**Appendix 4 - Summary of Keeping Children Safe in Education 2020**

**Part 1 - Introduction**

The updated KCSIE 2020 comes into force from 1 September 2020.

This is statutory guidance from the Department for Education (DfE) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.

**About the Guidance**

**Covid19** - Keeping Children Safe in Education (KCSIE) remains in force throughout the response to

coronavirus (COVID-19).

The DfE has issued non-statutory interim [guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers). This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

Changes to KCSIE - changes have been made to this document in three circumstances:

* Where legislation has required it, eg reflecting mandatory Relationship Education, Relationship and Sex Education and Health Education from September 2020.
* Where helpful additional information has been included that will support schools and colleges protect their children, eg mental health, domestic abuse, child criminal and sexual exploitation and county lines.
* Where important clarifications which will help the sector better understand and/or follow the guidance.

**Safeguarding information for all staff**

* The **key safeguarding principles** that school and college staff should know in order to ensure a child centred and coordinated approach to safeguarding remain unchanged:
* Schools and colleges and their staff are an important part of the wider safeguarding system for children.
* Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In

order to fulfil this responsibility effectively, all practitioners should make sure their

approach is child centred. This means that they should consider, at all times, what is in

the best interests of the child.

* Safeguarding and promoting the welfare of children is defined for the purposes of

this guidance as:

1. Protecting children from maltreatment.
2. Preventing impairment of children’s mental and physical health or development.
3. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
4. Taking action to enable all children to have the best outcomes.

The changes and updates within KCSIE 2020 are found below:

* **A child centred and coordinated approach to safeguarding** - The definition of safeguarding and promoting the welfare of children has been expanded to include both mental and physical health as being relevant to the safeguarding and welfare of children.
* **Abuse and neglect** - Contextual safeguarding has now been included as a possible indicator of abuse and neglect and the DSL or deputy should consider whether children are at risk of abuse or exploitation in situations outside of their family.
* **Child sexual exploitation and Child criminal exploitation** - Staff are provided with information about child criminal exploitation and child sexual exploitation which occurs when there is an imbalance of power to coerce, manipulate or deceive a child into criminal or sexual activity.
* **Mental Health** - New paragraphs on Mental Health are added to help staff make the link between mental health concerns and safeguarding issues and provided signpost guidance. [The DfE has published advice and guidance on Preventing and Tackling Bullying](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf) and [Mental Health and Behaviour in Schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) (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](https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview) for links to all materials and lesson plans.
* **Safeguarding concerns about staff** - Where there are safeguarding concerns or allegations against any member of staff, including supply staff, due process should be followed.

**Part 2 - The Management of Safeguarding**

* **Multi Agency Working** - The DSL and any deputies should work together with the three safeguarding partners. [NPCC - 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) should help DSLs understand when they should consider calling the police and what to expect when they do. The three safeguarding partners identified in [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) are the local authority, police and health. Education is considered a relevant agency. Relevant agencies are those organisations and agencies whose involvement the safeguarding partners consider is required to safeguard and promote the welfare of local children. As a DSL, you will need to ensure that you keep yourselves updated with the local [Kent Safeguarding Children’s Multi-agency Partnership’s](https://www.kscmp.org.uk/about-kscb) , KSCMP processes and procedures.
* **Information Sharing** - The data protection [toolkit for schools](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools), which provides guidance to support schools with data protection activity, is updated and includes clarification on compliance with GDPR and the withholding of information.
* **Online Safety** - The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often

provides the platform that facilitates harm. Resources to support schools and colleges are provided within Annex C of this document.

* **Opportunities to Teach Safeguarding** – Now reflects mandatory Relationships and Sex Education and Health Education teaching. The new curriculum is mandatory from September 2020 – [Relationships Education Statutory Guidance](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education).
* **Inspection** – Updated to reflect Ofsted guidance in [Education Inspection Framework](https://www.gov.uk/government/publications/education-inspection-framework), [Inspecting safeguarding in early years, education and skills settings](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills) and [Independent schools](https://www.isi.net/).
* **Management of concerns about staff** – Clarity around schools and colleges having processes in place to manage all concerns about staff; where there are allegations that may meet the harm threshold, guidance within KCSIE at Part 4 should be followed. This guidance now includeswhere an individual has behavedor may have behavedin a way that indicates they may not be suitable to work with children, and 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. There is emphasis on how schools and colleges should ensure allegations against supply teachers are handled.
* **Children potentially at greater risk of harm** –Updated to reflect the needs of those children with a social worker, and supporting DSLs and schools to be able to best support these children to do well, in line with the evidence from the [children in need review](https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need). [Help, protection, education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf) contains the conclusion of these findings.
* **Children requiring mental health support** – A new section to raise the profile and encourage schools to make the link between mental health and safeguarding.

**Annex A** contains important **additional information about specific forms of abuse and safeguarding issues**. If staff have any concerns about a child’s welfare, they should act on them immediately.

Updated and additional information is provided in the areas: **CCE, CSE, County Lines, Upskirting**.

Further important detail is provided in:

**Domestic Abuse:** 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.

**Honour-based abuse**: Wording has changed from “violence” to “abuse” to recognise non-violent forms of abuse.

**Preventing radicalisation**: Additional information is provided on what terrorism looks like and more information on Channel.

**Annex B** provides additional help and advice on the **role of DSLs** and added advice is provided on the needs of children with a social worker and suggestions that could be taken to promote these children’s educational outcomes.

**Annex C** sets out an effective approach to **Online Safety.** The paragraph, Information and Support has been reformatted to improve accessibility and additional helpful links have been added. A new paragraph, Education at Home, has been added.

**Anne H** has a summary of all the changes, including page numbers.