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| **Keeping Children Safe in Education changes from 2019 to 2020** |
| **CONTENTS AND SUMMARY** |
| **2019 ref** | **2020 ref** | **Amendment** | **Additional information** | **Actions to take** |
| Page 1 | Page 1 | Change to date (and throughout document).  | N/A. | Update all KCSE references in school with September 2020 date. |
| Page 2 | Page 2 | All page numbers updated to reflect the new content. | N/A. | N/A. |
| Page 2 | Page 2 | Title of Part 4 now updated as allegation management also applies to *supply staff*. | N/A. | Changes referenced later in this document. |
| N/A | Page 3 | Added paragraph and link to signpost to additional safeguarding guidance to be followed during the Coronavirus pandemic. | The current KCSE remains in force throughout the response to Coronavirus. | See document [available here](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers) for changes to practice and policy e.g. CP policy addendum (sent to NT schools June 2020), which outlines potential updates to safeguarding practice during the response to Coronavirus e.g. DSL coverage, online safety, attendance etc. |
| N/A | Page 4 | Rationale added to outline three main types of changes made to the document. This includes,* Legislation e.g. RSE and Heath Education
* Additional, helpful information and new issues added e.g. mental health, criminal exploitation
* Clarifications to text to ensure understanding
 | Table of changes included at Annex H. | All changes referenced later in document. |
| **PART 1-SAFEGUARDING INFORMATION FOR ALL STAFF** |
| N/A | Page 5 | *Mental and physical* added to definition of safeguarding to emphasise the importance of these. Now reads ‘Preventing impairment of children’s *mental and physical* health or development’. | Recognition that both mental and physical health and development need to be safeguarded.  | Add *‘mental and physical’* where this safeguarding definition is referenced.  |
| Para 32 (removed) | Para 21 | New paragraph to consider risks outside of the home and school environments. Old subheading (Para 32) from KCSE 2019 on contextual safeguarding removed. | More specific and updated terms used in new document (see point below).  | DSLs need to consider risk from extra familial harm such as exploitation and serious youth violence.  |
| N/A | Para 28 | New paragraph explaining and linking areas of exploitation such as Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). | ‘County Lines’ is part of CCE-Child Criminal Exploitation. Exploitation includes criminal and sexual.  | As above |
| N/A | Para 34-38 | Subheading and paragraphs added on mental health. Includes information on mental health as a potential indicator of abuse, school support and professional diagnosis, ACEs and long-lasting impact of trauma, mental health as a safeguarding concern and further mental health advice and guidance from DfE and Public Health England.  | Adverse Childhood Experiences (ACEs) look at the impact that adversity, complexity and trauma can have on children and young people which can lead to mental health issues amongst other long-term health issues. For those who would like to know more about ACE’s a free online e-learning training session is [available here](https://www.acesonlinelearning.com/) and a TED Talk on childhood trauma [available here](https://protect-eu.mimecast.com/s/DZoICNMoFNJM2KImOjCV?domain=ted.com).  | All to read new sub paragraph on mental health as part of re-reading Part 1 and Annex A of KCSE.If staff have a mental health concern about a child that is also a safeguarding concern, then immediate action should be taken. |
| Page 14 | Page 15 | ‘Safeguarding’ added to subheading regarding ‘What staff should do if they have a *‘safeguarding’* concern about another staff member’ for clarity of what concerns are about in this context.  | N/A | Continue to follow whistleblowing procedures. |
| Para 50 | Para 56 | Allegations about members of staff now includes *‘supply staff’* for clarity that allegation management, safer working practices and whistle blowing procedures apply to all adults ‘working’ in school even when school is not the employer.  | This continues to apply to volunteers. | Ensure that all know that safer working practices, whistle blowing procedures and allegation management apply to all staff including volunteers and supply staff.  |
| Page 14 footnote | Page 15 footnote | The link to the triennial analysis of serious case reviews has been updated to the most recent 2014-2017 version.  | N/A | Access the [report here](https://www.gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017) if further knowledge is required on serious case reviews. |
| **PART 2-THE MANAGEMENT OF SAFEGUARDING** |
| **2019 ref** | **2020 ref** | **Amendment** | **Additional information** | **Actions to take** |
| Page 18 footnote | Page 19 footnote | Link updated to show the regulations that outlines that schools should hold more than one emergency contact number for pupils is the 2006 Education pupil registration regulations.  | N/A | Continue to ensure that school holds more than one emergency contact number for pupils. |
| Para 64 | Para 70 | Reference and link added to new guidance for schools on [*‘When to call the police’*](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf) and what to expect when they do. | Guidance covers a range of issues such as assault, criminal damage, drugs, theft, weapons etc.  | Download and read [*‘When to call the police’*](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf) document. |
| Paras 68-70 | Paras 74-76 | Information re-ordered and re-worded as the new Safeguarding Partnership has now replaced the old LSCBs and wording regarding the transition arrangements has been removed. | The local partnership (which replaced the North Tyneside LSCB) is known as the North Tyneside Safeguarding Children Partnership (NTSCP).  | Schools should understand their role in the new multi-agency arrangements. As a named ‘relevant agency’, schools are under a statutory duty to co-operate with the local published arrangements [available here](https://www.northtynesidescp.org.uk/wp-content/uploads/2019/10/North-Tyneside-MASA-Plan-FF-with-signatures.pdf).  |
| Para 79 | Para 84 | Adds *‘withhold’* to sentence re schools being able to share *‘and withhold’* personal information for clarity on ways that data can be managed. | N/A | Always record when decisions are made to withhold information and the reasons why. |
| Para 79 | Para 84 | Points have been formatted to bullets with some reordering and information added for clarity.  | Additional wording added below. | N/A |
| Para 79 | Para 84 | Extra information added to text to enhance practitioners understanding of sharing without consent*‘where there is good reason to do so and the sharing of information will enhance the safeguarding of a child in a timely manner’.*  | The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.  | Have policies and procedures in place and information available that sets out clearly the processes and the principles for sharing information for all stakeholders.  |
| Para 79 | Para 84 | The Harm Test now includes pupils in ‘*any form of emergency accommodation’* i.e. any emergency action that was taken for a child in relation to a safeguarding situation, would come under the serious Harm Test. | If data is disclosed that would likely cause serious harm to the physical or mental health of the data subject or another individual, then the Harm Test is met e.g. victim of domestic abuse at refuge and perpetrator asks school for child’s records which would disclose whereabouts.  | School should seek advice if in doubt by contacting Dpo.schools@northtyneside.gov.uk |
| Para 81 | Para 86 | 2018 Data Protection toolkit link added to new document.  | Changes from previous version outlined on page 4 of 2018 Data Protection Toolkit.  | Download [2018 Data Protection toolkit](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf) for use in school if not already done so.  |
| N/A | Page 22 footnote | Link added to footnote re The Harm Test. A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm | If someone meets the Harm Test, information can be withheld in particular cases, but advice should be sought in each case. | Information on the Harm Test can be [found here](https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#what-is-the-harm-test) School should seek advice if in doubt by contacting Dpo.schools@northtyneside.gov.uk |
| N/A | Para 92 | Additional information added to consider supporting children's online safety at home which is reinforced by additional links for parents and children in Annex C (Page 102) re online safety. | This has been added to further consider online safety since Covid-19 lockdown.  | See new information and links in Annex C re Online Safety on page 102. |
| Para 89 | Para 94 | Opportunities to teach safeguarding paragraph has been reworded to reflect statutory RSE and Health Education requirements. The text has been re-ordered and links to relevant resources and websites added including [Rise Above](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview) and [Thinkuknow](https://www.thinkuknow.co.uk/) | Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. | Implement Statutory RSE and Health Education.  Access links in this section in the document in particular, the [DfE guidance on Teaching online Safety in School](https://www.gov.uk/government/publications/teaching-online-safety-in-schools) which links closely to RSE, Heath Education and Citizenship. |
| N/A | Page 25 footnote | Added explanation of the UKCIS education subgroup added to footnote due to new link added to main body of text.  | N/A | Access link to [Education for a connected world framework](https://www.gov.uk/government/publications/education-for-a-connected-world) |
| Para 91 | Para 96-98 | The paragraph on inspection was formerly written as one paragraph. This has now been separated in to three bullet points with updated links, but content has not changed.  | N/A | Access updated link to Ofsted’s Inspecting Safeguarding document [available here](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills) if not already done so. Latest version is Sept 2019.  |
| Para 94 | Para 101 | Allegations about members of staff now includes *‘supply staff’* for clarity that allegation management, safer working practices and whistle blowing procedures apply to all ‘working’ in school even when school is not the employer. | This continues to also apply to volunteers. | See updated information regarding Part 4: Allegation management later in this document. |
| Para 94 | Para 102 | Information removed from here about referring to the LADO. Additional paragraph added to say that concerns that meet Harm Test should be addressed as in Part 4 of the document.  | This change in wording has no impact on LADO referrals but signposts to Part 4 of the document for clearer and more detailed guidance.  | See Part 4 of the guidance ‘*Allegations of abuse made against teachers and other staff including supply staff and volunteers’*. |
| Para 98 | Para 106 | Peer on Peer abuse bullet points have been reordered and extra points added here-bullying (including cyber bullying) and upskirting. Annex A also includes *abuse with intimate partners* in the list of types of Peer on Peer abuse.  | Updated legislation and definition have been added to Annex A: Further Safeguarding Information. | All school should have a Peer on Peer abuse policy. If already in place, ensure bullying (including cyber bullying), upskirting and abuse with intimate partnersare included. |
| Page 26 | Page 28 | New subheading added to incorporate all children who are potentially at greater risk of harm. This *still* includes LAC/previous LAC, care leavers and SEND but now also includes *‘children who need a social worker’* and those *‘requiring mental health support’* as extra paragraphs.  | No changes to LAC/previous LAC, care leavers and SEND.  | See added information on ‘*children who need a social worker*’ and ‘*children who need mental health support’* below |
| N/A | Para 109-112 | New paragraphs added on the vulnerability of those who require social work involvement following on from the recent DfE review on *‘Children in need of help and protection’* to better understand why their educational outcomes are so poor and what further support they might require.  | The [DfE Children in Need Review 2019](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf), outlines that further support needs to be offered to those who need a social worker *and* those who have *previously* needed a social worker.  | Review the role of the DSL in line with addition to Annex B to ensure that DSLs support staff to know which children have Social Work support, what the issues are and what adjustments can be made to support those pupils.  |
| N/A | Para 113-116 | New paragraphs added on children who require mental health support. This includes recognising that adverse experiences and trauma can contribute to mental health issues, processes that should be in place in school, links to guidance e.g. [Mental Health and Behaviour in Schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) and information on funding via the [Link Programme](https://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/the-link-programme/).  | For those who would like to know more about ACE’s a free online e-learning training session is [available here](https://www.acesonlinelearning.com/) and a TED Talk on childhood trauma [available here](https://protect-eu.mimecast.com/s/DZoICNMoFNJM2KImOjCV?domain=ted.com).  | Consider developing a mental health and well-being policy.Access Mental Health links to further guidance in Part 2 and Annex A: Further Safeguarding Information. |
| **PART 3-NO CHANGES** |
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| **PART 4-ALLEGATIONS OF ABUSE AGAINST TEACHERS & OTHER STAFF INCLUDING SUPPLY TEACHERS & VOLUNTEERS** |
| **2019 ref** | **2020 ref** | **Amendment** | **Additional information** | **Actions to take** |
| Page 53 | Page 56 | Title of Part 4 now updated as allegation management also applies to *supply teachers*. | This update sometimes refers to supply staff and sometimes to supply teachers. In NT this is all supply staff | Update policies with ‘supply staff’ |
| Para 195 | Para 211 | Added '*with children in a school or college'* for clarity of the setting/workplace. | N/A | N/A |
| Para 195 | Para 211 | Paragraph outlines that this is '*anyone working in a school or college including supply staff and volunteers'* for clarity this applies to all 'working' in school even if not employed by the school. | N/A | When allegations are made against adults working in school, school must follow their own allegation management procedures with the ‘supply’ member of staff.  |
| Para 195 | Para 211 | Additional bullet added to potential harmful behaviours. This is because of ‘transferable risk’ where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children. | Now also includes *‘behaved or may have behaved in a way that indicates they may not be suitable to work with children’.* | Advice to be sought from the LADO where incidents occur outside of school that can impact on a person’s suitability to work with children. |
| Para 196 | Para 212 | Added ‘supply staff’ here in text to be in line with other updates relating to allegation management.  | N/A | N/A |
| Para 197 | Para 213 | Added in ‘schools and colleges’ as the employer for clarity of who the employer is. | N/A | N/A |
| Para 197 | Para 213 | Sentence added to highlight that if the school or college are not the employer of an individual working in school, they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties. This includes supply staff and volunteers.  | School should take the lead on allegations against supply staff and volunteers because agencies do not have direct access to children/staff, cannot collect facts, nor do they have all the relevant information required by the LADO as part of the referral process. | Schools should ensure that allegations against supply staff are fully dealt with by the school with the knowledge and cooperation of the supply agency and all other usual agencies such as the police and/or LADO. Schools should not cease to use a supply staff due to safeguarding concerns without liaising with the LADO to determine a suitable outcome. On using an agency's services, schools should inform them of their policy for managing allegations against supply staff.  |
| N/A | Para 214-217 | New subheading-supply teachers outlines that schools will sometimes have to consider an allegation against an individual not directly employed by them.  | This means that school’s disciplinary procedures do not always fully apply.  | Schools should ensure the allegations are dealt with properly, following the LADO process and informing the employment agency as needed throughout.  |
| **PART 5-NO CHANGES** |
| **Annex A-G** |
| **Annex A** | **Updates** | **Actions** |
| Further information | **Child Criminal Exploitation (CCE)-**New addition to explain CCE which includes County Lines but also other issues such being forced into other criminal activity or forced labour. | All staff to read Part 1 and Annex A.DSLs/SLT to update any documents related to or containing these issues.Update links, terms, definition and indicators where relevant.All staff to read Part 1 and Annex A.DSLs/SLT to update any documents related to or containing these issues.Update links, terms, definition and indicators where relevant |
| **Child Sexual Exploitation (CSE)-**updated information, indicators and definition.  |
| **County Lines**-updated information, indicators and definition |
| **Domestic abuse**-added, * statement to make it clear that children are affected by witnessing domestic abuse incidents
* paragraph on Operation Encompass
* paragraph on National Domestic Abuse Helpline
* advice links to NSPCC, Refuge and Safe Lives
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| **So called ‘Honour based’ Violence** has been changed to ‘Honour based’ Abuse to reflect the non-violent forms of abuse it also entails such as emotional abuse, control and the use of fear. The acronym has been updated from ‘HBV’ to ‘HBA’. |
| **Preventing Radicalisation*** A definition of Terrorism has been added to the section on Preventing Extremism and Radicalisation with an updated footnote to the Terrorism Act.
* Additional information to outline that individuals can be radicalised within their homes.
* Old 2019 document referred to making a Channel Referral. This should have said ‘Prevent’ referral in the first instant. This is now updated.
* Further information on how the Channel Programme works and that it is a supportive mechanism, identifying vulnerabilities and support.
* Additional section added to signpost to Prevent and Channel guidance, e-learning opportunities and resources to support young people.
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| **Peer on Peer abuse:** The list of possible scenarios outlined here for peer on peer/child on child abuse now includes abuse with intimate partners.  |
| **Upskirting and Voyeurism Act:** Information, indicators and definition has been updated. |
| **List of links to further guidance*** FGM, Children as witnesses in court, CSE and County Lines links moved to main text of Annex A.
* New/updated links added to ‘further guidance list’ on Cyber Bullying, Prevent in FE Colleges and Upskirting.
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| **Annex B** | **Updates** | **Actions** |
| The role of the DSL. | **Working with others:** New role added to list of staff DSLs should work closely with. This now includes ‘*Senior Mental Health Leads’* highlighting that DSLs should be aware of their point of contact for Mental Health issues.  | Consider who the point of contact is for Mental Health issues.  |
| **Training:** Additional statement added to highlight that DSL training should, * enhance DSL/DDSL knowledge of their role
* promote DSL/DDSL’s understanding the work of other agencies and local procedures
* paragraph moved down re DSLs refreshing skills and knowledge at least annually
 | Training content should enhance DSL role, help DSLs to understand multi-agency procedures and in addition to formal training needed every two years, DSLs should refresh skills and knowledge annually-see ‘DSL NTSCP endorsed training pathway’.  |
| **Raise Awareness:** Additional paragraph added to highlight the need for DSLs/DDSLs to promote educational outcomes of children who require social worker support in line with the DfE Review of Children in Need [available here.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf) DSLs should ensure that staff know which children have Social Work support, what the issues are and what adjustments can be made to support those pupils.  | DSLs to ensure that staff know which children have Social Work support |
| **Child Protection File:** Added *‘including in-year transfers’* for clarity that Child Protection files should be passed on when a child moves school regardless of time of year. | Where children leave the school *(including for in-year transfers)* the DSL should ensure their child protection file is transferred to the new school as soon as possible. |
| **Annex C** | **Updates** | **Actions** |
| Online Safety. | **Education:** Resource list has been re-ordered and re-worded  | N/A |
| **Protecting Children:** Sub-heading changed from 'filters and monitoring’ to 'Protecting children' to clarify that having appropriate filters and monitoring systems in place in to protect children. | Update any references to this section to reflect the new heading. |
| **Reviewing online safety:** Added text to emphasise that governing bodies, management committees etc are responsible for on-line safety arrangements. | Ensure governing bodies understand responsibility.  |
| **Education at Home:** New paragraph and links added to highlight the need to consider safety when children are being asked to learn on-line at home which has become an increased likelihood due to the Covid-19 lockdown.  | Offer resources to parents to support online safety at home. |
| **Information and Support:** This section has been re-ordered with new links added. The information below has been categorised into the following more specific areas for ease of access and to provide support to a range of people in various scenarios. * Advice for governors and senior leaders
* Remote education, virtual lessons and live steaming
* Support for children
* Parental support
 | Access new links where applicable.  |
| **Annex D**: Boarding schools, residential special school, colleges, children’s homes.  | No changes |
| **Annex E:** Host families-home stay during exchange visits. | No changes |
| **Annex F:** Statutory guidance on regulated activity, supervision etc.  | No changes |
| **Annex G:** DBS checks | No changes |
| **Annex H:** Table of substantive changes from Keeping Children Safe in Education 2019.  | Updated 2019-2020 |
| *Please contact* *lisa.wardingham@northtyneside.gov.uk**with further queries on Keeping Children Safe in Education 2020* |