

Keeping Children Safe In Education: Changes from September 2020

We realise that for international schools, changes to government safeguarding policies such as 'Keeping Children Safe in Education' may not directly impact the quality of care and child protection you offer your young people.

However, it is still important you remain informed, so you can apply such changes to your own school context.

Please note, the links to references can also be found at our [Teacher Research Corner in the Safeguarding section](#).

You can see all our accredited Online Safeguarding Courses for 2020-21, on our website's dedicated [Online Academy](#) page.

So, all your school's staff are aware of the [Keeping children safe in education policy](#), we suggest that:

- Everyone reads and understands their responsibilities as described in Part 1.
- All staff in direct contact with children should also read Annex A and also '[Sexual violence and sexual Harm between children in schools and colleges](#)' (DfE May 2018).
- CEOS, HTs, Principals and DSLs should read all the document.
- DSLs should ensure Annex B is included in their job description.
- HTs, SLTs, inclusion staff and behaviour leads should specifically read Part 5.
- Proprietors should read Part 2, Part 3 (in particular Paras 192 – 195, and Parts 4 and 5).
- Governors, as a minimum, should read Part 2 and also make themselves aware of their responsibilities for compliance in Parts 3, 4 and 5.
- Designated governors should read the whole of the guidance.
- Anyone involved in recruitment or SCR, including recruiters and managers of volunteers, should read Part 3 plus Annex F and G.
- Anyone involved in MFL and other school exchanges should read Part 3 Paras 207 – 210 and Annex E.
- Those in HR should read all the document, concentrating on Parts 3 and 4 as well as Annex F and G.
- Anyone in classroom-based roles, ICT, Teaching Assistants should read Annex C.

Key Changes to Part 1

- Mental health is explicitly included in the definition of safeguarding, which now encompasses "preventing impairment of children's mental and physical health or development". Ensure staff consider this when a safeguarding concern arises.
- While only trained professionals should make a diagnosis of a mental health problem, all staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, so it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.
- Concerns about staff have been widened to include supply staff to reflect changes in Part 4 since schools hold a responsibility to fully explore concerns about supply staff.

- Where a headteacher is also the sole proprietor of an independent school, it is now mandatory to report to the LADO (Local Authority Designated Officer).
- Information about contextual safeguarding has been moved to Para 21 and rewritten to make clear that all staff should:
 - » Be aware that safeguarding incidents and behaviours can be associated with factors outside school and can occur between children outside this environment.
- » Consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence).
- » It's been clarified that staff should refer concerns or allegations about supply staff to the headteacher (Para 56).

Key Changes to Part 2

- There is a link to the [National Police Chief's Council guidance](#) about when to call the police to ensure calls are appropriate and timely.
- The guidance refers to the Relationships Education, Relationships & Sex Education and Health education guidance and the safeguarding implications of these.
- The emphasis has shifted from "allegations" to thinking about "safeguarding concerns and allegations". Settings should have an approach that recognises concerns tend to grow and may be apparent before someone makes an allegation.
- The particular vulnerability of children who have a social worker is recognised. This relates to the research on '[What works in education for children who have social workers](#)'.
- Findings from the 'Children in need' review, '[Improving the educational outcomes of children in need of help and protection](#)' contains further information, with its conclusion, '[Help, protection, education](#)' setting out the action Government is taking to support this.
- The guidance notes (Para 113) that "Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils" and asks that settings not only have in place clear systems and processes to identify these needs, but also consider when they become a safeguarding concern. DSLs may wish to familiarise themselves with the guidance on '[Mental health and behaviour in schools](#)', particularly Chapter 4 which talks about developing local partnerships, and to ensure they know how to access training for themselves and staff in their local area. The DfE highlight funding for a significant programme to train senior mental health leads and for the national roll-out of the [Link Programme](#).
- Much was removed from the draft 2020 guidance as the DfE recognise the immense pressures on schools in the summer of 2020. The changes had been informed by the '[Review of children in need](#)' last summer and no doubt will be introduced once life settles down. It is worth referring to the original draft 2020 guidance (February 2020) to see what is coming. More information can be found in the '[Mental health and behaviour in schools guidance](#)'.

Key Changes to Part 3

- The only change in this section is the reference to statutory guidance on private fostering.

Key Changes to Part 4

- The responsibility to manage allegations about supply teachers is made clear, to ensure allegations are dealt with appropriately when schools are not the employer. Schools cannot simply cease to use this teacher. Processes similar to the disciplinary procedure should be developed to manage this and the school should advise supply agencies of its process for managing allegations.
- A fourth bullet point has been added to the criteria for the LADO, so schools must now work with other agencies to investigate anyone who has worked at the school and has “behaved or may have behaved in a way that indicates they may not be suitable to work with children”.

Annex A

- The potential for children to be exploited when missing education is emphasised. Staff need to be aware of unauthorised absences and children missing from education procedures.
- Child criminal exploitation is defined and included, together with some of its indicators. Child sexual exploitation is very much seen through the lens of child criminal exploitation. A link has been added to '[Child sexual exploitation: definition and guide for practitioners](#)'.
- The wording around County Lines has been revised and improved.
- The wording around domestic abuse has been revised and improved. There is a reference to the National Domestic Abuse Helpline with other references to the NSPCC, Refuge and SafeLives also added.
- Honour-based violence is better termed Honour-based abuse.
- A definition of terrorism has been added, a sentence amended to clarify radicalisation and a link made to the [Channel guidance](#).
- Peer on peer abuse is amended to peer on peer/ child on child abuse. This recognises the fact that sometimes this abuse is not between peers.
- The Voyeurism (Offences) Act came into force on 12 April 2019 and is now referenced in the definition of 'upskirting'.

Annex B

- DSLs should work closely with senior mental health leads.
- The order of wording around “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” has been corrected. This has previously slipped under a paragraph referring to “informal training”, so it is now clear your training needs to be up to the mark! We’ll be looking to run some skills sessions later in the year – subscribe to the Safeguarding Bulletin (below) for more information about when these are ready.
- DSLs should help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns. We will be writing more about this soon – it is good news and long overdue.
- The transfer of child protection files rules now to apply to in-year transfers.
- One other crucial area dropped from the draft guidance is Safeguarding Supervision for DSLs. Supervision, however, is still a requirement in the inspection framework and in Working Together, so schools should look to implement this.

Annex C - online safety

There are new links to information and support to keep children safe online

A new paragraph on education at home has been added. This explains that your school should follow '[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)' and '[Safeguarding and remote education during coronavirus \(COVID-19\)](#)'. See our own published guidance on [Teaching Remotely: Do's and Don'ts-Safeguarding practical tips to help keep you and your pupils safe](#).

There were no changes to other sections.

We hope you found this useful. You may have seen that we've recently launched our [accredited safeguarding INSET Pack 2020/21](#) for International Schools, so please take a look. Alternatively, [get in touch](#) if you'd like to discuss your safeguarding requirements or to find out more about our [online courses and school packages](#).

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For further information about our Accredited Safeguarding INSET Pack 2020/21 or to discuss a bespoke Safeguarding programme, please email us at cpd@veema.co.uk.

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