Keeping children Safe in Education 2022 Update for DSL's

Department for Education

Keeping children safe in education 2022

Statutory guidance for schools and colleges

For information only, this guidance does not come into force until 1 September 2022

[Keeping children safe in education 2022 (publishing.service.gov.uk)](publishing.service.gov.uk)

KCSIE key points for Sept 2022

Some children may not be ready to talk about their experiences – additional vigilance of indicators and signs of harm

Consider extra familiar harms

Changes from peer on peer abuse to child on child abuse

Witnessing harm – DA, SV

Ensure LGBT+ children have a trusted adult

Training for governors – critical friend

Information Sharing where consent is not always possible

PHSE: Opportunities to teach safeguarding and online harms – Digital Wellbeing

Effectiveness of IT systems: Filtering and monitoring – should be an annual review (360)

Due diligence for leasing school premises

Carry our online searches for safer recruitment

DSL understand the appropriate adult in schools – Child Q

Changes to language

▶ Peer on Peer abuse now **Child on Child abuse**

▶ **new definition of terms **"victims"** and **"perpetrators"** added

▶ Alignment of **definition of abuse** 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.**"

- All staff should read and demonstrate they understand what it means

- Additional sentence on recording concerns

- Staff training – "to continue to provide them with relevant skills and knowledge to safeguard children effectively."

- New paragraph added outlining that all staff should understand that children may not feel ready or know how to tell someone they are being abused:

   "This should not prevent staff from having a **professional curiosity** and speaking to the DSL if they have concerns about a child"

- New paragraph adding on **domestic abuse** and how children can be victims of this

Part one: Safeguarding information for all staff

- A new requirement for ALL governors and trustees to receive, "appropriate safeguarding and child protection (including online) training at induction."

  Safeguarding Training for School Governors (free): [» LGfL (bookinglive.com)](#)

- Further guidance stressing the importance of adhering to the Human Rights Act 1998 (HRA) and European Convention on Human Rights (ECHR), the Equality Act 2010 and the Public Sector Equality Duty (PSED).

Virtual School Head:

- In offering advice and information to workforces that have relationships with children with social workers, virtual school heads should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children.

- Sub-section focusing on how **LGBT** can be targeted by other children, and the need for staff to, "reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff."

Part two: The management of safeguarding

Preventative education – how schools deliver a safeguarding curriculum

Information sharing – Safeguarding information and child protection files should be shared within a timeframe of 5 school days

Supporting parents with online safety:

► Communications should be used to reinforce the importance of children being safe online.

► Parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use.

► It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

► When outlining the need for appropriate filtering and monitoring systems, KCSIE now says schools should "regularly review their effectiveness."

Part two: The management of safeguarding cont....

Filtering and monitoring tools

The National Grid for Learning - onlinesafetyaudit (lgfl.net)

https://360safe.org.uk/

► Help is at hand. There are some ready made tools you can access to help take a review of your IT systems!

Support for online safety

Professionals

Cybercrime: KCSIE 2021
'Children with particular skill and interest in computing and technology can be inadvertently or deliberately led astray into cyber-dependent crime.'
DSL's can refer to Cyber choices programme http://www.cyberchoices.uk/

Professionals online safety helpline (POSH) Professionals Online Safety Helpline - UK Safer Internet Centre

Parents and carers

The IWF has created a resource to help parents and carers understand the risks of 'self-generated child sexual abuse imagery' using the acronym **'TALK'.**
To find out more, go to TALK Checklist by Internet Watch Foundation | Home (iwf.org.uk)

TALK to your child about online sexual abuse. Start the conversation – and listen to their concerns.

AGREE ground rules about the way you use technology as a family.

LEARN about the platforms and apps your child loves. Take an interest in their online life.

KNOW how to use tools, apps and settings that can help to keep your child safe online.

https://talk.iwf.org.uk/know-how-to-use-settings/

- A reminder that the DBS does not charge for checks on volunteers

- Considering online searches as part of the shortlisting process:

- Schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates.

- It may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

- All schools should be clear on how they are approaching safer recruitment, and what they tell candidates about it.

Part three: Safer recruitment

Update to examples of low-level concerns to include:

- Being 'overly friendly' with children

- Having favourites

- Taking photographs of children on their mobile phone, contrary to school policy

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door

- Humiliating pupils

- Reporting Low-level concerns – Schools may choose whether all low-level concerns are reported to the DSL, a nominated person, or with the headteacher/principal.

- If the former, then the DSL should inform the headteacher of all the low-level concerns in a timely fashion.

- The headteacher should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that the headteacher may wish to consult with the DSL and take a more collaborative decision-making approach.

- If schools are in any doubt as to whether a low-level concern meets the harm threshold, they should consult their LADO.

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

KCSIE definition of low level concerns

▶ A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

▶ is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and

▶ does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

What is the purpose of sharing low-level concerns?

▶ Sharing these concerns should link to creating a culture of vigilance in your school.

▶ encourage an open and transparent culture

▶ enable schools and colleges to identify inappropriate, problematic, or concerning behaviour early

▶ minimise the risk of abuse

▶ ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Low-level concern: yes or no?

Making fun of pupils in front of other pupils   **Yes**

Being 'friends' with pupils on social media   **Yes**

Having a pupil sit on their lap while other pupils tidy up   **Yes**

Taking photos of children on their personal phone   **Yes**

Allegation

Behaviour which indicates that an adult who works with children 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 they 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.

Low-Level Concern

Does not mean that it is insignificant, it means that the adult's behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with an organisation's staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO - but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation's staff code of conduct, and the law.

Part five: Child on child sexual violence and sexual harassment

**Child-on-child abuse** is the new name for peer-on-peer abuse

- The structure of Part Five has changed and now includes lots of information from the 'Sexual violence and sexual harassment between children in schools and colleges' guidance, which will be withdrawn from September 2022.

- It highlights the importance of ensuring children understand that the law on child-on-child abuse is there to protect them rather than criminalise them.

- There is a new bullet point on understanding intra familial harms and any necessary support for siblings following incidents.

- Importance of **whole school approach**

- Quality staff training

- Settings to be part of discussions with safeguarding partners

Part five: Child on child sexual violence and sexual harassment

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
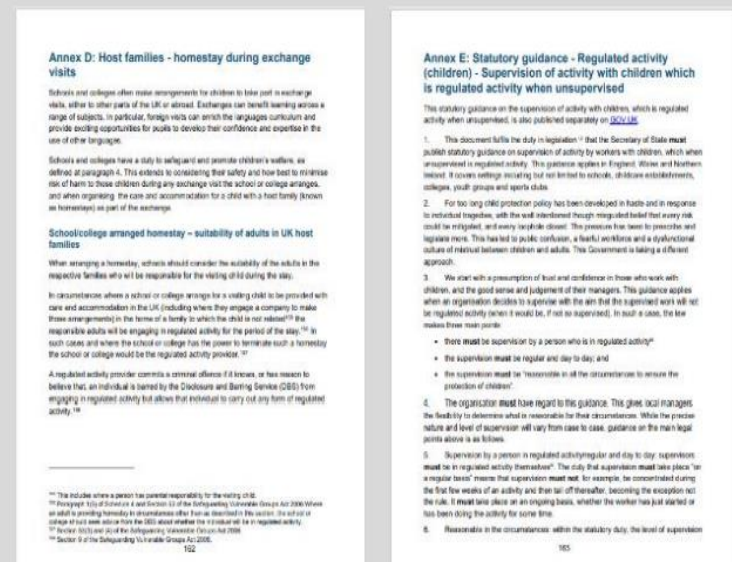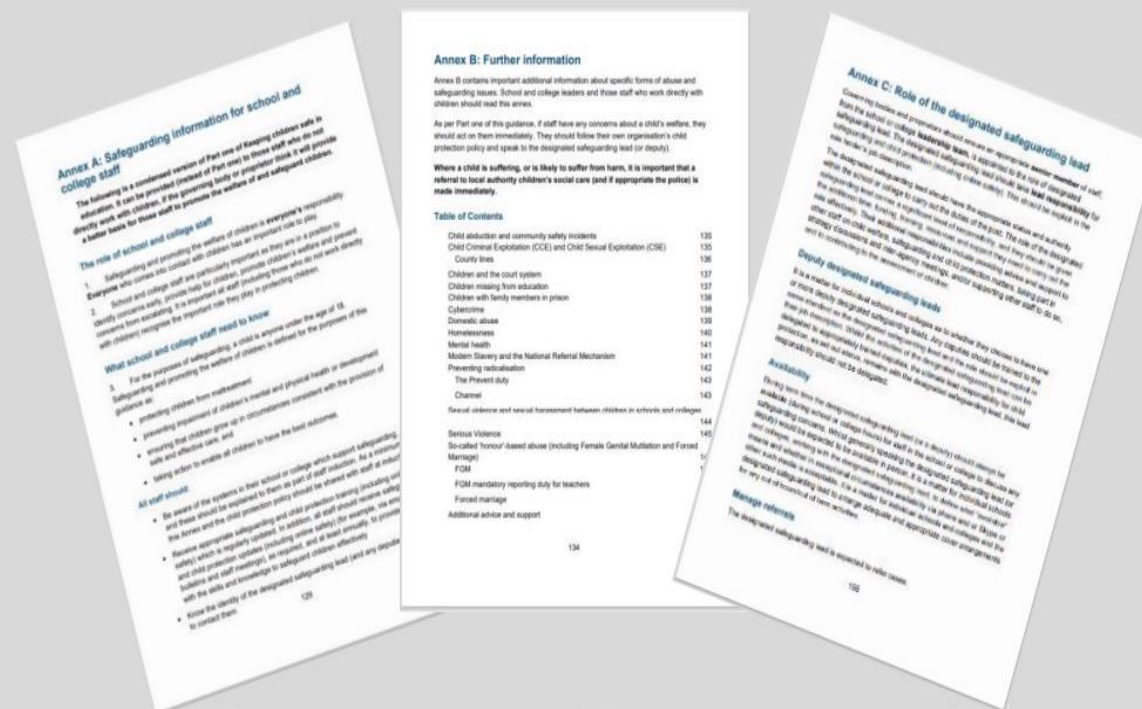
Suggested Actions for Schools to Take

1. Schedule time to read the updated guidance NB: Remember KCSIE 2022 goes live on 1st September 2022, so changes do not need to be embedded straight away

2. Review your safeguarding training for the next academic year, ensuring that the following key topics are covered:

- Low level concerns

- Domestic abuse

- The need for professional curiosity

- Child on child abuse

- Any "older" topics that your staff may feel less confident in

Suggested Actions for Schools to Take cont..

3. Update key policies, including your safeguarding and child protection policy, online safety and staff code of conduct. Important areas to consider:

- ▶ Low level concerns

- ▶ The need for professional curiosity from all staff

- ▶ Child on child abuse (language change)-withdraw mentions of 'Sexual violence and sexual harassment between children in schools and colleges' guidance

- ▶ Approach to online searches for shortlisted candidates

- ▶ Changes to e-safety

4. Check that your safer recruitment processes remain compliant with the updated Parts 3 and 4

5. Consider which safeguarding training you will provide to governors

► Developing a safeguarding culture through a **whole school approach** is referenced in KCSIE and the Ofsted handbook.

► When reviewing online safety provision, the UKCIS external visitors' guidance highlights a range of resources which can support educational settings to develop a **whole school approach** towards online safety. KCSIE 2022

► Ofsted will look at how leaders ensure that their school's culture addresses harmful sexual behaviour. Inspectors will expect schools to assume that sexual harassment, online sexual abuse and sexual violence are happening in the community, and potentially in the school, even when there are no specific reports, and put in place a **whole-school approach** to address them. Updated April 2022

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Whole School Approach

This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Are you using your WSA in your setting?

School Health & Wellbeing Project | Developing a Whole School Approach to Health and Wellbeing | The Link (slough.gov.uk)

Jatinder Matharu – Education Safeguarding Professional
Jatinder.Matharu@slough.gov.uk | 07714 858213