

Safeguarding Children in Education Updates September 2019

Keeping Children Safe in Education

A new draft version of [Keeping Children Safe in Education \(KCSIE\)](#) has been published. I have summarised the key changes (set out in Annex H) below:

- **Governance:** Paragraphs 173-174 of the guidance now state:
 - » S128 checks should be carried out for governors of maintained schools to ensure they are not barred
 - » Associate governors do not need to have an enhanced DBS check
- **Upskirting** (Annex A, paragraph 27) is now listed as a form of peer-on-peer abuse and may constitute sexual harassment because it is a criminal offence.
- **Serious Violence** (new paragraphs 29-30). All staff need to know:
 - » Signs that indicate a child may be at risk from, or involved in, serious violent crimes
 - » Associated risks involved and measures in place to manage these.
 - » Multi-agency working (paragraphs 68-75). With regard to the phasing out of local safeguarding children boards and new arrangements being in place by the 29th September 2019, the guidance now sets clear expectations that schools' senior leaders and designated safeguarding leads should be aware of and follow the new local arrangements set by safeguarding partnerships.
- **Whistleblowing** – the NSPCC helpline has been updated to 0800 028 0285

Recommended Actions:

1. Bring staff up to date on the changes with your continuing professional development programme
2. Update your safeguarding policies and other materials to reflect the above changes
3. Carry out S128 checks on governors if you are a maintained school
4. Ensure the whole school understands the seriousness of upskirting and that they take action if they suspect this is happening
5. Ensure all staff including governors have read, understood and can apply KCSIE.

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- Inspectors will be looking to ensure 'There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners' (paragraph 13)
- Schools should ensure that children are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Further that any discriminatory behaviours are challenged and help and support given to children about how to treat others with respect.
- Adults understand the risks associated with using technology including social media, bullying, grooming, exploiting, radicalising or abusing children
- In cases of peer on peer abuse, consideration should be given to the support needed for perpetrators as well as victims
- Staff should be able to identify children who may need support with their mental health (page 19) and that children are supported to 'understand what constitutes a healthy relationship both online and offline and to recognise risk'.
- One key addition on page 9 is : 'Adults understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse'
- All staff should understand how to handle reports of sexual violence and harassment between children, both inside and outside school premises in line with KCSIE. Inspectors will check that this training has taken place and that staff know what to do.

Recommended Actions

- Ensure your continuing professional development programme is robust and up to date
- Teach children about safeguarding and communicate to them what they should do if they are concerned or worried
- Ensure online safety is part of your safeguarding agenda ie include online safety in your safeguarding and child protection training
- Staff should know how to recognise and respond to peer on peer abuse and understand that support should be offered to both victims and perpetrators

- Staff should know how to recognise children with mental health difficulties and the school should have support systems in place
- The school should be aware of contextual safeguarding risks and be part of any multi-agency risk assessment and plans

Teaching online safety in schools (DfE, June 2019)

New non-statutory guidance has been published, 'Teaching online safety in school' (DfE, June 2019) <https://www.gov.uk/government/publications/teaching-online-safety-in-schools> for schools, nurseries and further education colleges, which outlines the following:

- The importance of teaching children about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app (page 6).
- Schools' knowledge and understanding of the risks that exist online so they can tailor their teaching and support to the specific needs of their children (page 8).
- Reference to 'Education for a Connected World Framework' for age specific advice about the online knowledge and skills that children should have the opportunity to develop at different stages of their lives.
- The significance of curriculum planning and how online safety fits within it; schools are advised to consider a number of areas, for example how to support vulnerable pupils (page 24).
- Advice that that schools embed teaching about online safety and harms within a whole school approach (page 26).

Children should be able to:

- evaluate what they see online
- recognise techniques used for persuasion (ie grooming)
- identify online risks
- know how and when to seek support or help

It is important that potential risks are communicated in a safe and beneficial way so that children do not become fearful but recognise the importance of being cautious while understanding the positive aspects of using the internet.

A whole school approach is key so that it is embedded in everything the school does including:

- Creating a culture that incorporates the principles of online safety across all elements of school life
- Proactively engaging staff, pupils and parents/carers
- Reviewing and maintaining the online safety principles
- Embedding the online safety principles
- Modelling the online safety principles consistently

Recommended Actions

- Consult the Designated Safeguarding Lead when considering and planning any safeguarding related lessons or activities (including online).
- Staff to be mindful of the likelihood of more children reporting abuse or something that may have happened online, either during or after a lesson.
- This guidance should be read in conjunction with [Education for a Connected World Framework \(UKCIS, 2018\)](#) which offers 'age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.'
- Think and plan creatively to engage, convince and educate parents regarding the risks that children face online.
- Review the curriculum with a view to ensuring the advice is embedded eg the new compulsory Relationships (Sex Education) and Health Education (which should be in place from September 2020) where children can be taught about positive, healthy and respectful online relationships.

Knife crime resources

In June 2019, the PSHE Association and the Home Office published 'new and improved' curriculum materials about knife crime, geared to 11 - 16 year olds:

- Lesson plans: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/home-office-knifefree-lesson-plans-ks34-%E2%80%93updated>
- Posters and graphics: <https://www.gov.uk/government/publications/knifefree-campaign-graphics-and-posters>

Information Management Toolkit for Schools 2019

The Information and Records Management Society has published an update to their Information Management Toolkit for Schools <https://irms.org.uk/page/SchoolsToolkit>

The four new sections cover:

1. What you need to know about data protection and social media
2. The management and monitoring of e mails and other electronic communications
3. The General Data Protection Regulations
4. An example consent form for children to appear in photographs and videos

Safer Recruitment/Overseas Checks

Although this is not news, for our overseas and international schools it is important that their safer recruitment procedures are robust and that they do not just rely on their DBS or overseas criminal checks.

The case study that highlights this and reminds us is the South Bank International School case of William Vahey. This article in the Guardian newspaper outlines how one of the worst paedophiles in history got away with his crimes:

<https://www.theguardian.com/society/2016/jun/14/how-did-one-of-most-prolific-paedophiles-in-history-get-away-with-crimes>

A recent report that a school had hired a teaching assistant who had murdered a 16 year old in Spain in 2000 when the TA herself was 15, is a strong reminder to schools that they should not just check records with the last previous school. In Spain, convictions for crimes that took place before the age of 18 are removed from the record after ten years.

Recommended Action

Book accredited Safeguarding training for all staff who may be part of an interview panel or responsible for the upkeep of the single central register.

By Soola Georgiou
Veema Safeguarding Consultant
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