

**Revisions to ‘Keeping Children Safe in Education’, DfE  
(Guidance from 1st September 2022: For Information Only)**

**Revised Statutory Guidance**

On 20 May 2022, the Department for Education (DfE) published a revised version of ‘[Keeping Children Safe in Education](#)’. The revised guidance for is information only at this stage so that schools and colleges can plan for the commencement of the guidance on 1 September 2022; until this time, the existing statutory guidance, ‘Keeping Children Safe in Education’ 2021 is still in force and schools and colleges must continue to have regard to it.

**Key changes**

Annex F of the draft guidance includes a Table of Substantive Changes from the 2021 document and a table of significant revisions can be found below.

**What should schools and colleges do?**

- Read KCSiE giving particular consideration to the changes
- Review all relevant policy documents, procedures and training and devise an action plan to implement required changes in preparation for 1 September 2022.
- Ensure that the final version of the guidance is accessed and disseminated to staff when it is published.

**What the Education Safeguarding Team are doing?**

- We will be offering a DSL webinar on the key changes.
- We will be updating the Norfolk model safeguarding policy, forms and templates and the whole school training package to reflect these amendments. We will [Tweet](#) once the policy and training package have been updated and are available on the [Norfolk Schools and Learning Providers website](#).
- It is likely the forms and templates and modules of training will be updated over the summer holidays.

**The most significant revisions to the document include:**

<b>Summary</b>	<ul style="list-style-type: none"> <li>• Clarification of which settings KCSIE 2022 applies to and the term College also means providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009: 16-19 Academies, Special Post-16 institutions and Independent Training Providers.</li> <li>• Ensuring there is appropriate use of the terminology ‘victim’ and ‘perpetrator’ especially when speaking in front of children.</li> </ul>
<b>Part one</b>	<ul style="list-style-type: none"> <li>• Terminology changes from peer-on-peer abuse to child-on-child abuse.</li> </ul>



	<ul style="list-style-type: none"><li>• The section reinforces that all staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.</li><li>• Information has been included about <b>Domestic Abuse</b> and the fact that this abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse and this can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.</li></ul>
<b>Part two</b>	<p><b>Safeguarding training for Governing Bodies and Proprietors</b></p> <ul style="list-style-type: none"><li>• All governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction.</li><li>• This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding.</li><li>• Their training should be regularly updated.</li></ul> <p><b>The Human Rights Act 1998-</b> the fact that it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights, specifically</p> <ul style="list-style-type: none"><li>❖ Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)</li><li>❖ Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity</li><li>❖ Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and</li><li>❖ Protocol 1, Article 2: protects the right to education.</li></ul> <p><b>Equality Act 2010-</b> schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Setting should take positive action, where it can be shown that it is proportionate, to deal with particular</p>



	<p>disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people.</p> <p><b>Public Sector Equality Duty</b> places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.</p> <p><b>Teaching about safeguarding</b> Preventative education prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This education should be underpinned by the school/college’s behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.</p> <p><b>Children who are lesbian, gay, bi or trans (LGBT)</b> Children who are LGBT can be targeted by other children therefore it is vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.</p>
<p><b>Part three</b></p>	<p><b>CVs</b> Schools and colleges should only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own will not provide adequate information.</p> <p><b>Due diligence checks on shortlisted candidates</b> Schools and colleges should consider carrying out an online search which may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.</p>
<p><b>Part four</b></p>	<p><b>Sharing low level concerns</b> The document gives details about the following:</p> <ul style="list-style-type: none"> <li>• Whether all <u>low-level concerns</u> are shared initially with the DSL or with the Headteacher is a matter for the school or college to decide.</li> </ul>



	<ul style="list-style-type: none"> <li>• If the former, then the DSL should inform the Headteacher of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern.</li> <li>• The Headteacher should be the ultimate decision maker in respect of all low-level concerns</li> </ul>
<b>Part five</b>	<p><b>Safeguarding and supporting the victim</b></p> <ul style="list-style-type: none"> <li>• Schools and colleges should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy.</li> <li>• It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt.</li> <li>• It is crucial to look out for potential patterns of concerning, problematic or inappropriate behaviour.</li> <li>• Where a pattern is identified, the school or college should decide on a course of action.</li> </ul>
<b>Annex A</b>	<p>Makes reference to all staff being aware of the fact that technology is a significant component in many safeguarding and wellbeing issues and that children can abuse other children online, which can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.</p>
<b>Annex B</b>	<p><b>Mental health</b> The additional information makes clear that staff should be aware of how children’s experiences (including neglect, abuse or adverse childhood experiences), can impact on their mental health, behaviour, and education.</p> <p><b>Child Exploitation</b> New toolkit added <a href="#">County Lines Toolkit For Professionals   The Children's Society (childrenssociety.org.uk)</a></p> <p><b>Confidentiality</b> <a href="#">Gillick competence and Fraser guidelines   NSPCC Learning</a></p> <p><b>Online safety advice</b> Helpful links/websites/resources added/moved here.</p>
<b>Annexes C, D and E</b>	<p>No changes</p>