

## Brief summary of changes to Keeping Children Safe in Education 2021 (1<sup>st</sup> September)



This briefing provides:

- An overview of key changes
- Suggestions for leaders to ensure these aspects are in place
- More detailed overview of each Part of the new KCSiE document

NB. Please refer to the full KCSiE 2021 (1/9/21) version to be fully informed.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007260/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)

### **Overview**

- KCSiE 2021 (September) now covers 16-19 academies (and apprenticeships) and references the Education and Training (Welfare of Children) Act 2021.
- The guidance has clarified that it is for senior leadership teams
- A reinforcement that is essential that everyone working in a school **understands** their safeguarding responsibilities. Governors should continue to ensure that staff who work directly with children should read at least Part 1. However, there is now a condensed version of Part 1 in Annex A and governors must make a school-based decision about whether Part 1 *or* the condensed version of Part 1 in Annex A is 'most effective' in supporting staff understanding of safeguarding for those in roles that do not involve direct work with children.
- There is an emphasis on **governing bodies being responsible** for ensuring this **understanding** and to ensure they facilitate a whole school approach to safeguarding and that safeguarding is at the forefront of policy development (paragraphs 324 and 82).
- There is clearer guidance on the inclusion of aspects in the Child Protection (and safeguarding) policy, especially with regards to **peer-on-peer abuse**. (Para 85)
- There is an expectation that the school's behaviour policy includes the school's measures to prevent bullying (including cyberbullying).
- There is a raised expectation that victims should always be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment. The guidance underlines the fact that there are abusive behaviours which may present an ongoing risk to pupils and that if this is addressed it may prevent abusive and all violent behaviour in the future. 'Nude' and 'semi-nude' terminology has been updated to reflect UKCIS guidance (replacing 'sexting' advice)
- Further clarity on record keeping- what records should include (para 71-72)
- Further guidance on early help and specific aspects such as **mental health**, SEND, parent in prison
- Focus on elective home education procedures, especially if a pupil has special educational needs and is vulnerable. It is recommended that schools work with other key professionals to meet with parents wherever possible before a final decision has been made to ensure that they have considered what is in the best interests of each child.

- New paragraphs on the importance of online safety training for staff and the requirement to ensure children are taught about safeguarding, including online safety.
- Reference is made to the Teacher’s Standards and the expectations within the standards around behaviour and understanding of the needs of all pupils
- Clarification on Governors’ responsibilities when hiring of or renting out of school premises to other organisations to ensure appropriate safeguarding arrangements are in place
- Clarity of safer recruitment processes in Part 3
- Clarity in Part 4 on allegations which may or do not meet the threshold. This is split into two sections and includes information on low-level concerns. See Part 4 section below.
- Part 5: following Ofsted’s report on Sexual Abuse in Schools and Colleges, an “it could happen here” approach is emphasised. Expectations are clearly outlined in this section.
- Annexes: some changes here
  - **Annex A** is now a brief version of **Part 1**.
  - **Annex B** is now the old **Annex A** and includes more information on exploitation, modern slavery, county lines, peer-on-peer abuse, preventing radicalisation, **child abduction** and **cybercrime**. There is also a **new definition of domestic abuse** and the **impact of this abuse on children**.
  - **Annex C** (DSL’s) provides more information for DSLs on file sharing and storing and the need to keep accurate and detailed records.
  - **Annex D – online safety** is now a source of helpful resources to support DSLs. The main bulk of that section has been moved to the main document
  - **Annexes E & F – no changes**
  - **Annex G** – this is now a table of key changes to KCSiE 2021

#### In preparation, school leaders should:

- Review
  - CP policy -see LDBS checklist below
  - Online safety policy review (suggested annually) the online safety policy – training, curriculum, specific use of mobile and smart technology (para 126) and reflect this in the CP policy
  - Behaviour policy- ensure that it is clear about steps taken to address bullying in all its forms, including cyberbullying and the school’s response to behaviour which occurs outside school but which may impact on behaviour and wellbeing in school and/or disrupt learning.
  - Staff code of conduct - include within the staff code of conduct clarity on low-level concerns (para 413)
  - Safeguarding procedures for hiring the school premises - ensure that systems for the use of school buildings for non-school activities adhere to the new changes (current good practice)
- Recording:
  - DSL’s to reflect on the benefits of a separate file for each child and structure recording with a clear and comprehensive summary of the concern, details of

- follow-up and resolution then any actions taken and the outcome for the child (para 71/72) (if not already in place)
  - Behaviour log- does this include sexual harassment/violence incidents and is there a separate log for this which is monitored and acted upon? You should have a log even if there are 0 incidents. Suggest including this in the HT report to governors also.
- Part 1 or Annex A? decide whether staff who do not work directly with children can be provided with Annex A instead of Part 1. If this is agreed, good practice if the rationale for this is recorded in GB minutes
- **CPD: ensure that all training is integrated, aligned and considered part of the whole school approach to safeguarding, staff training and curriculum planning.**
- Ensure that all staff
  - have read **part 5** alongside the sexual violence and sexual harassment advice. NB Ofsted inspectors will check that staff have an appropriate knowledge of Part 5.
  - are clear about indicators and signs of peer on peer abuse and how to report it
  - are clear about recording behaviours linked to sexual harassment and/or violence
  - understand that victims should always be taken seriously following the report of a concern
  - understand that CSE is a form of child abuse, that children can be exploited and that the experience of CSE with girls can be very different to boys
  - can recognise the signs of peer on peer abuse and know how to respond to reports
  - know the new definition of domestic abuse, be aware of the impact of DA and know the different forms of DA
  - review their understanding of contextual s/g- exploitation in situations outside their family
  - are trained in online safety (regularly) and that the CPD ensures all staff have the knowledge to understand and teach the aspects of online safety
  - are aware that pupils might not tell staff about their abuse. It may be that staff overhear a conversation or the child's behaviour changes etc. They should act on this even if a child has not made a disclosure.
  - have a greater awareness of the potential for multiple issues overlapping, be vigilant and report this e.g. CSE, CE, mental health
  - understand that mental health concerns about a pupil may also be a safeguarding concern and to approach the DSL
  - understand and be alert to the types of domestic abuse
  - understand that even if there are no reported peer on peer abuse cases, they must not take the view that it does not happen in their school
  - are clear about the content of the low-level concern statement/policy (para 415) in terms of their own conduct
- Online safety: ensure that pupils are taught about safeguarding, including online safety (at an age-appropriate level within a sequenced curriculum)- *where does this sit within the computing curriculum/PHSE curriculum?*
- Home education: the DSLs understand what to do in the event of elective home education in terms of safeguarding

- Mental Health: the DSL to now liaise with the senior mental health lead / local team where s/g concerns are linked to mental wellbeing.
- Culture of safeguarding:
  - continue to encourage a culture of listening
  - continue to appreciate that pupils may find it difficult to approach staff and discuss further worries and develop practice to support this

### Changes in more detail (with some repetition to the above)

#### Part 1 contains

- a clear statement that the role of school staff includes **promoting the child's welfare**.
- specific reference to the fact that the child protection policy should include a policy and procedures around dealing with **peer-on-peer** abuse, and a new section with explicit information on this area.
- an expectation that the school behaviour policy includes measures to prevent bullying and cyberbullying (it specifically notes prejudice-based and discriminatory bullying.)
- induction: a reinforcement that "all staff should receive appropriate safeguarding and child protection training (including online safety) at, and that online safety training is provided as part of regular updates."
- an emphasis on the impact of technology on increasing risks to children have been added throughout, including that young people can be both victims and perpetrators of abuse.
- further wording to reinforce that potential for exploitation (criminal, sexual or otherwise) and child mental health issues are recognised as areas of vulnerability and extra-familial harms, with a specific note that staff know what to do when a child discloses exploitation, as well as abuse or neglect
- an expectation to ensure that young people are always taken seriously:

*"All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report." (p8)*

- wording which has changed to 'sharing nudes or semi-nude images/video' (sexting or youth produced sexual imagery).
- the explanation for peer on peer abuse has been widened to include *abuse in intimate personal relationships between peers*.
- a reinforcement that staff "should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care" (para 60)
- the definition of sexual abuse has been altered to "Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence ..." (a "high level of violence" has been removed)

- when considering whether a child needs early help, the SEND remit now includes “certain health conditions”. The list has also been expanded to include children who have a mental health need, are at risk of ‘honour’-based abuse, have a parent in prison or are persistently missing from education. County lines is also now specifically mentioned as is a widening of exploitation to “sexual or criminal exploitation”.
- the benefits of a separate file for each child and structuring your recording with a clear and comprehensive summary of the concern, details of follow-up and resolution then any actions taken and the outcome for the child.
- a reinforcement of the need to refer concerns to Children’s Social Care and when doing so consider what is known about the child’s wider context (i.e. contextual safeguarding).

## **Part 2**

- Emphasises the role of the governing body or proprietor having “strategic leadership responsibility for their school’s or college’s safeguarding arrangements”.
- Clarifies that it is the headteacher’s role to ensure that staff understand and follow policies and procedures agreed by the governing body or proprietor.
- Reinforces a “whole school approach to safeguarding” whereby safeguarding and child protection underpin all relevant policy and processes.
- Notes that all systems should “operate with the best interests of the child at heart”, and that school leaders should ensure that there are effective systems for pupil voice and response to pupil voice from adults
- Makes it clear that there should be a statement in the CP and s/g policy that there is a zero-tolerance approach to peer on peer abuse, and that even if there are no reported cases, staff must not take the view that it does not happen in their settings.
- Enhances what should be in your Child Protection policy, with the emphasis now being on an effective policy reflecting a number of different areas (see para 85.)
- Notes that staff safeguarding training must be integral and aligned part of a whole school approach and wider staff training and curriculum planning.
- References the Teacher’s Standards and the expectations within the standards around behaviour and understanding of the needs of all pupils.
- Emphasises that there should not be a ‘one size fits all’ approach. Teaching about safeguarding and online safety will need a personalised approach. (see para 121 for resources to support teaching.)
- Online safety has been moved from Annex C to the main body of the document to ensure this is not seen as supplementary guidance.
- A clearer link to Part 4 around low-level concerns and the need to consider referring teachers to the Secretary of State via the TRA.
- Clarifies governors’ responsibilities when hiring of or renting out of school premises to other organisations. This now includes ensuring appropriate safeguarding arrangements are in place (including inspecting these as needed) and that the presence of these is a requirement of any agreement between the school and the other organisation.
- Emphasises the additional risk of harm associated with alternative provision sites, risks to children persistently missing education and those being educated at home.
- Expects that Governors of SEND provision should ensure that the Child Protection policy reflects the additional risks these pupils may face and notes how they will address the challenges this presents.

### **Part 3**

- Is more explicit about the safer recruitment process and the different stages of the process that schools should go through.
- Emphasises the need to ensure that those involved in recruitment and employment of staff have received safer recruitment training
- Includes a new section about the legal reporting duties on employers if there are concerns about an individual
- Includes the information about the types of disclosure and barring service checks that are available (which was the old Annex G). This is to reinforce the additional provisions brought in for 16-19 providers (Welfare of Children) Act 2021. There is also guidance on the use of birth certificates (identified as best practice) to check candidate's names.
- Clarifies that there are no changes to legal duties.

### **Part 4**

This is now broken into two sections:

- Section One = allegations that may meet the threshold
- Section Two = allegations/concerns that do not meet the threshold i.e. low-level concerns. This section includes information about concerns that do not meet the harm threshold, including what a low-level concern is. NB 'low level' does not mean insignificant and includes any concern where a sense of feeling uncomfortable is expressed e.g. A staff member being overfamiliar or having favourites see paragraph 410

### **Part 5**

- There have been several changes to this section in response to the Ofsted Review of Sexual Abuse in Schools and Colleges.
- An "it could happen here" approach is emphasised.
- All reports from pupils should be taken seriously and that the victims should be supported throughout.
- Schools are expected to recognise the scale and impact of harassment and abuse, and that the downplaying of this can lead to a dangerous culture in the setting.
- Staff must be vigilant and recognise that young people may not always make a direct report. Information may come from overheard conversations or observed behaviour changes. Staff should act without waiting for a disclosure if they have concerns.
- The need for a zero-tolerance approach is reiterated throughout this Part. Schools are expected to regularly review decisions and actions to update and improve their policies and practice.
- There are new sections on
  - the response after an incident, recognising for the victims of sexual assault there can be a number of physical and mental health implications which may require additional support
  - supporting the alleged perpetrator with further information about harmful sexual behaviour
  - unsubstantiated, unfounded, false or malicious reports. This includes information on recording concerns and what to do when a report is found to be unsubstantiated, unfounded, false or malicious. This also includes the need for schools to consider whether the person making the allegation did so as a cry for help, or whether disciplinary action (in line with the behavioural policy) is required.

## **Annexes**

**Annex A – Safeguarding information for school and college staff** – is a condensed version of Part one. It can be provided (instead of Part 1) to those staff who do not directly work with children, if the governing body evaluate that it will provide a better basis for those staff to promote the welfare and safeguard children. (e.g. English as a second language or those with reading difficulties)

Good practice would be for Governors to record the agreement to use this Annex in GB minutes, if they wish to use it.

## **Annex B – Further information**

This is the original Annex A but now also includes additional information in relation to exploitation, modern slavery (and the National Referral Mechanism), county lines, peer-on-peer abuse and preventing radicalisation.

There are two new areas relating to child abduction and cybercrime.

The Annex now includes the first ever statutory definition of **domestic abuse** and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. (following the Domestic Abuse Act 2021)

The statutory definition of domestic abuse captures different relationships, including ex-partners and family members. The definition also captures a range of abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

## **Annex C – Designated Safeguarding Lead (DSL)**

This annex sets out the expectations about the working relationships the DSL should have, and where they should provide support.

The information sharing section builds on the previous “Child protection file” section. As well as covering the transfer of records when a child leaves school, it now includes the requirements around storing of records and access to those records, with the expectation that the DSL will oversee this.

A paragraph has been added to ensure the DSL understands the importance of information sharing, the regulations around information sharing and the need to keep accurate and detailed records.

There is also a new section on understanding the views of to ensure the DSL is supported in developing knowledge and skills to encourage a culture of listening and reducing barriers to disclosure.

## **Annex D – online safety**

This annex is now a source of helpful resources to support DSLs in ensuring that online safety is considered throughout the setting.

## **Annexes E & F – no changes**

**Annex G** – an overview of changes to this KCSiE

**CHILD PROTECTION POLICY** (by law schools MUST have a Child Protection policy but most schools now generally call it a ‘Safeguarding and CP policy’ to incorporate the wider aspects of safeguarding noted in KCSiE.) **KCSiE 2021 para 85 provides information on what an effective CP policy should include. This checklist incorporates this information, alongside other aspects which may be useful for you to include.** Your policy should take account of its local context and reflect how the school responds to this. **Model policies should be adapted to reflect the school’s own context, needs and procedures.** Yellow highlights and red font are new or reinforced this year.

The policy is reviewed annually & is in line with government guidance and refers to locally agreed multi-agency safeguarding arrangements put in place by the 3 Safeguarding Partners (police, social care & health) best practice is to put the dates on the front	
The policy refers to <b>KCSiE 2021</b> and reflects the Ofsted EIF and safeguarding guidance – all references to previous KCSiE documents have been removed. If it reflects other legislation, ensure this is up to date but suggest it doesn’t need to be there)	
the definition of safeguarding, if included in the policy, should reflect the updated version (preventing impairment of children’s mental and physical health and development)	
It contains clear aims, and states a <u>commitment to safeguarding</u> and a culture of <u>vigilance</u> . Key names and contact details (DSL, Deputy DSL(s) Safeguarding Governor, Chair of Governors, LA, NSPCC hotline (note updated link 2019), Social Care, Police link, Prevent link)	
Clearly outlines the <b>role and responsibilities of the DSL</b> Including undertaking <u>availability when the setting is in operation</u> ), responsibilities with regard to the child protection file, steps taken to refer beyond the school <b>You may wish to add the role of the ‘virtual HT’- from June 2021 the virtual HT has responsibility to promote the education of children with a social worker- what does this look like in your school?</b>	
Clearly outlines the <b>roles and responsibilities of the Governing Body/ proprietors /management committees</b> including ensuring pupils are taught about safeguarding, including online safety	
Outlines <b>staff role and responsibilities</b> (p5 KCSiE 2019) <ul style="list-style-type: none"> <li>• <u>Staff know how to identify and report and record possible or actual instances of abuse-the policy should outline these steps clearly, including how to deliver concerns</u></li> <li>• Staff understand that they should act upon their concerns <u>immediately</u> (p11 para36 KCSiE 2019)</li> <li>• Staff understand that they cannot promise confidentiality and will always act in the interest of the child</li> </ul>	
<b>Allegations-</b> distinguishes between the steps that should be taken in the case of an allegation against staff members, and those that should be taken if the allegation is about the Headteacher <ul style="list-style-type: none"> <li>• <b>NB changes last year – if a staff member’s <u>conduct outside school</u> where they behaved/ behave in a way which indicates they may not be suitable to work with children –</b></li> </ul>	
<b>Low-level concerns about staff behaviour:</b> <ul style="list-style-type: none"> <li>• <b>set out the procedure for responding to reports of low-level concerns</b></li> <li>• <b>staff should approach the HT, or if the concern is about the HT, the Chair of the GB. Also ensure this is in the staff code of conduct statement/policy</b></li> </ul>	
The policy is available publicly either through the school website or by other means (not statutory to have on website but v helpful)	
It includes an explanation of who the safeguarding partners are and the referral procedures to social care- <b>ensure mental health support is added here too</b>	
There are clear links to other relevant policies for further information e.g. online safety, behaviour, <b>RSE</b>	
The policy refers to the following aspects (in no particular order):	
The definitions, signs and symptoms of the different types of abuse	
The signs and symptoms of Child sexual (CSE) and criminal exploitation (CCE) (refer to Child sexual exploitation; Definition and a guide for Practitioners DfE 2017) and KCSiE page 125 for CCE	
Local safeguarding risks (contextual) , including CSE and CCE (above) and the potential risk of county lines? Have particular groups/pupils been identified as being particularly vulnerable to risk of child exploitation? What action is being taken to keep these pupils safe? Is there a clear description of county lines?	

<p><b>Peer-on-peer abuse:</b>  It includes a statement which makes it clear that the school has a ‘zero-tolerance’ approach to abuse and will never be passed off as “banter”, “just having a laugh” or “part of growing up” and is referenced in the school’s behaviour policy. It includes:</p> <ul style="list-style-type: none"> <li>• procedures to minimise the risk of peer on peer abuse;</li> <li>• how allegations of peer on peer abuse will be recorded, investigated and dealt with;</li> <li>• clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;</li> <li>• recognition that even if there are no reported cases of peer on peer abuse the abuse may still be taking place but is not being reported.</li> <li>• recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and</li> <li>• recognises the different forms peer on peer abuse can take, such as: <ul style="list-style-type: none"> <li>○ sexual violence and sexual harassment. (see Part 5 KCSIE)</li> <li>○ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;</li> <li>○ ‘sharing nudes and semi-nudes’ (was sexting): the policy should include the school or college’s approach to it. Refer to screening and confiscation advice and responding to sexting incidents for schools (refer to the guidance sharing nudes and semi-nudes UKCIS 2020 p29 in the policy</li> <li>○ initiation/hazing type violence and rituals.</li> </ul> </li> <li>• The school’s procedures for searching and confiscating devices (see sharing nudes and semi-nudes UKCIS 2020 p29)</li> </ul>	
<p><b>Domestic Abuse (DA Act 2021): definition and types of DA- (National DA 24h helpline number 08082000 247)</b></p>	
<p><b>Upskirting-</b> staff need to know both what this is and to understand its impact (on pupils and staff.) They need to know it is now a criminal offence. If you are a ‘no-phone’ school you still need to ensure that staff know how to respond to disclosures about this.</p>	
<p><b>Serious violence-</b> all staff should be aware of the indicators which may signal that pupils are at risk from, or are involved with serious violent crime. NB it is important to remember that grooming processes are similar for all forms of child exploitation: criminal, county lines, sexual and radicalisation.</p>	
<p><b>Mental health and possible links to safeguarding and child protection</b></p>	
<p><b>The Prevent agenda –</b> note grooming processes above  Makes specific reference to the school’s awareness of its duty to prevent people being drawn into terrorism and to cooperate with Channel panels- to assess local risk, identify at-risk pupils/students and keep them safe on line – (could also include info for staff how referrals are made to Prevent team, CP assessment team and the voluntary Channel programme)</p> <ul style="list-style-type: none"> <li>• it details the school’s own approach to protecting pupils from the risks of radicalisation?</li> <li>• it shows how the school considers local risks and shapes the curriculum to support pupils in learning about the risks of radicalisation e.g. through online safety?</li> <li>• it notes staff training – including online safety training? (see induction and CP)</li> <li>• it explains referral approaches used by the school, which are in line with local guidance</li> </ul>	
<p><b>Honour-based abuse (no longer ‘violence’)</b> the policy clarifies that this includes FGM, forced marriage, breast ironing</p>	
<p><b>FGM –</b> signs, symptoms of, and notes that all staff should raise any FGM concerns with the DSL (or DDSL) and should understand their mandatory duty to report FGM disclosures</p>	
<p><b>SEND</b>  The policy reflects an understanding of the additional barriers that exist when recognising the abuse of pupils with SEND and how the school overcomes these barriers and supports pupils in keeping safe. Schools should consider <u>extra pastoral support for SEND pupils</u> – what has your school got in place and does your policy state this?  The policy should note an understanding and acknowledgement that these pupils:</p> <ul style="list-style-type: none"> <li>• are more prone to peer group isolation or bullying than other children</li> <li>• are disproportionately impacted by behaviours such as bullying, without showing outward signs of this</li> </ul>	

<ul style="list-style-type: none"> <li>• have communication barriers and how the school supports them in overcoming these barriers</li> </ul> <p>It should also stress that there will be NO assumption by school staff that any changes in pupils' behaviour will relate only to their special needs and disability and will be explored to ensure that they are not facing additional safeguarding challenges.</p>	
<p><b>Early Help</b> – includes an explanation of Early Help and what this means in your school - DSL will generally take the lead on this but <b>all</b> staff should know the procedures</p>	
<p><b>Pupils Missing Education</b> - procedures to respond to children missing school (poor attendance and regularly missing) and that where reasonably possible the school will have <u>at least two emergency contacts for pupils</u>  <i>The setting has clear policies and procedures for pupils who go missing from education, particularly those who go missing on repeat occasions' (Ofsted)</i></p>	
<p><b>Looked after, and previously looked after children</b> – notes the vulnerabilities of these pupils</p>	
<p><b>The Curriculum</b>  <b>Outlines how the curriculum supports pupils in learning to keep safe and adopt safe practices</b> as part of a broad and balanced curriculum, e.g. online safety, PHSE and SRE  <b>Online safety</b> – the school's approach to online safety should be reflected within this one and the main online safety policy referred to.  <b>Review policy and practice for teaching online safety in school in line with the DfE 'Teaching online safety in schools' document 2019 including use of technology beyond school</b></p>	
<p>It includes <b>staff/pupil relationships and communications</b> including use of social media and the use of reasonable force.</p>	
<p><b>EYFS:</b> It includes explicit reference to safeguarding aspects in the EYFS (if not where is this information?) e.g.</p> <ul style="list-style-type: none"> <li>• The use of mobile phones and cameras in the EYFS setting (staff, pupils and parents)*</li> <li>• Guidelines (as noted in Statutory framework for EYFS) in the event of children going missing in the care of the provider.</li> <li>• How staff promote young children's understanding of how to keep themselves safe from relevant risks and how this is monitored across the curriculum</li> </ul>	
<p><b>Training and induction</b> – how this is provided to staff, including DSLs, and what steps are taken to bring policy and procedures to the attention of temporary staff and volunteers. <b>Make sure you include all induction aspects and Part 5 – this can be on a separate induction checklist but safeguarding induction must be in place.</b></p>	
<p><b>School ethos-</b> Outlines how the school provides opportunities for staff and pupils to talk freely about concerns, in the belief that they will be listened to and appropriate action taken i.e. Whistleblowing policy, trusted adults, worry boxes</p>	
<p><b>Whistleblowing</b> – reference to the policy where staff have concerns about the way s/g is carried out in the school</p>	
<p><b>Data Protection</b> it may be helpful to include that the Data Protection Act 2018 does not prevent the sharing of information for the purposes of keeping children safe.</p>	
<p>Explains how the policy is reviewed, monitored and evaluated- include staff voice in review</p>	
<p><b>Safer recruitment</b> Outlines the school's approach to information i.e. risk assessments for volunteers (if not elsewhere)</p>	

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