new wording added to highlight an important issue. Paragraph 19 has been added to make explicit reference to the fact that children might not be aware they are experiencing abuse, or might not be ready or able to disclose due to fear of humiliation, not being believed, being embarrassed or not being able to due to additional needs, language barriers, etc. The paragraph highlights the importance of recognising signs and symptoms of abuse, and reporting these to the DSL as soon as possible. Whereas the importance of relationships between professional adults in settings and their learners has long been understood, now the guidance explicitly references the role of staff in professional curiosity and building trusted relationships to support children who may want to disclose. It is important to remember that changes in behaviour have long been identified as a potential indicator of abuse and/or neglect, so setting will want to think carefully about policies around managing behaviour and that they are inclusive and in line with safeguarding policies. This has been highlighted in the government consultation on Behaviour in Schools Guidance.

There is clarity of all staff knowing the staff code of conduct and process for reporting concerns, even if they are low level concerns. As a setting you'll be wanting to make sure this is explicit in your staff code of conduct or behaviour policy and you have a clear process for who the concerns should be reported to. Reporting low level concerns was introduced in 2021 guidance, but this minor addition further emphasises the importance of all staff knowing the policy and procedures to report concerns.

In addition to reinforcing the definition of domestic abuse and children as victims, the guidance has updated the definition of abuse to be in line with Working Together To Safeguard Children 2018.

“

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**.

”



Inclusion of new paragraph to define abuse – witnessing the ill treatment of others. However, it's important to remind your settings that children don't passively 'witness' abuse as if its something on the TV – it is their lived experience too, as is reflected in the Domestic Abuse Act 2021.

Part One: Safeguarding Information for **ALL staff**

- Additional sentence on **recording concerns**
- **Staff training** – “*to continue* to provide them with relevant skills and knowledge to safeguard children effectively.”
- Emphasis on **domestic abuse**



An additional sentence has been added on why effective recording keeping is important, specifically mentioning record keeping helping in the process of complaints. Record keeping is an area we are asked about, with most settings having record keeping systems, however the quality of the records being kept is sometimes inconsistent. This is an important area to review.

The tweak in terminology around staff training has a significant interpretation and points to the importance of ongoing staff training which will continue to provide staff with skills and knowledge to protect children. Settings that opt for quality, regular bite-size training will be the settings that have comprehensive staff knowledge, making it more likely staff are well placed to safeguard children. Staff engagement with this is crucial.

Domestic abuse is specifically referenced with a clear definition of what domestic abuse is. This is to bring the guidance in line with the Domestic Abuse Act 2021.

Part Two: The Management of Safeguarding



Part **Two**: The **Management** of Safeguarding

- **Governor** safeguarding training – Governors should **receive safeguarding training** at point of **induction**.
- Information sharing – **Safeguarding information** and **child protection files** should be **shared** within a timeframe of **5 school days**
- Emphasis on reminding school leaders and governors of the **importance** of **Human Rights and Equality** legislation.
- Inclusion and **LGBTQ+** children



The guidance very clearly sets out a new, greater emphasis on the role of the governing bodies in relation to safeguarding and specifies that Governors should receive training at the point of induction. This is a welcome change, as Governors have specific responsibility for the management and oversight of settings, therefore it makes sense they should be fully trained in safeguarding. As mentioned at the beginning, our eLearning is busy being rewritten to incorporate feedback to be specifically tailored to roles within settings. Our members know that this is one way to ensure that governors and staff alike receive up to date, quality training as part of induction.

There is further emphasis on the sharing of information between settings on transition. The timeframe set out in the guidance is that files should be transferred within a 5 school day window. Of course, again, this would be bare minimum, with the settings with the strongest approach to transition and safeguarding ensuring that where there are concerns, either current or historic a verbal handover has taken place in advance of the child moving to a new setting. This is something

that has been highlighted in our collaboration with NWG Network recently as they have received feedback from colleges in various LA's that there is often a delay in the information reaching them, creating barriers to safeguarding. Now is a great time to make sure this is built into your transition process for natural transitions at the end of the summer term. Of course, we also need to bear in mind mid-year transfers. This can be a time of real vulnerability if the new setting is not aware of concerns/agency involvement and support needs when starting a new setting mid-way through the year. If you're the receiving setting – make sure you are tenacious in following this up!

Settings are reminded in part two about equality and human rights laws. This is both in terms of how safeguarding concerns might affect children's rights, and also supports reflecting on how policies are applied, particularly where children have protected characteristics. This also serves as a reminder to settings that children may be at increased vulnerability due to protected characteristics.

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.

Part Two continued...

- **Online safety** – role of **governors** in ensuring online safety is a **‘running and interrelated theme’**
- Preventative **education** – how schools deliver a **safeguarding curriculum**
- Role of the **Virtual Head** for Looked After and Previously Looked After Children
- Safeguarding and **SEND**



Part two: The management of safeguarding

77. This part of the guidance sets out the responsibility of governing bodies, proprietors and management committees.

Legislation and the law

78. Governing bodies and proprietors¹⁷ have a strategic leadership responsibility for their school's or college's safeguarding arrangements and **must** ensure that they comply with their duties under legislation. They **must** have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.¹⁸ Headteachers and principals should ensure that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

79. Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at [GOV.UK](#).

80. Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their school's or college's safeguarding arrangements.¹⁹

81. Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection training at induction. The training should be regularly updated.

82. Governing bodies and proprietors should be aware of their obligations under the

¹⁷ In the case of academies, free schools and alternative provision academies the proprietor will be the academy trust.
¹⁸ Section 175 of the Education Act 2002 requires governing bodies of maintained schools and colleges, in relation to particular matters relating to the conduct of the school or the institution to make arrangements for ensuring that such functions are exercised with a view to safeguarding and promoting the welfare of children who are either pupils at the school or are receiving education or training at the institution. The Education (Independent School Standards) Regulations 2014 apply to proprietors of independent schools (which in the case of academies and free schools is the academy trust) to ensure that arrangements are made to safeguard and promote the welfare of children. The Non-Maintained Special Schools (England) Regulations 2014 impose requirements on special schools to ensure that arrangements are made to safeguard and promote the welfare of children. One condition of approval is that the proprietor must make arrangements for safeguarding and promoting the health, safety and welfare of pupils, which must have regard to any guidance issued from appropriate, the National Minimum Standards, about safeguarding and promoting the health, safety and welfare of pupils and, in the case of schools already approved, that these arrangements at the school with respect to these matters are in accordance with the approval given by the Secretary of State. The Apprenticeship, Skills, Children and Learning Act 2009 (as amended) requires 16-19 Academies, Specialist Further Education and Employment Training Providers to make arrangements to ensure that the arrangements for children receiving education or training at the institution for colleges, non-maintained special schools and independent schools, the welfare of children applies to the statutory responsibilities for safeguarding and promoting the welfare of children in those under 18.
¹⁹ Chapter 2 of [Safeguarding in Schools and Colleges](#).

Online safety is heavily emphasised through additions to paragraphs and further emphasis on the role of governors in ensuring a whole school approach. Part two also talks about how schools communicate with parents, emphasising that online safety is an issue that spans across the different contexts of children's lives and support and collaboration with parents is key in tackling this and supporting children with safe online experiences.

Preventative education is now explicitly mentioned in 5 paragraphs (128-133) highlighting the key role schools have in teaching children about safeguarding, including online safety. As we know, the RSE curriculum is now a mandatory requirement, however there is scope to think outside of this and how schools might tackle teaching key issues around topics like criminal exploitation, gang violence, etc. When considering this it's important to think about how regular this curriculum is. I know first-hand how difficult it can be to ensure that there is enough hours on the timetable to cover the academic content sufficiently to support attainment and progress, however preventative education should not be something which is seen as a bolt on or less important. In previous inspections I have observed this has been an area of weakness identified by Inspectors when the curriculum has been delivered only on bespoke days, one day per term. It's important that it is delivered in a meaningful and effective way. A good idea is to review your curriculum and consider the views of all stakeholders, especially your learners. What's their perspective on the content and frequency? How do parents feel? What's the view of staff delivering it? Do they feel confident enough to explore hot topics safely? We can help with this through our enhanced membership and offer some bespoke advice where needed.

There have been 3 additional paragraphs added explaining the role of the virtual head. Following a review in 2021, the role now includes "a non-statutory responsibility for the Looked after and strategic oversight of the educational attendance, attainment, and progress of children with a social worker.". We would advise that your DSLs and Designated Teachers have clear links with the virtual school and know how to tap into support which is on offer.

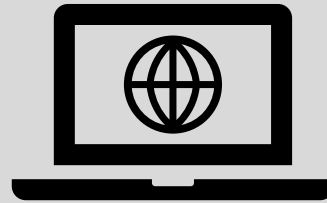
There has been an additional bullet point added to reflect the barriers that SEND children experience in relation to safeguarding. This would be an important point to highlight and focus on as part of your whole school update training. Just a note on SEND – Learning Disability Week is coming up this month – 20th – 26th June. Have a look on MENCAP's website for more information.

Part Three: Safer Recruitment



Part **Three**: Safer Recruitment

- Clarifies that CV's are **not acceptable on own** without full application form
- **Online searches** for shortlisted candidates as part of **due diligence** in recruitment process.



Part three has limited changes, it reminds us that CV's cannot be accepted without a full application form. However, in addition to this point, there is one significant and possibly ambiguous addition is the advice for settings to include online searches for shortlisted candidates. In the consultation draft, there was reference to social media platforms, however this has been removed in the draft guidance, and instead the more vague direction to online searches. It is likely, however, that settings will interpret social media as part of an online search.

A few notes to consider with this addition:

- Due diligence is an interesting term to include in this context as the term has a specific definition in law and refers to not committing an offence
- In order for this process to be effective, it is likely settings will want to inform candidates that a search will be carried out. This might trigger the candidate to remove any content which may be interpreted as inappropriate or increase security settings on social media platforms.

- In order for consistency and transparency, it might be advisable to draw up a process for what sites will be searched, by who, and what sort of information would be considered to be deemed noteworthy/relevant to be discussed with the candidate.
- If an issue is identified, it is advised schools discuss with the candidate and use professional judgement in considering the information available and if this makes the candidate unsuitable for the role.
- What plans can schools put in place to ensure no bias following on from any information found, particularly in respect of lifestyle choices or protected characteristics?

Part Four: Managing Allegations



Part Four

- Changes in wording around suspension of staff in investigations
- Clarification that **all** allegations against staff investigations should be considered to determine if any **lessons can be learned** as well as improvements made
- Clarity on **low-level** concerns:
 - text change to **'humiliating pupils'**
 - how and who **low level concerns** are reported to and this being **clear in policy**



Part four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

347. Schools and colleges should have their own procedures for dealing with concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity; this includes, members of staff, supply teachers, volunteers and contractors.

348. This part of the guidance has two sections covering the two levels of allegation/concern:

1. Allegations that may meet the harms threshold.
2. Allegations/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'.

349. These procedures should be consistent with local safeguarding procedures and practice guidance.

Section one: Allegations that may meet the harms threshold

350. This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm¹⁹⁴ if they continue to work in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

351. The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children. This is

¹⁹⁴ The harm test is explained in the Disclosure and Barring service [Guidance: Making barring referrals to the DBS](#), and Section 3(1)(b) of the Children Act 2006 as amended by the Adoption and Children Act 2002.

Part four sees some changes in wording around suspension of staff, for example 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' and "Suspension should not be the default position, an individual should be suspended only if there is no reasonable alternative' have both been removed. The first statement regarding being as inventive as possible was an unusual statement to have in statutory guidance. Removal of both indicates that the guidance is advising schools to consider the appropriate course of action to be taken for an investigation to take place. Of course, we'd remind settings to seek advice from the LADO in the event of allegations against staff.

There is also clarification that all allegations should be considered with the intention of learning lessons and making improvements, even where allegations have been found to be

unsubstantiated, false, malicious. This might include thinking about teacher's professional vulnerability, risk assessing and risk management to prevent circumstances where allegations might be made.

There is further clarity on reporting of low-level concerns. This caused some controversy last year, as low-level concerns were initially advised to be reported to the DSL. Many settings provided feedback that this was not appropriate in their setting, and a last minute change was made for full release on Sept 1st 2021 to include DSL or Head. The guidance clears this up by stating that the setting should define in their policy who low level concerns are reported to. Some settings, this might be best sitting with DSL, others the Head, but it is up to each setting to outline this in their staff code of conduct and ensure all staff are clear on this process.

In addition, there has been rewording of the text around behaviour which might indicate a low-level concern. It has been changed from "using inappropriate sexualised, intimidating or offensive language" to 'humiliating pupils'. This widens the scope of what might be a low-level concern and places the emphasis on the outcome for the child, rather than what was said. This reflects that how staff might communicate, and their behaviour is recognised as being significant for children. We recommend that settings review their staff code of conduct with this in mind and refer to the updated Guidance for Safer Working Practice to support this.

Part Five: Child on Child Sexual Violence and Harassment



Part **Five** – Child on Child Sexual Violence and Sexual Harassment

- Importance of **whole school** approach
- Quality staff **training**
- Explaining **law** to children – there to **protect** not **criminalise**
- Intra-familial harm
- Settings to be part of **discussions** with **safeguarding partners**



Part five incorporates the previous non-statutory guidance: Sexual Violence and Sexual Harassment between children in schools and colleges. We would hope that all settings are already aware of the previous guidance, however its important to highlight that through its incorporation into KCSIE 2022, it is now statutory. Its addition also sees significant lengthening of the document as a whole and there are case studies to illustrate practice in addressing this issue. This is welcome and helpful.

A quick summary of section:

Again, we see reference to the importance of a whole school approach. This theme runs through this section, but also through the whole guidance, being one of the key take away messages from not only this guidance, but also as part of best practice in safeguarding children.

Staff training - again as is highlighted as a running theme throughout the whole guidance, the importance of regular updates to provide staff with the skills they need to confidently practice. Following the Ofsted review last year, many settings made sure that training was delivered. This shouldn't be seen as a one-off though and should be considered as part of an ongoing cycle.

The additions to this section from the original separate guidance are around ensuring children understand the law is there to protect them, not to criminalise them. This is best running through the preventative education and RSE curriculum.


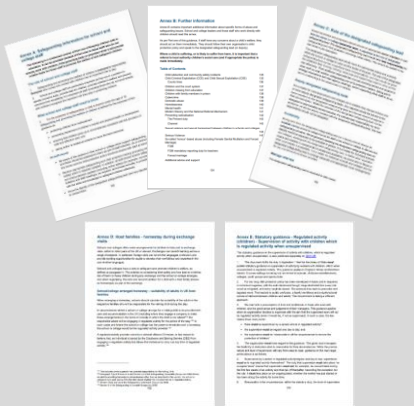
Also, intra-familial abuse is highlighted, with settings being advised they should know where to seek support for families and recognise the complexities and importance of supporting safety planning in this area.

There is also an emphasis on settings being involved in multi-agency discussions and ongoing support with safeguarding partners, e.g. police, social care. Where there is any criminal investigation, we would advise settings are in the loop and understand and can ensure any recommendations or bail conditions are kept. Individual risk assessments are essential practice to keep both the child who may have harmed and any other children safe to ensure that all children can safely access their education. These risk assessments should be completed with input from safeguarding partners involved in the child's/children's case as well as the child/children themselves and communicated clearly to families. Initial safeguarding advice is included with our membership, so do reach out for support where a fresh pair of eyes might be needed.



The Annexes

- **A:** Updated to reflect Part 1 changes
- **B:** Serious violence indicators
- **C:** General detail moved from Part 2, now incorporates former Annex D
- **D:** Information around online safety now merged with other annexes
- **E:** Previously annex F. No change



Annex A has been updated to incorporate changes made in part one. Remember, this is the annex that, if in agreement with management and governors, you may choose for some staff, dependant on their role, to read instead of the full part one.

Annex B has been updated with further information around serious violence. This is an important new paragraph around indicators and vulnerabilities for serious violence, including increased absence from school • a change in friendships or relationships with older individuals or groups • a significant decline in performance • signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries • Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

As was previously, there is a section on additional information and support with links to reliable sources of information. There have been several additions to this, and again, we would remind settings that this guidance really is a wealth of advice and information, and to refer to this when addressing safeguarding concerns and building your culture.

Annex C is key: ALL information regarding the role of the DSL is now included in here, and it is advised that Governors and Leaders read this in full. The key consideration for all leaders is to ensure that the Lead DSL is a member of the SLT and that they have enough time and status to be able to complete the role fully. We know each setting discharges this role differently, for example in line with other roles held in school. Depending on the setting and level of demand will depend on how suitable it is for the DSL to occupy other roles in school. However, it is important to note that we hear from many settings that time is an increasing pressure on DSLs and the impact of fulfilling other roles can lead to vulnerabilities in safeguarding practice. We have also picked up that many Lead DSLs are not members of the SLT, which would be contrary to the guidance.

Annex D: Information regarding online safety has been merged into B with remaining information removed. Annex D now relates to host families with no changes.

Annex E: was previously annex F – no changes.

Annex F is the table of substantive changes.

Next steps – Action planning and implementing



Action plan: **Policy updates**

- Safeguarding Policy
- Staff Code of Conduct
- Online Safety
- Transition procedure
- DSL job description



- Review policies in line with changes to guidance. Full list of policy changes is included on our members implementation tool.
- Review code of conduct with low level concerns.
- Review online safety policy – make sure this is a running theme across all aspects of school. Might also want to include anti-bullying policy too to ensure online element is recognised.
- Transition procedure to ensure that information sharing with safeguarding files is included.
- DSL job description is reviewed in line with ALL stat requirements in Annex C and that DSL is appropriately supported.

Action plan: **Governance**

- Arrange Safeguarding training for ALL governors
- Agree schedule of support/learning walks
- Ensure Annex C is read by Governors and Leadership



We are launching our governor membership this autumn, with the first term available to existing members as an introductory trial offer.

You will need to arrange quality training for governors. Of course, we can help with this, just get in touch.

It's a good idea to plan out with you SG governor about the schedule of contact throughout the year. Learning walks to focus on key areas is a good idea. We're hearing that many settings are being downgraded in their inspections due to concerns over child-on-child abuse and how schools manage concerns. This is the focus of our first learning walk with our governor membership.

Ensure that all governors are aware of the role of the DSL and have reviewed this in line with SLT, time and resources and workload. Another theme picked up through Ofsted inspections has been poor leadership with safeguarding, so its key that governors and leaders are fully aware and able to support the DSL in their role.

Action plan – **Whole School Approach**

- Review preventative education curriculum
- Staff knowledge and training
- Accessible policies
- Multi-agency working
- Child on child abuse



- Reflect on curriculum – consult with stakeholders about this – including learners. Ensure that RSE curriculum is inclusive of LGBTQ+
- Review your staff training programme. Remember, once a year training won't make the impact it needs to enhance practice. But this doesn't need to be an onerous task, we can help with this.
- The guidance mentions making sure policies are clear and accessible for all. We advise you to think about child friendly versions of policies, family friendly versions, staff friendly summaries. Can you make them available in other languages? Just having the policy on your website doesn't make it accessible.
- Consider your multi-agency working arrangements. Are you familiar with your LSCP and stat agencies? Do you know third section organisations in your local area?
- Child on child abuse. This is a theme really impacting on inspections as settings which have been downgraded haven't been able to evidence effective practice in this area. How have you approached this? We have an audit tool to help our members review practice in this area, and of course we can always come in an audit ourselves for that extra reassurance and fresh pair of eyes.

Action plan – **Online Safety**

- Governance
- Review filtering and monitoring systems
- Communication with parents



Are governors aware and active in reviewing setting's approach to online safety? Are incident reported to them?

Are your filtering and monitoring systems effective? How do you know? How are concerns raised? Do staff know how to escalate them?

How do you communicate with parents about online safety issues? Do you hold workshops? Is there a section for advice on your website? How do you approach concerns? We've got a really useful eLearning module on this – THINK – path to protection.

Action plan - Safeguarding Culture...

Starter Free	Essential from £99+VAT per term	Enhanced from £199+VAT per term	Complete Get a personalised quote
Regular bulletins Webinars on hot topics	Regular bulletins Webinars on hot topics Bespoke staff training packs Early access to our Safeguarding Insights Scenarios to run with your team Heavily discounted online learning Training discounts Initial safeguarding advice KCSIE implementation tool KCSIE discounted staff knowledge checker KCSIE staff PowerPoint Six places at our Inaugural safeguarding conference Governor membership trial	 Everything you get with Essential plus: Interactive tools to reflect on your safeguarding culture Named Safeguarding Consultant to support bespoke review process Opportunity to achieve Safeguarding Network reviewed status Authority to use Safeguarding Network logo on your materials / policies / website	Everything you get with Enhanced plus: External supervision Unlimited e-learning Internal investigation Training – delivered on-site or online On-site audit



for more information visit
<https://safeguarding.network/>
 Tel: 01803 862336
contact@safeguarding.network

thank you

