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| **Where** | **What** | **Recommendations & LA Actions** |
| Whole of the document | The guidance is amended throughout to make references to acronyms consistent and to correct minor typos e.g. missing punctuation.  Throughout the guidance, we have amended references to The National College for Teaching and Leadership (NCTL) to reflect that from 1 April 2018, its functions in respect of the regulation of the teaching profession, including misconduct hearings, will be handled by the newly established Teaching Regulation Agency (TRA). The TRA is an executive agency of the Department for Education. All other NCTL functions are now handled by the Department for Education. | All relevant policy documents should be updated to reference:  the Teaching Regulation Agency (TRA) where applicable rather than the NCTL;  Keeping Children Safe in Education 2018 rather than 2016  Please note it is likely that a revised version of Working Together will also be published later this summer; further revisions will be required as a result. |
| **Summary** |  |  |
| Page 3 – What is the status of this guidance | Duplicated the definition of children (that was already in Part 1 of KCSIE 2016) to make clear, up front, what we mean by “children”. |  |
| Page 3 - About this guidance | Provided additional context on the use of “must” and “should”.  Updated the definition of colleges to reflect “designated institutions”. |  |
| Page 4- Who this guidance is for | Moved the footnote about academy trusts into the main body of the guidance. This clarifies that for the purposes of Keeping children safe in education, in the case of academies, free schools and alternative provision academies, the proprietor is the academy trust. |  |
| **Part one** |  |  |
| Paragraph 11 | New paragraph explaining the complete safeguarding picture DSLs and their deputies are likely to have. |  |
| Paragraph 13 | Included “behaviour policy” in the list.  Included “safeguarding response to children missing education” in the list  Made clear that information about the role of the DSL should include, the identity of the DSL and any deputies. | Recommendations:  Induction arrangements should be reviewed to ensure that the Behaviour Policy and the safeguarding response to children who go missing is included in the information provided to new staff.  LA Action:  The LA Model Policy will be amended to include information about the safeguarding response to CME and the information to be provided at induction via this policy rather than through the production of a separate document. |
| Paragraph 16 | Removed detailed information from one of the two footnotes and combined into one simple footnote. Feedback suggested the original level of information is too much for Part 1. However, cross-reference to detailed information remains. | All staff need to be aware of the processes for referral to social care and statutory assessments under section 17 & 47 via training.  LA Action:  The whole school training materials will be reviewed to ensure this information is explicit. |
| Paragraph 18 | Provided additional information on early help. | All staff need to be made aware of the potential indicators of need for early help.  LA Action:  The list of potential indictors of need for early help will be added to the whole school training to support schools with the delivery of these messages. |
| Paragraphs 23-34 | Paragraph 23 is updated to reflect concerns about a child’s welfare should be acted upon immediately.  Paragraph 24 is updated to reflect the importance of speaking to the DSL and following the local child protection policy.  Paragraph 25 has been expanded to clarify the options for action when staff have concerns.  Paragraph 27 explains the importance of information sharing.  Paragraph 28 makes clear that generally the DSL takes the lead on early help cases.  Paragraph 31 provides more information on what to expect from the local authority. | It is important to emphasise to staff through training and induction that any concerns about a child’s welfare should be acted on immediately.  There is now greater clarity for staff that they should talk to the DSL or one of the alternates in the first instance but should not delay in acting if a DSL is not available and could seek out another member of the SLT or contact social care directly.  Paragraph 28 provides greater clarity on the role of the DSL in early help and emphasises these processes should be kept under constant review with a referral to social care if the situation does not appear to be improving or is getting worse  LA Action:  A summary of this content will be added to the LA whole school training materials to support delivery of messages to staff and volunteers. |
| Paragraph 35 | Updated paragraph to reflect the fact all staff should raise any FGM related concerns with the DSL (or deputy) and then making the link to the **legal** requirement on teachers. Also updated footnote to make it easier to read. | Schools should ensure that staff are clear about the definition of who is a teacher and therefore who the legal duty applies to.  LA Action:  The LA model policy and whole school training package will be reviewed and revised as applicable. |
| Page 13 | Updated table to reflect changes elsewhere in Part 1. |  |
| Paragraph 50 | Updated to reflect sexual violence and sexual harassment. | Ensure that all staff are aware that safeguarding issues can arise from peer on peer abuse.  LA Action:  The LA model policy and whole school training package will be reviewed and revised accordingly. |
| Paragraph 52 | New paragraph to provide information on contextual safeguarding. | The definition of contextual safeguarding and the importance of considering these wider environmental factors should be made clear to all staff including DSLs. Further guidance and resources about contextual safeguarding can be found via: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>    LA Action:  The LA model policy and whole school training package will be updated to include guidance about contextual safeguarding. |
| Additional Advice and Support | The links to Additional Advice and Support have been moved into Annex A. |  |
| **Part two** |  |  |
| Paragraph 55 | Updated to make clear the Board level leadership lead should sit at governing body or proprietor level. |  |
| Paragraph 57 Child Protection Policy | Updated to make clear that all schools and colleges should have their own individual child protection policy. This is important, as it will reflect local circumstances. This does not stop a proprietor of multiple schools from having an overarching child protection policy. We would simply expect that to be built on locally to ensure local procedures and protocols can be reflected.  Moved the old paragraph 49 into this paragraph to bring the child protection information together in one place. | It is important that Headteachers and DSLs note the clarification that each school should have its own safeguarding policy in addition to any overarching policy provided by a Trust. |
| Paragraph 57 Children Missing Education | New paragraph to reflect that **where reasonably possible** schools and colleges should hold more than one emergency contact number for their pupils and students.  Moved the old paragraph 51 into this paragraph to bring the child protection information together in one place. | It is recommended that schools and colleges revise admissions/pupil contact forms to ask for at least two emergency contact numbers. Schools should check this information regularly with parents and make explicit the needs for parents to update the school with any changes.  LA Action:  The LA model policy will be updated to include this change in procedure. |
| Paragraph 61 | To be clear the important thing is the designated safeguarding lead is appointed and is from the school or colleges senior leadership team. Who actually appoints them is a matter for the governing body or proprietor. |  |
| Page 19: Multi-agency working | It is clear that this section will see further revisions to reflect Working Together to Safeguard Children and the new safeguarding partner arrangements when this is published. | Actions:   * DSLs must ensure that they download and make available the final version of this document in September, ensuring the further amendments are reflected in training, policy and practice. * The LA will issue a MI when final version is published. |
| Page 20: Information Sharing | It is clear that this section will see further revisions to reflect Working Together to Safeguard, GDPR and the Data Protection Bill. |
| Paragraph 74 | Reflected the designated safeguarding lead responsibilities with regard to the child protection file. This is already set out in Annex B but it deserves prominence in the main body of the guidance. | These paragraphs emphasise the requirement to ensure secure transit of a child protection file to a new school. It makes clear that DSLs should also consider whether it is appropriate to share any information with the new school or college *in advance* of the child leaving. This should enable schools to pass on records to providers responsible for provision from the 6th day following a permanent exclusion.  Action:  The LA guidance on the transfer of safeguarding information will be revised to reflect this advice. |
| Paragraph 75 | New paragraph to reflect the fact the DSL should be considering information sharing in advance of transferring the child protection file. |
| Paragraph 80 | Reordered the wording of paragraph 80 to improve readability and have added the word “safety”. This addition is to make clear that “safeguarding” includes “online safety”. | Schools need to ensure that pupils are taught about safeguarding as part of providing a broad and balanced curriculum and the guidance is now clear this includes online safety. |
| Paragraph 85 | Revised this paragraph to clarify that at least one of the persons who conducts an interview has completed safer recruitment training. | Schools need to ensure that practice reflects this clarification and at least one of the interview panel is safer recruitment trained. |
| Paragraph 90 | Updated to reflect the importance of school and college child protection policies reflecting peer on peer abuse.  Updated to cross refer to the new Part 5. | Schools and colleges will need to review the child protection policy to ensure the content is compliant with paragraph 90.  LA Actions:   * The LA model policy will be revised to reflect the requirements of paragraph 90 and Part 5 of the document. * Seeking advice from the Harmful Sexual Behaviour Team, a training module on peer on peer abuse will be developed for incorporation in the whole school training materials. |
| Paragraph 95 | New paragraph taking into account previously looked after children, highlighting the fact that they remain vulnerable and the importance of agencies working together to safeguard them. | DSLs should ensure that all staff understand the potential vulnerability of a previously looked after child and know what to do if they are concerned about safety. |
| Paragraph 96-97 | Updated to reflect Children and Social Work Act 2017. | **Looked after Children**  All LAs are required to have a Virtual School Head who is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority’s looked-after children, including those placed out-of-authority. From September 2018, new statutory guidance extends duties for the LA and Schools to include ‘previously looked After’ children who are adopted or subject to an Special Guardianship Order (SGO)  It is a requirement for maintained schools and academies to have a designated teacher but all schools and education settings could have looked after children on roll and should ensure that staff have the training, support and knowledge to protect and promote the welfare of this cohort and promote their education achievement.  All looked after children must have a Personal Education Plan which is reviewed termly. This is part of a looked after child’s care plan and needs to be developed with the school. It forms a record of what needs to happen and who will make it happen to ensure a looked after child reaches their full potential. The designated teacher leads on how the PEP is developed and used in school to make sure the child’s progress towards education targets is monitored  Norfolk Virtual School offers support, training and briefing sessions for designated teachers and can be contacted on [virtual.schools@norfolk.gov.uk](mailto:virtual.schools@norfolk.gov.uk) or 01603 307742 for more information.  Details about the role of the designated teacher can be found in statutory guidance [‘The designated teacher for looked after and previously looked after children’](https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children). |
| Paragraph 98-100 | Updated to reflect Children and Social Work Act 2017. |
| Paragraph 101 | New paragraph reflecting care leavers. | DSLs should obtain the details of the LA Personal Advisor appointed to guide and support a care leaver (see footnote 35 of KCSiE for the definition). |
| Paragraph 103-105 | New paragraphs reflecting reasonable force. | Schools should have regard to the [DfE guidance](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools) on regarding the use of reasonable force and could seek further advice from [Norfolk Steps](http://s4s.norfolk.gov.uk/Services/Details/2068) in relation to training and risk assessment. |
| **Part three** |  |  |
| Paragraph 106 | Amended footnote 39 to reflect the requirements on colleges that before employing a person to carry out teaching work in relation to children, they are required to take reasonable steps to establish whether that person is subject to a prohibition order and prevent the employment or engagement of any person who is subject to a prohibition order in such a role. | All schools and colleges should note that the Teachers' Disciplinary (England) Regulations 2012 define each of the following activities as 'teaching work':   * planning and preparing lessons and courses for pupils * delivering lessons to pupils * assessing the development, progress and attainment of pupils, and * reporting on the development, progress and attainment of pupils   The regulations provide that these activities do not constitute 'teaching work' if they are carried out under the direction or supervision of a qualified teacher. |
| Paragraph 107 | Revised the wording of this paragraph to make direct reference to prohibitions, directions, sanctions and restrictions. |  |
| Paragraph 110 | Moved the position of the reference to Annex F within the paragraph to improve readability.  Technical change to wording to explain the term ‘supervision’ in the context of regulated activity. |  |
| Paragraph 111 | Amended footnote 43 to reflect changes to college Conditions of Funding Agreements that, before employing a person to carry out teaching work in relation to children, require colleges to take reasonable steps to establish whether that person is subject to a prohibition order made under section 141B of the Education Act 200. |  |
| Regulated Activity shaded box page 30 | Clarified the position on personal care. | The revision makes clear that personal care that falls within the scope of regulated activity includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, bathing, washing or dressing for reasons of age, illness or disability but is not intended to include activities such as helping with costumes for school plays or lacing up football boots.  Recommendation: schools and colleges will need to consider this advice when deciding of activity is regulated or not. |
| Paragraph 113 | Inserted a new paragraph recommending that schools contact The Teaching Regulation Agency (TRA) Teacher Services to check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. | The guidance recommends that section 128 checks are undertaken via the Teaching Regulation Agency (TRA) Teacher Services for all prospective maintained school governors in addition to the enhanced DBS check.  Recommendation:  The guidance does not state that these checks need to be undertaken retrospectively on existing governors but it may be pertinent to do so. The date of this check should be recorded on the SCR.  LA Action: SCR template to be updated to reflect this change. |
| Paragraphs 118-121 Prohibitions, directions, sanctions and restrictions | New heading inserted. Paragraphs in this section have been relocated from elsewhere in document and additional information inserted to bring all information together, and provide clarity about, prohibitions, sanctions and restrictions. | Paragraph 121 provides a clearer definition of management positions including any teaching positions which carry a department headship.  Recommendation:  Independent schools including academies should review the guidance and ensure that section 128 checks have been completed on all individuals taking part in management. These checks should be evidenced on the SCR. |
| Paragraph 123 | Added new paragraph to reflect previous GTCE sanctions. |  |
| Paragraph 124 | Paragraph moved from previous footnote 47 into body of document. |  |
| Paragraph 125 | New paragraph, which includes text from previous footnote 38 into main body of text to explain the use of the Teacher Services system. New footnote is inserted to explain the Teacher Services system can also be used to verify qualified teacher status (QTS) and the completion of teacher induction and teacher probation periods. |  |
| Paragraph 126 | New paragraph inserted to explain the circumstances in which section 128 management barring information will be included on a DBS certificate. | Recommendation:  In order for an enhanced DBS with barred list check to show a section 128 direction, schools will need to ensure ‘children’s workforce independent schools’ is specified the parameters for the check. |
| Paragraph 128 | Addition to bullet 7 information to advise that the Teacher Services system should be used to verify any award of Qualified Teacher Status and the completion of teacher induction or probation periods. | Recommendation:  Schools need to use the Teacher Services’ system to verify any award of QTS and completion of induction/probation period. |
| Footnote 57 | Inserted to reflect the requirement in the FE sector. |  |
| Paragraph 129 | Text amended to clarify the duty on schools to confirm that a person appointed to carry out teaching work is not prohibited from doing so, and to cross reference to footnote 39 which confirms requirements for checking teacher prohibitions in colleges. Additional footnote (61) provides the definition of ‘teaching work’ that applies in the context of this paragraph. | Recommendation:  Schools should review the definition of ‘teaching work’ and ensure that all staff whose work falls within its scope are not subject to a prohibition order. |
| Paragraph 131 | This paragraph is amended to reflect accurately the wording of regulations and to add clarity. There has been no change to policy. | If a school choses not obtain a DBS check in the circumstances outlined in the guidance, they should ensure they see the original certificate, carry out all other pre-employment checks including a barred list check and evidence these checks on the SCR.  Norfolk DBS guidance remains that an enhanced DBS check with barred list check is compulsory for new appointments to your school workforce where they have transferred from a non-Norfolk school or different Local Authority, or an independent school inside or outside the county. A DBS update service check can be undertaken in place of a full DBS check, if the individual is subscribed to the Update Service. |
| Page 38 - Flowchart | A revised flowchart has been inserted to make the information about checks for contractors consistent with the information contained in the body of the guidance. |  |
| Paragraph 134-137 Employment History and References | Provided further context about the information schools should consider when seeking and obtaining references. A link to the Advisory, Conciliation and Arbitration Service (ACAS) website has been added to signpost to additional information about references.  Amended to clarify that where any information about past disciplinary action or allegations is disclosed it should be considered as part of the suitability assessment. | Recommendations:  The guidance provides greater clarity in respect of references as follows:   * Where a candidate is not currently employed, verification of their most recent employment and reasons for leaving should be obtained from the organisation at which they were employed. * References should always be requested directly from the referee and preferably from a senior person with appropriate authority, not just a colleague. * Where electronic references are received, employers should ensure they originate from a legitimate source. * Referees should be contacted to provide further clarification as appropriate e.g. if answers are vague or insufficient. |
| Paragraph 138-145 Single Central Record (SCR) | Clarified the minimum information that must be recorded on the SCR. Additional advice has been added to: clarify the option to use the SCR to record other non-statutory information; the requirements for multi-academy trusts; that in the case of an academy, a proprietor means the members and trustees of the academy trust; and the format of the SCR. | The guidance makes clear that MATs are not required to have separate single central records but schools should ensure the record is stored securely and is easily accessible to those who need to see it including Ofsted inspectors.  Colleges must record whether the person’s position involves ‘relevant activity’.  Action:  The template SCR will amended to reflect these clarifications. |
| Paragraph 138 | Amended to cross reference paragraph 148, which provides additional detail about recording supply staff checks. |  |
| Paragraph 139 | The addition of a link to Government guidelines on checking an employee’s identification. Additional information included to reflect the requirements for recording recruitment information in colleges. |  |
| Paragraph 140 | Amended to clarify the paragraph applies equally to colleges. |  |
| Footnote 64 | New footnote to explain that colleges funding agreements require robust record keeping procedures to be in place. |  |
| Paragraph 142 | Technical change to clarify that MATs should ensure the SCR is accessible to those entitled to examine that information. |  |
| Paragraph 144 | Throughout the paragraph links have been inserted to each of the relevant Regulations. |  |
| Paragraphs 146-147 Overseas checks | Moved the reference to the Home Office guidance from paragraph below to this paragraph. |  |
| Paragraph 151- ITT trainees | In respect of fee-funded ITT trainees, clarified that the school or college should obtain written confirmation from the provider that it (the provider) has carried out all pre-appointment checks that the school or college would otherwise be required to perform. | Recommended action:  Schools should ensure that where trainee teachers are fee-funded, it obtains written confirmation from the provider that it (the provider) has carried out all pre-appointment checks and judges the trainee to be suitable to work with children. |
| Paragraph 151 | Amended to clarify the paragraph applies equally to colleges. |  |
| Paragraph 152 | Amended to clarify when colleges are required to carry out suitability checks where a member of staff moves position within the establishment. | Recommended action:  Checks on existing staff, should be carried out in the following circumstances:   * If there is a concern about their suitability to work with children; * If a person working at the school moves from a post that was not regulated activity i.e. supervised volunteer, to regulated activity i.e. teaching assistant; * For colleges, an individual moving from a position that did not involve the provision of education to one that does must be treated as if that individual were a new member of staff and all required pre-appointment checks must be carried out. |
| Paragraph 153 | Added paragraph number as this section of text not previously shown as a numbered paragraph. Also revises the original text, providing clarification that ensures schools are clear that they must refer to the DBS when an individual is suspended or moved out of regulated activity to another post, if they meet the ‘harm’ criteria. |  |
| Paragraph 159 - Volunteers | Provided a link that signposts to the DBS workforce guides. This is to assist schools and colleges to identify whether the position they are recruiting into fits the ‘child workforce’ criteria, used when completing the “Position Applied For” field on a DBS application form and which allows a children’s barred list check to be requested. | The Norfolk County Council DBS system has 4 job roles which they suggest would be suitable to use to undertake vetting checks for volunteers and which will include or exclude barred list checks as appropriate:  HELPER                     (UNSUPERVISED)  PARENT HELPER     (UNSUPERVISED)  HELPER                     (SUPERVISED)  PARENT HELPER     (SUPERVISED)  The first 2 roles describe regulated activity and so will *include* a barred list check, the other 2 roles do not describe regulated activity and so *exclude* a barred list check. The system will confirm in the next window whether or not a barring list check (and which one adult / children / both) will be undertaken. |
| Paragraph 160 | This paragraph has been revised and footnote added to remind schools to record risk assessments. | Recommended action:  Schools should undertake a risk assessment when deciding whether to obtain an enhanced DBS certificate for any volunteers not engaging in regulated activity. The risk assessment must be recorded.  Schools should seek advice from their HR provider if they are unsure about how to undertake a risk assessment. |
| Paragraph 161 | Revised text to signpost to guidance to be used by schools and colleges when determining when a volunteer should be supervised. |  |
| Paragraph 164 | To clarify in respect of colleges and schools, other than maintained schools, when DBS certificates can/should be obtained for governors. | Governors in maintained schools are required to have an enhanced DBS certificate. Other schools and college *can* request an enhanced DBS certificate without a barred list check on an individual as part of the appointment process for governors.  An enhanced DBS certificate including a barred list check should only be requested if the governor will be engaging in regulated activity i.e. volunteer governors should be treated on the same basis as other volunteers in this respect. |
| Paragraph 168 | Provided clarification for academy trusts about the requirement to carry out checks for section 128 directions, which prohibit or restrict a person from taking part in the management of an independent school (including academies and free schools) and DBS checks. | This means that:   * An academy trust must require enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees. * Where an academy trust delegates responsibilities to any delegate or committee (including a local governing body), the trust must require DBS checks on all delegates and all member of such committees. * Academy trusts must also check that members are not barred from taking part in the management of the school as a result of a section 128 direction. |
| Paragraph 174 | New information clarifying the responsibility on schools when working with alternative provision providers. | Recommendation:  The guidance makes it clear that schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. It is important that schools retain this evidence and regularly review these arrangements.  See section 6 of the safeguarding self-review tool for further guidance. |
| Footnote 84 | Confirms the circumstances in which DBS certificate can be obtained in respect of a contractor who is working in a college. |  |
| Paragraph 175-179 Work experience | Minor drafting clarifications. |  |
| Paragraph 180 | Paragraph amended to introduce the term “homestay”. |  |
| Paragraph 181-182 | Paragraphs moved from Annex E and amended to clarify that staff and volunteers should remain alert to, and, when it comes to their attention report, to the local authority, information which suggests a child is being privately fostered. | Recommendation:  It is important that staff training and guidance includes private fostering. Further guidance is available via this [link](http://www.schools.norfolk.gov.uk/Behaviour-and-safety/Safeguarding/Private-fostering/index.htm). |
| **Part four** |  |  |
| Paragraph 184 - Duties as an employer | An additional footnote 90 has been added to provide a link to Disclosure and Barring Service website explanation of the ‘harm test’.  The 3rd bullet in this paragraph is amended to replace ‘would’ with ‘may’, providing consistency with the terminology within ‘Working Together to Safeguard Children’ statutory guidance  Added ‘volunteers’ to this paragraph to make clear this part of the guidance is also applicable to them. | The guidance now makes it explicit that the procedures for the management of allegations against staff applies also to volunteers. |
| Paragraph 189 - Initial considerations | In response to feedback, we have moved the term ‘unfounded’ from a footnote back into the main text. |  |
| Paragraph 192 | Signposted to footnote on more information on strategy discussion and a paragraph that provides further information about suspensions. | Following the High Court judgement in respect of Agoreyo v London Borough of Lambeth [2017] EWHC 2019 (QB), suspension should not be considered as a neutral act or default position. |
| Paragraph 202 - Confidentiality | This revision clarifies that reporting restrictions apply only to teachers in schools. |  |
| Paragraph 204 | Updated link. |  |
| Paragraph 212 - References | This paragraph now provides signposts to paragraphs that provide information about references. |  |
| Paragraph 214 - Timescales | Revision to this paragraph corrects a typo; replaces ‘institute’ with ‘instigate’. |  |
| Paragraph 218 | Inserted ‘children’s social care’ because where the allegation is about the welfare of a child then ‘children’s social care’ should be contacted directly. |  |
| Paragraph 219 | Clarifying the duties of sixth form colleges where they are made aware that an interim teacher prohibition order has been imposed on an individual who is working at the establishment. | In cases where the school or sixth form college is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school or sixth form college, immediate action should be taken to ensure the individual does not carry out work in contravention of the order, i.e. pending the findings of the TRA investigation, the individual must not carry out teaching work. |
| Paragraph 229 | Amended to clarify the paragraph applies equally to sixth form colleges. |  |
| **Part 5** |  |  |
| Paragraph 235-257 | New Part 5 to provide guidance for schools and colleges on how they should respond to reports of child on child sexual violence and sexual harassment. | Recommendations:   * It is important that section 5 is read alongside the detailed advice: [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/707653/Sexual_Harassment_and_Sexual_Violence_Advice.pdf) and relevant information contained within Annex A. * Schools will need to ensure that policies and procedures have been amended to reflect the guidance and staff have received appropriate training and guidance to know how to respond to sexual harassment and violence. * Schools will need to ensure that written risk assessments are devised in response to any allegations of sexual violence.   Action:  The LA policy will be amended to reflect the changes in guidance.  Additional training and guidance will be developed and made available to schools |
| **Annex A** | Included new introduction  Included table of contents  • Children Missing Education: Removed child missing education advice that duplicated departmental advice and focused on what staff should be considering when a child is missing from education.  • Children and the court system- new information  • Children with family members in prison- new information  • County Lines- new information  • Domestic abuse- new information  • Homelessness- new information  • HBV- additional context  • Preventing radicalisation- redrafted to focus on what staff should be doing and considering rather than the more general school or college response which is covered in other guidance  • Peer on peer abuse- new information  • Sexual violence and sexual harassment- new information  Links to additional advice and support moved from Part 1 and updated with new links | The revised guidance now includes a section highlighting the issue of county lines exploitation, where children are used to transport or sell drugs from the city to suburban areas. To identify county lines exploitation, the guidance says schools should look out for missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.  A whole school training module is available to support staff training and awareness in relation to criminal exploitation and county lines.  In relation to homelessness, DSLs should be aware of contact details and referral routes for the Local Housing Authority so they can raise concerns at the earliest opportunity. |
| **Annex B** | New footnote 109 includes considerations for sole proprietors to ensure their designated safeguarding lead is a suitable person for the role.  Added online safety and SEND as considerations when training designated safeguarding leads. This reflects the importance of these two areas as set out in Part 2 of the guidance.  Also bringing deputy DSL in line with DSL and setting out that the role should be explicit in any job description.  Child protection file updated to reflect paragraph 74-75 | Recommendation:  When a school has a sole proprietor, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence. This may involve:   * including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the LADO on any matter that the DSL considers cannot be properly dealt with internally. * consideration to providing the DSL with access to external advice from an appropriate company or legal service.   Action:  DSL training will be reviewed to consider online safety and SEND. |
| **Annex C** | Updated to provide more information and links to additional support included. | Recommendation:  Given the strengthening of the advice in relation to online safety, it is recommended that at least one DSL in every school undertakes online safety training. |
| **Annex D** | Added reference to the Visits to Children in Long-term Residential Care Regulation 2011, as it applies to schools and colleges. |  |
| **Annex E** - Host Families | In response to stakeholder feedback, revised this Annex to provide clarity on obtaining DBS checks for UK host families who provide homestay to pupils during exchange visits. | Recommendation:  Where a school arranges a homestay for a child in the UK, it should assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. To help inform that assessment, schools and colleges should obtain a DBS enhanced certificate with barred list information. |
| **Annex G** | Updated footnote to reflect DBS now provide this service and not Disclosure Scotland. |  |

**Action Plan:**

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| **ACTION** | **PERSON RESPONSIBLE** | **TIMESCALE** | **EVIDENCE OF PROGRESS** |
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