

Keeping Children Safe in Education 2020: Suggested Safeguarding and Child Protection Policy Updates

Point	Changes since KCSiE 2019 guidance	Actions	Completed by & date
Introduction			
	3 main areas of change	<ol style="list-style-type: none"> 1. Where legislation requires it <ul style="list-style-type: none"> • RE/ RSE / HE 2. Additional information <ul style="list-style-type: none"> • Mental health • Domestic abuse • CCE/ CSE / County Lines 3. Important clarifications 	
		Update all references from KCSiE 2019 to KCSiE 2020	
		Update to include reference to COVID-19 guidance/requirements	
Part One			
4	Change to definition of Safeguarding	<p>Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children's mental and physical health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes. 	
21	Updates to contextual safeguarding	All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and	

		children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.	
28	New paragraph to provide staff with information about child criminal exploitation and child sexual exploitation	Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A.	
34-38	New paragraphs on mental health to help staff make the link between mental health concerns and safeguarding issues and signpost guidance	<ul style="list-style-type: none"> • Includes - what all staff should be aware of, signs of experiencing a mental health problem or at risk. • Lasting impact of abuse, neglect, ACE • Concern about child's mental health is a safeguarding concern – immediate action should be taken • Link to updated guidance & resources 	
56	Added reference to make it explicitly clear that concerns about another adult also applies to supply staff	In the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.	
59	Updated diagram/flowchart	Actions to take where there are concerns about a child	

Part Two		
70	Added NSPCC guide to 'when to call the police'	NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
74-78	Working Together changes	Reflects new safeguarding partners arrangements
83-86	Important governing bodies/proprietors are aware of obligations under DPA/GDPR & information sharing Ensure staff have due regard to data protection principles	<ul style="list-style-type: none"> Governing bodies should ensure staff have due regard to data protection principles, confident of the processing conditions, sharing without consent where there is a good reason to Examples of when serious harm test under legislation is met Link to Data protection: toolkit for schools
92	Additional information to support governing bodies to keep children safe online	<ul style="list-style-type: none"> Including when they are online at home, see Annex C Opportunities to teach safeguarding
94	Reflect mandatory RSHE from September 2020	Added links to: <ul style="list-style-type: none"> Statutory guidance: relationships education relationships and sex education (RSE) and health education teaching online safety in schools UK Council for Internet Safety (UKCIS) guidance: Education for a connected- world National Crime Agency's CEOP education programme: Thinkuknow Public Health England: Rise Above
96-98	Refers to changes in Ofsted safeguarding guidance	Added links to: <ul style="list-style-type: none"> Ofsted' s Education Inspection Framework Inspecting safeguarding in early years, education and skills settings. Independent Schools Inspectorate.
101-102	Safeguarding concern or an allegation around another staff member	<ul style="list-style-type: none"> Expresses safeguarding concern and/or allegation Clarification that schools should have processes in place to manage all

		<p>concerns about staff including supply staff</p> <ul style="list-style-type: none"> • Additional guidance includes an allegation that might meet the harm threshold 	
105	Peer on peer abuse	Includes upskirting	
109-112	Additional information around children who need a social worker (Child in Need and Child Protection Plans) added	Reflects the need of children with a social worker and supporting DSL's and schools to best support these children to do well in line with findings from Children in Need review and Help, Protection, Education	
113-116	Additional information to raise profile and encourage schools to make the link between mental health and safeguarding	<p>Added links to</p> <ul style="list-style-type: none"> • Mental health and behaviour in school's guidance • Rise Above materials and lesson plans. • National roll out of Link Programme 	
123	Designated teachers	Added responsibilities under sections 4-6 Children and Social Worker Act 2017 Statutory guidance on Promoting the Education of Looked After Children	
127	Use of reasonable force	<ul style="list-style-type: none"> • Covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children • Link to DfE guidance Use of Reasonable Force in Schools. 	
Part three			
202	Adults who supervise children on work experience	Clarification schools organising work experience placements should ensure that the placement provider has policies and procedures in place	

207	Children staying with host families (homestay)	Clarification in some circumstances the arrangement could amount to private fostering	
208	Private fostering	Clarification on private fostering and requirement to notify local authority Link to DfE statutory guidance Children Act 1989 Private fostering for comprehensive guidance on private fostering	
Part four			
211-213	Allegations of abuse made against teachers	<p>Added bullet point:</p> <ul style="list-style-type: none"> behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children. <p>Reason is because of transferable risk</p> <p>Where schools are not the employer have a responsibility to ensure allegations are dealt with appropriately and should liaise with all relevant parties</p>	
214	Added section on Supply Teachers	<p>Guidance on how governing bodies should manage allegations, take the lead and to work with LADO and employment agency</p> <p>Inform and provide agency of school's process for managing allegations</p>	
220	Determining the outcome of allegation investigations	<ul style="list-style-type: none"> Substantiated: there is sufficient evidence to prove the allegation; Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive; False: there is sufficient evidence to disprove the allegation; Unsubstantiated: there is insufficient evidence to either prove or 	

		<p>disprove the allegation. The term, therefore, does not imply guilt or innocence;</p> <ul style="list-style-type: none"> • Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made. 	
Part five			
278-281	Clarification around what schools should carefully consider	<p>Refers to other related issues and wider context (paragraph 21)</p> <p>Includes options to manage the report and multi-agency working</p>	
Annex A			
	Updated guidance on further safeguarding information	<p>Update definitions of <i>(see Part 1 and Annex A for latest wording)</i></p> <ul style="list-style-type: none"> • Definitions of abuse • CCE • CSE • County Lines • Domestic Abuse • Operation Encompass • So called honour-based abuse (HBA) – violence has been dropped • FGM • Forced Marriage • Preventing radicalization • Peer on peer/child on child abuse • Upskirting • Additional advice and support 	
Annex B			
	Updated role of the DSL	<ul style="list-style-type: none"> • Focus on DSL training should ensure they have a good understanding of their role and responsibilities, processes, and responsibilities of other agencies • Be aware of pupils who have a social worker 	

		<ul style="list-style-type: none"> • Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff • Includes keeping detailed and accurate records • Understanding of Prevent duty • Risks associated with online safety and relevant knowledge and up to date capability to keep children safe online at school • Recognise additional risks of children with SEND • Sharing information • Child protection file, Inc. in-year transfers 	
Annex C			
	Updated resources, information, and support	Includes education at home, parental support and staff training requirements	

This summary has been produced as an overview document and does not replace the need to read the full [Keeping Children Safe in Education \(2020\)](#) guidance.

Quick reminder of what a Safeguarding and Child Protection Policy should include *(as a minimum)*

- Include names and contact details of DSL/DDSL's/Chair of Governors/Nominated Safeguarding Governor
- Names of Designated Teacher for Looked After/Previously Looked After Children/SEND/Prevent/Mental Health Champions
- Role and responsibility of the DSL/DDSL
- Schools commitment to safeguarding
- All should act immediately
- Types of abuse and neglect
- Definitions of and school's response to:
 - Child Criminal & Child Sexual Exploitation (CCE & CSE)
 - County Lines
 - Domestic Abuse
 - Serious Violence
 - Peer on peer/Child on child
 - Sexting
 - Contextual safeguarding
 - FGM
 - Honour-based Abuse (HBA)
 - Prevent
 - Sexual Violence
 - Sexual Harassment
 - Adverse Childhood Experience (ACE)
 - Private fostering
- Additional barriers for children with SEND
- Children missing education (CME)
- Mental Health
- Supporting children with social workers
- Broad and balanced curriculum, pupils are taught about safeguarding including online, how to recognise risks and how to get help when they need it
- Private fostering
- School's child protection reporting procedures
- Any member of staff can make a referral, contact numbers
- Concerns around an adults behaviour must be reported to the headteacher. Concerns around the headteacher must be reported to the Chair of

Governors

- Managing allegations Inc. supply teachers
- Whistleblowing
- Information sharing
- Use of reasonable force
- Induction and Training – Inc. online safety/role of DSL
- Documents all staff/volunteers must read
 - KCSiE Part 1, Annex A & Part 5
 - Staff Handbook/Code of Conduct
 - Safeguarding and Child Protection Policy
 - Behaviour Policy
 - School's response to children missing education
 - What to do if you are worried a child is being abused
- Publication and review date
- Publicly available

Please note: This list is intended as a guide only and is not exhaustive