

**TABLE FORMAT**

**Keeping Children Safe in Education 2020**

An update of changes and considerations for schools for September 2020

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| **New references** | **To do/consider** |
| **The definition of safeguarding-** this has been altered to specifically includechildren’s **mental** and **physical** health and development**.** | Update your policy to include this and share this with staff. |
| **Children’s Mental health**  Children’s **mental health** is a new focus in the guidance, to ensure that staff consider this and its link to safeguarding concerns. “Schools and colleges have an important role to play in supporting the mental health and well-being of their pupils” (para 113.) | Have clear systems and processes in place to identify children’s mental well-being needs, and what to do when/if they become a safeguarding concern.  Staff need to understand that   * mental health problems can be an indicator of abuse (or an indicator of future abuse). * the impact of previous abuse or traumatic experiences, can affect pupils’ well-being for a considerable period of time. * they are well-placed to observe changes in behaviour which may indicate that a child has mental health problems (they should also know that it is not their job to make a diagnosis) |
|  | DSLs may wish to familiarise themselves ,and share with staff, the guidance on Mental health and behaviour in schools <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf> DSLs should know how to access training for themselves and staff in their local area (Chapter 4).  DSL’s should also be aware of The Link Programme which is being rolled out and supported by the DfE to train senior mental health leads <https://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/the-link-programme/>  DSLs should work closely with senior mental health leads if these roles are carried out by different staff members (secondary/larger primary schools for example) |
| **Safer recruitment - Supply staff and allegations**  **Concerns about staff have been widened to include supply staff.** Schools have a responsibility to fully explore concerns about supply staff. They are responsible in managing allegations about supply teachers and should ensure that allegations are dealt with appropriately, even when they are not the employer. *‘In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome’ (paragraph 215).* | * Update your CP and safeguarding policy to include this (and your safer recruitment/appointment policy if you have one) * Revisit your systems to manage allegations and concerns so that they include information about supply staff. * Consider how you inform supply agencies of your process for managing allegations * Remind staff to raise concerns about any adult working in the school |
| A new bullet point has also been added to the allegations made against all staff (Part 4.) Schools must work with other agencies (LADO) to investigate when someone who has worked at the school has “**behaved or may have behaved in a way that indicates they may not be suitable to work with children**.” This relates to situations where a member of staff’s behaviour outside school may suggest ‘transferable risk’. E.g. an incident which did not involve children but could have an impact on the staff member’s suitability to work with children such as substance misuse or domestic violence.  School staff need to be aware of this. The LDBS and Grow Education Partners will be reinforcing this in all leadership programmes in 2020-21 as we have recognised that staff are not aware of the impact of their choices outside school on their career prospects. | * Amend CP/sg policy to include this * Inform staff * Act upon any allegation which falls into this category. Be aware that other professionals are increasingly acting on concerns e.g. medical staff, police |
| **Contacting the Police**  There is now a link to the **National Police Chief’s Council guidance which explains when to call the police.**  <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf> | DSLs to familiarise themselves with this but note that this guidance doesn’t cover safeguarding incidents.  Schools still should make a referral to children’s Social Care if a child is suffering, or is likely to suffer from harm. (If appropriate also contact the police.) |
| **Relationships Education, Relationships & Sex Education and Health education**  The national guidance is referred to and the safeguarding implications of this are noted. | This is not in KCSiE, but the DSL will need to be aware of the links between the RSE curriculum and safeguarding aspects and how these may impact on their role e.g.   * Issues related to consent * Definitions * Choices * Grooming, Child sexual exploitation, domestic abuse, FGM * Honour based abuse * Unhealthy / abusive family relationships * Use of the Internet and online safety * Abusive intimate relationships.   Schools should also consider their systems for training and communication between teachers and the DSL where there are safeguarding implications arising from the RSE curriculum (as with any other curriculum subject e.g. computing, PHSE)  DSLs will also need to consider the sharing of information so that teachers are aware of individual pupil’s safeguarding circumstances which may impact negatively on their well-being in some aspects of the RSE curriculum so that steps can be taken to support the pupil. |
| **DSL role:**  Page 100 outlines the new DSL role as:  *To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.*  **Training and the role of the DSL-** additional references within ‘Mental health and behaviour within schools’ (see mental health para above)  “Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care” | DSLs should help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns. |
| **Children who have a social worker** - The particular vulnerability of these children is recognised (see above paragraph.) Para 111 notes that where a child needs a social worker, *this should inform decisions about safeguarding.* | DSLs and senior leaders should consider the additional needs of pupils with a social worker.  What are your processes to identify and act upon the likelihood of these pupils being in difficult circumstances? How will you support them with their additional vulnerabilities? |
| **Private fostering** There is reference to statutory guidance on this | Schools should be clear who has parental responsibility for children on their roll, and where they identify a private fostering arrangement they **must** report this to the local authority. |
| **The transfer of child protection files rules –** these now apply to in-year transfers. | Ensure that this is followed and procedures amended to note this |
| **Greater emphases/clarification of definitions in the guidance**   * A greater emphasis is placed on the potential for children to be exploited when missing education. * An emphasis that “children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.” There is further emphasis on Child Sexual Exploitation and Child Criminal Exploitation in para 28. * A distinction is made between Child Criminal Exploitation (CCE) and Child Sexual Exploitation (SCE)– definitions are included, together with some of the indicators. A link to Child sexual exploitation: guide for practitioners has also been included. <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners> * Information on County lines has also been defined further * Domestic abuse- this is clarified to include that children *can witness and be adversely affected by* it*.* References for support are included (Operation Encompass, the National Domestic Abuse Helpline, the NSPCC, Refuge and SafeLives.) * A definition of terrorism has been added and radicalisation has been clarified. There are links to the Channel Guidance and to the Prevent e-learning. * The definition of ‘upskirting’ now reference to The Voyeurism (Offences) Act, which came into force on 12 April 2019 and explains in more detail what this actually means. * Further clarity and expansion on bullying and physical abuse. * Additional information to support Governing Bodies in keeping children safe online has been expanded to include when they are online at home, including learning. Further advice links are also included to support this. <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19> | Staff need to continue to be aware of unauthorised absence and children missing from education procedures.  Review with all staff the distinction between CSE and CCE  Consider sharing key aspects of this document with staff  Ensure all staff read Annex A and that amended definitions are pointed out. |
| **Changes in language**   * The emphasis has altered from **“allegations”** to thinking about **“safeguarding concerns and allegations”.** * **Honour-based violence** is now termed **Honour-based abuse.** * **Peer on peer abuse** is amended to **Peer on peer / child on child abuse,** recognising that sometimes this abuse is not between peers. | Amend policy accordingly and share with staff |
| Finally,  **Supervision**  Whilst not in the KCSiE 2020 guidance (removed following the draft guidance), Supervision remains a requirement in the inspection framework and in Working Together to Safeguard Children. DSLs will also find this document useful: ‘Help, protection, education: concluding the Children in Need review’ (June 2019)  (in particular p38.) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf> | Establish ways of providing Supervision to staff, especially, but not exclusively, for DSL’s. |
| **Safer recruitment:**  Some aspects which were included in the draft KCSiE have been removed e.g. further clarity about adverts, references etc. These aspects remain extremely important. It is likely that this information will also be included in safer recruitment training courses. | To ensure strong practice, schools might wish to consider cross referencing current practice with the safer recruitment information in the draft document. |

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| **In summary:** |
| 1. **Update your Child Protection and safeguarding policy (and any other linked non-statutory polices)** |
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| 1. **Update / create the procedures suggested in red above** |
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| 1. **Inform all staff of the new focus aspects of KCSiE 2020, the new changes in the CP and safeguarding policy and the linked procedures.** |
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| 1. **Monitor impact of the above procedures** |
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| 1. **Consider how you will provide supervision for DSLs and linked staff** |
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| 1. **Consider keeping a copy of the draft guidance to refer to more detailed safer recruitment information** |