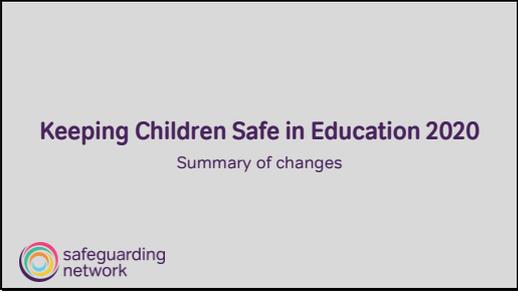
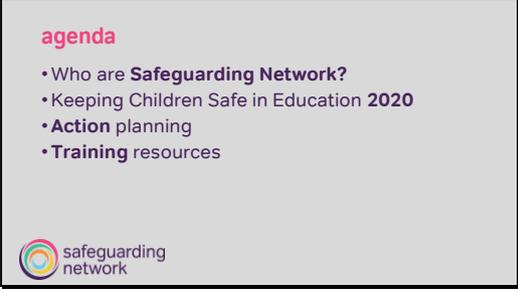
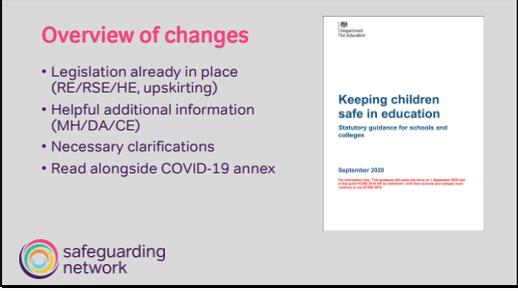
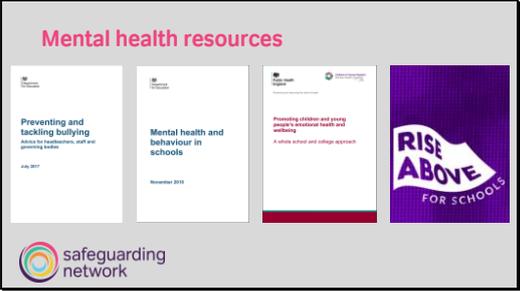
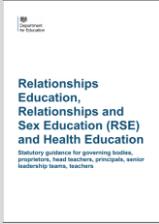
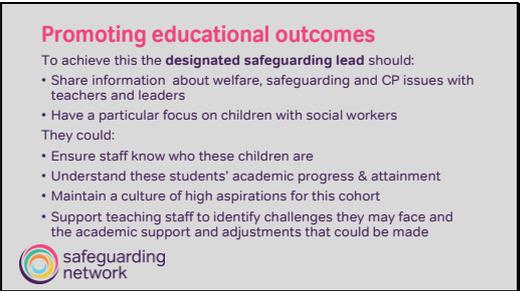
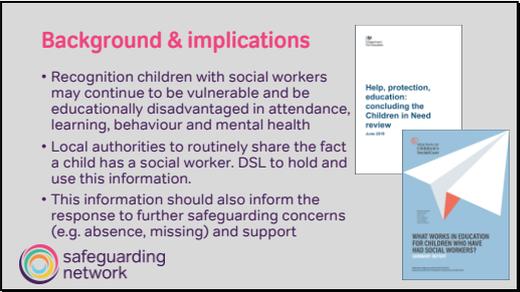


keeping children safe in education 2020: notes accompanying presentation

1.	 <p>Keeping Children Safe in Education 2020 Summary of changes</p> <p>safeguarding network</p>	
2.	 <p>agenda</p> <ul style="list-style-type: none"> • Who are Safeguarding Network? • Keeping Children Safe in Education 2020 • Action planning • Training resources <p>safeguarding network</p>	
3.	 <p>Overview of changes</p> <ul style="list-style-type: none"> • Legislation already in place (RE/RSE/HE, upskirting) • Helpful additional information (MH/DA/CE) • Necessary clarifications • Read alongside COVID-19 annex <p>safeguarding network</p>	<p>Recognising the pressures caused by the pandemic, the Government significantly reduced the changes planned in the draft KCSiE 2020, making advisory the sections on children in need and taking out other changes (e.g. supervision in the DSL JD) wherever possible. The COVID-19 annex, introduced in March (https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers), remains in force and should be cross referenced from your policy.</p>
4.	 <p>What is safeguarding...?</p> <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. <p>safeguarding network</p>	<p>Mental health has been given a lot of prominence DSL under a duty to work with senior mental health leads (p98).</p> <p>It represents a move towards a deeper understanding of safeguarding work – not simply ‘seeing the signs of abuse or neglect’, but anticipating the potential for abuse, responding effectively, remedial interventions and recognition of</p>

		<p>the longer term safety and <u>wellbeing</u> implications of abuse & neglect.</p> <p>This is a significant shift and, alongside working with children who have social workers, may have a resource implication.</p>
5.	 <p>The graphic features the text 'Mental health' in white on a dark purple background. To the right is a stylized graphic of overlapping, curved lines in white, pink, green, yellow, and blue. The Safeguarding Network logo is in the bottom left corner.</p>	
6.	 <p>The graphic has a grey background with the heading 'Focus on mental health' in red. Below it is a bulleted list of points. The Safeguarding Network logo is in the bottom left corner.</p> <ul style="list-style-type: none"> • Staff are “well placed” to identify behaviour suggestive of a mental health problem or being at risk of developing one. • All staff to have an awareness of mental health problems as an indicator of abuse, neglect or exploitation. • They should understand the lasting impact of abuse, neglect and ACEs and impact on mental health, behaviour & education • Where there is a safeguarding concern follow the child protection procedure 	<p>The above additions to the guidance illustrate this change.</p>
7.	 <p>The graphic has a grey background with the heading 'Mental health resources' in red. It displays four document covers: 'Preventing and tackling bullying', 'Mental health and behaviour in schools', 'Promoting children and young people's emotional health and wellbeing', and 'RISE ABOVE FOR SCHOOLS'. The Safeguarding Network logo is in the bottom left corner.</p>	<p>The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people’s emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans (para 38).</p>

8.	 <p>Relationships education, sex & relationships education and health education</p> <p>safeguarding network</p>	
9.	<p>Compulsory curriculum from September 2020</p> <ul style="list-style-type: none"> • 3.6.20 DfE said schools could delay (due to “competing priorities and Covid 19”) • Delays can be as far ahead as summer 2021 BUT schools are expected to start this at an appropriate point in the 20/21 academic year • Clear links to KCSiE 2020, SEND 2014 and onwards, preventing and tackling bullying, sexual violence, behaviour and discrimination in school , mental health and behaviour and more <p>safeguarding network</p>	<ul style="list-style-type: none"> • DSL and team to be aware of the cross-referenced school guidance –statutory and otherwise which links in. • Check the start date for this in school • Set up clear lines of communication with teachers, share information re. vulnerable children, those “with a particular protected characteristic” (which means they are at greater risk). • Think about whether extra support is needed for the young person, Speak with them. • Where a child is in foster care, living in a children’s home make sure that clear lines of communication are in place with foster carers or the Manager of the home.
10.	<p>Compulsory curriculum from September 2020</p> <ul style="list-style-type: none"> • Clear theme of safeguarding throughout the curriculum document. • Sections 76-82 and 116-122 particularly apply. <p>“At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education”</p>  <p>safeguarding network</p>	<p>https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p>
11.	<p>Compulsory curriculum from September 2020</p> <p>Issues in the curriculum which could overlap with the DSL role in terms of content include :</p> <ul style="list-style-type: none"> • Consent • Choices • CSE / CCE • Unhealthy / abusive family relationships • Internet/online safety – a much enlarged curriculum theme • Abusive intimate relationships <p>safeguarding network</p>	<ul style="list-style-type: none"> • For the DSL this underlines the importance of appropriate information sharing with teachers etc • The list above represents just a few of the issues identified • Are you and the team aware of when external visitors will be delivering elements of the curriculum? Is it made clear to visitors how and to whom they report a safeguarding concern which may arise?

		<ul style="list-style-type: none"> Does this new guidance / programme raise any training issues for you and the team?
12.		
13.		<p>P100</p> <p>Note the shift.</p>
14.		
15.		

16.

When to call the police

- Covers criminal activity, not safeguarding
- Single point of contact
- Is this an internal matter?
- Cease investigations



child CENTRED POLICING

WHEN TO CALL THE POLICE
Guidance for schools & colleges

INPCC

safeguarding network

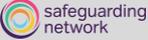
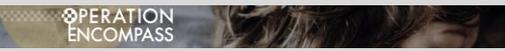
This advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Contact with police should ideally be made by a single point of contact from the school. This may be the headteacher or the designated safeguarding lead to ensure all the relevant information is shared and improve consistency of referrals.

When an incident occurs in which a crime has or may have been committed, the school or college need to consider whether to involve the police. Many incidents can be dealt with and resolved internally. The school or college behaviour policy will give guidance on how to deal with and record such incidents. In making a decision to involve the police it is important that the school or college ensure a balance is struck between the needs of the students involved and the needs of other students and the wider school or college community. The victim in any incident should be supported and protected as a priority. Those suspected of being the offender will also need to be supported. There will often be significant circumstances in a young person's life that are contributing factors to an incident and it is important that they are taken into consideration. The seriousness of the incident will be a judgement call for the school or college. In making this decision the level of harm and the circumstances leading to the incident would need to be carefully considered.

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, the school or college should cease their own investigation, having asked only enough questions to establish the basic facts of the incident. Every effort should be made by the school or college to preserve any relevant evidence.

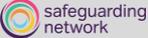
<p>17.</p>	<p>Child exploitation & Child sexual exploitation</p> <ul style="list-style-type: none"> • All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors • CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. • Missing education can also be a sign of CCE, including involvement in County Lines  <p>Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from CSE February 2017</p> <p> safeguarding network safeguarding.network/exploitation</p>	<p>Heightened focus on child exploitation and emphasis that child sexual exploitation is seen as part of this.</p> <p>Emphasise that your safeguarding responsibilities do not stop at the school gates.</p> <p>New link to guidance in Annex A.</p> <p>Boundaries between child exploitation and child sexual exploitation are very blurred – ensure staff have an awareness of what to look for and what to do in conversations with students, observations of dynamics in groups and in the local community and in behaviour they observe in the most challenging, or most vulnerable, of students.</p>
<p>18.</p>	<p>Peer on peer / child on child</p> <ul style="list-style-type: none"> • May not just be between peers • Previous forms peer on peer abuse included: <ul style="list-style-type: none"> • Physical abuse • Sexual violence and sexual harassment • Sexting and • Initiation/hazing type violence and rituals • Definition now widened to include <ul style="list-style-type: none"> • Bullying (including cyberbullying) and • Upskirting • abuse within intimate partner relationships <p> safeguarding network safeguarding.network/peer-on-peer</p>	
<p>19.</p>	<p>So-called 'honour-based' abuse</p> <ul style="list-style-type: none"> • Shift from so-called 'honour-based' violence to include incidents or crimes committed to protect or defend the honour of the family and/or the community • Incorporates FGM, forced marriage, breast ironing and similar • Wider definition than the previous violence based model similar to the shift in perception of domestic abuse rather than just domestic violence <p> safeguarding network safeguarding.network/honour-based</p>	

20.	<p>Domestic abuse</p> <p>"All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result"</p>  <p>safeguarding.network/domestic</p>	<p>Definition of the impact on children has been slightly shortened and improved, although no major changes.</p> <p>Page 85</p>
21.	<p>Domestic abuse resources</p>  <p>Operation Encompass is described in Annex A. Ensure your staff know what this is and there is a clear process for managing these referrals in your school (including cover if a named individual is absent). Also mentioned are:</p>  <p>The free phone, 24-hour National Domestic Abuse Helpline 0808 2000 247</p>  <p>Ending domestic abuse</p>   <p>safeguarding.network/domestic</p>	<p>Definition of the impact on children has been slightly shortened and improved, although no major changes.</p> <p>Page 85</p> <p>Annex A includes reference to supportive services.</p>
22.	<p>Radicalisation – added/revised definitions</p> <p>Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.</p> <p>Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause."</p>  <p>safeguarding.network/radicalisation</p>	<p>The governmental definition of terrorism has been added to KCSiE (p89).</p> <p>Channel definition (with emphasis on voluntary nature) has been amended with a link to the guidance for channel and prevent (p90).</p> <p>The school's DSL or deputy should be aware of local procedures for making a prevent referral.</p>
23.	 <p>Managing allegations & safeguarding concerns</p> 	

24.

Why safeguarding concerns?

- Previous reliance on someone to make an 'allegation', especially children and families
- Professionals who abuse children tend to test boundaries and display behaviour that's increasing of concern
- Early identification, prompt & appropriate management, positive & open culture



Farrer & Co: a positive culture where concerns can be identified and spoken about openly is a key element of a strong safeguarding system.

“1.2 What that means in practice is that ensuring that all those who work with children behave appropriately, and the early identification and prompt and appropriate management of concerns about adults, is critical to effective safeguarding.

1.3 Creating a culture in which all concerns about adults (including where the threshold for an allegation is not met) are shared responsibly and with the right person, and recorded and dealt with appropriately, is crucial. If implemented well this should encourage an open and transparent culture; enable organisations to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working for or with the organisation are clear about professional boundaries and act within them, in accordance with the ethos and values of the organisation.”

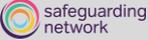
GSR research - Three key areas of inconsistency were identified: variations in when contact with the LADO is made following an allegation; variations in contact with parents/carers when an allegation has been made; and, variations in how schools/colleges deal with allegations involving a staff member who is not directly employed by the school/college.

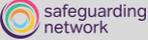
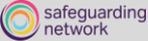
25.

Amended LADO criteria

- 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.



26.	<p>Supply staff</p> <ul style="list-style-type: none"> • Previous inconsistent practice as school not the 'employer' • Clear that the school retains the lead responsibility as they were "working under supervision, control and direction" of governors/proprietor • Schools must have a clear process and advise agency of these 	
27.		
28.	<p>Action plan – policy update</p> <ul style="list-style-type: none"> • child protection policy • unauthorised absence/child missing education policies • managing allegations policy • data protection/information sharing policy • admissions policy • DSL job description 	
29.	<p>Action plan – developing culture</p> <ul style="list-style-type: none"> • safeguarding, vulnerability & educational outcomes • sharing information, using information • integration into curriculum – expect more of this • safeguarding really is everyone's responsibility 	

30.	<p>Action plan – staff awareness</p> <ul style="list-style-type: none"> • staff and governor briefing • develop the role of the DSL and ensure properly resourced • cover updates to <ul style="list-style-type: none"> • mental health problems as an indicator of abuse, neglect or exploitation • longer term implications of mental health and having a social worker • relationships education, relationships & sex education, health education • child exploitation, peer on peer/child on child, so-called 'honour-based' abuse, domestic abuse, radicalisation • staff to read Keeping Children Safe in Education 2020 	Staff to be fully aware of the implications of the new compulsory RE, RSE, HE curriculum and clear alignment with safeguarding.
31.	<p>Tools to support implementation</p> <p>Free</p> <ul style="list-style-type: none"> • KCSiE 2020 summary • Staff briefing PowerPoint • Recording of briefing <p>Additional cost</p> <ul style="list-style-type: none"> • Managing Safeguarding Concerns & allegations policy template (£199) <p>Members tools</p> <ul style="list-style-type: none"> • KCSiE knowledge check (99p) • Monthly KCSiE in-house training package • Detailed list of all changes • KCSiE 2020 audit tool and report to SLT/Governors • DSL online forum 	<p>Free tools available at https://safeguarding.network/kcsie</p> <p>To join: https://safeguarding.network/landing</p> <p>Policy: https://safeguarding.network/contact</p>
32.	<p>£99 a term</p> <p> https://safeguarding.network</p> <p> @safetnetwork</p> <p> @safeguarding.network</p>  	Safeguarding Network has a fortnightly safeguarding update that anyone can join and our Twitter account shares information relevant to schools throughout the week. You can register on the site, and also look up any safeguarding topic for what it is, what to look for and what to do.

Comments / Feedback:

We welcome your comments and feedback and will use these to help improve the services that we provide. Please email us at contact@safeguarding.network.