

Welcome to the Keeping Children Safe in Education (KCSIE) 2020 update briefing

The session will start at: **09:00am**

This session will be facilitated by: **Jess Curtis**

- Please make sure you have your name on your display. Click the three dots (...) on your 'tile' and edit it.
- To sign in– provide your name and setting in the Chat function
- If you have any technical difficulties please email safeguardingineducationteam@bristol.gov.uk
- You can follow the original link back into the session if you get disconnected at any time.

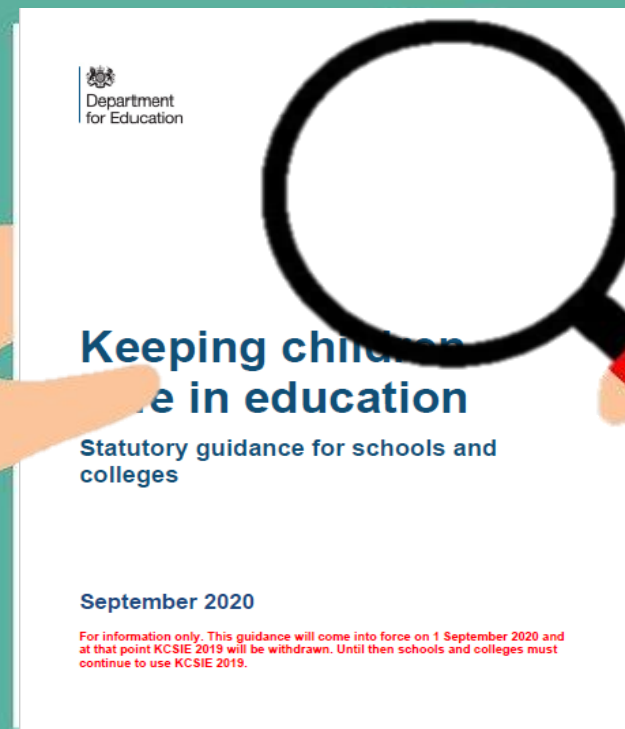


Content of session

- ☐ Context
- ☐ Changes of different Parts of KCSIE 2020
- ☐ KCSIE 2020 Checklist
- ☐ Other key updates

Breakout rooms will be utilised for you to have brief group discussions

September 2020						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



Context

- Covid-19
Lockdown,
Unprecedented
circumstances
- Stress, Anxiety, No
breaks
- Capacity/ Continuity
planning
- School holidays



Guidance and support

[Open all](#)

[Support learning during coronavirus](#) +

[Pupil wellbeing and safety](#) +

[School reopenings, exams and managing a school or early years setting](#) +

[Funding and support for education and childcare](#) +

[Student accommodation, travel and financial support](#) +

[Further and higher education and vocational training](#) +

All coronavirus education and childcare information on GOV.UK

For happy and healthy students ...

... you need happy and healthy staff!

5 TIPS FOR TEACHER WELLBEING

1.

TAKE TIME TO DE-STRESS



3.



HAVE A GOOD WORK/
LIFE BALANCE

2. HAVE A CHAT



4.

TAKE CARE OF YOUR
PHYSICAL HEALTH



5.



BE MINDFUL



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Part one: Safeguarding information for all staff

Keeping children safe in education

Statutory guidance for schools and
colleges

September 2020

For information only. This guidance will come into force on 1 September 2020 and at that point KCSIE 2019 will be withdrawn. Until then schools and colleges must continue to use KCSIE 2019.

Annex A: Further safeguarding information

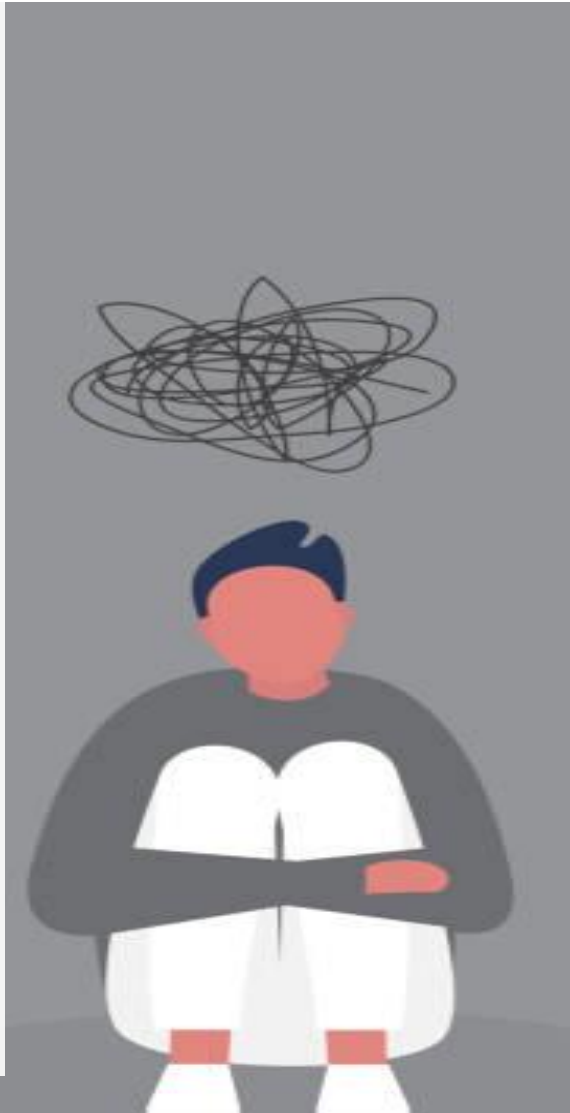


Safeguarding definition and topical issues

Definition of safeguarding now includes mental health and physical health

*'preventing impairment of children's **mental and physical** health or development'*

- ACES
- Link with behaviour - Trauma informed approaches
- Link with peer on peer harm



Key Emphasis:

- ~~Contextual Safeguarding~~
- ✓ Extra familial harm
- Children can be vulnerable to **multiple** harms including (but not limited to):
 - ✓ sexual exploitation,
 - ✓ criminal exploitation
 - ✓ serious youth violence

N.B – All staff should be clear as to the setting's policy and procedures with regards to **peer on peer** abuse.

Promoting children and young people's emotional health and wellbeing

8 principals for promoting emotional health and wellbeing in schools and colleges.



5 min - Breakout rooms

- Discuss what proactive steps you can/ already take to explicitly link mental health practice to safeguarding practice.

E.g, Mental health lead is part of the safeguarding team.

Appendix A – all staff who work directly with students.

September 2020 – schools pack

More information regarding:

- CCE/CSE & County Lines
- Domestic Abuse – Operation Encompass
- So Called ‘honour based violence **abuse**’.
- Online Safety – home learning.
- Prevent - updates in Channel process
- Up skirting

Schools have received:

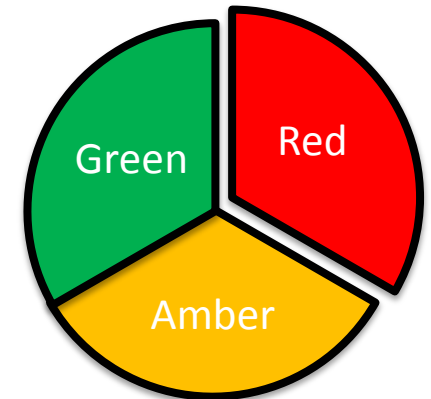
- Updated Model KBSP Safeguarding /Child Protection policy.
- Updated safeguarding refresher slides/resources for you to deliver.
- Action plan resource from the s.175 audit signposting to relevant materials to support you to develop practice.

Sign up for updates via the mailing list.

Section 175 Safeguarding Audit

- You have legal and statutory duties to review the effectiveness of your safeguarding practice and processes.
- This year SET and the Early Years team have worked together to create one Audit for all of Bristol's education settings.
- You will be shown certain questions based on the sectors you choose at the beginning.
- Please choose your setting from the dropdown at the beginning – Childminders can enter their name in a separate box.
- Questions are RAG rated – Choose the one that most applies to your setting.
- You will be required to comment/provide evidence to all questions.
- You will be provided with both a score and an action plan **after the deadline** when all entries have been compiled.
- **Please ensure that you click Save and Continue if you intend to continue at a later date.**

Deadline
Friday 12th
February



Click to
start!

Part two: The management of safeguarding

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Multi-agency working



Connecting & engage

Over the summer the KBSP and the Safeguarding in Education team have strengthened reach and accessibility.

- Ensure that you make setting representation at every DSL networks as a relevant agency.

Working in partnership (para 74-79)

Following local arrangements extends to:

- Governing bodies, Trust leads
- Senior leadership Teams
- Especially the DSLs.



Working Together to Safeguard Children

A guide to inter-agency working to safeguard and promote the welfare of children

July 2018



WHEN
TO CALL
THE POLICE
Guidance for schools & colleges



Bookmark the KBSP Local Policies page.



Education Reference Group Structure

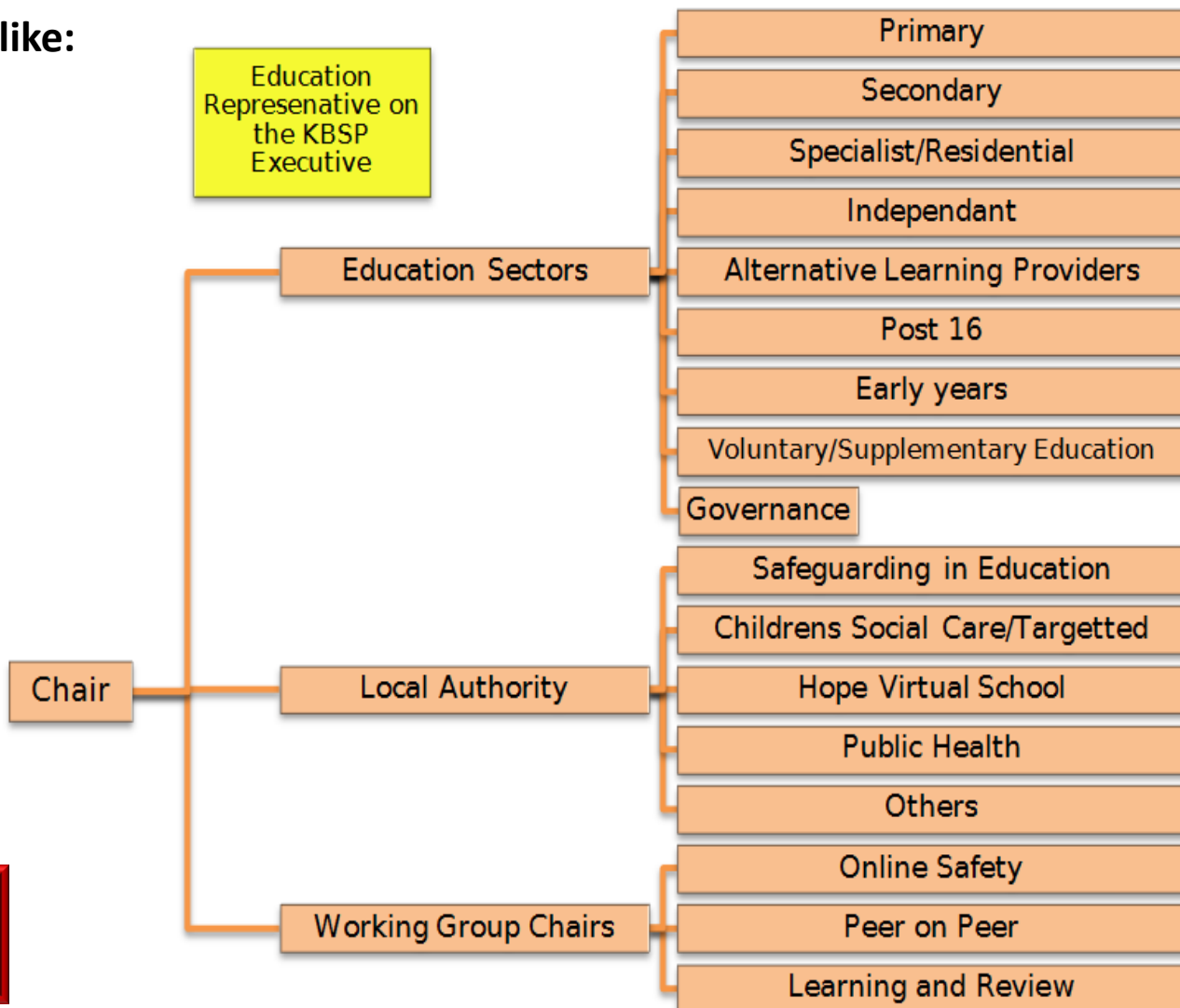
Connect with phase networks like:

- BASHP
- PHAB
- ALP networks
- Post 16 Heads
- Special Heads meetings.

From September 2020

- Education members area on the KBSP website.
- Safeguarding Governors networks
- Safeguarding CPD for Exec education leadership

Sign up for updates via the mailing list.

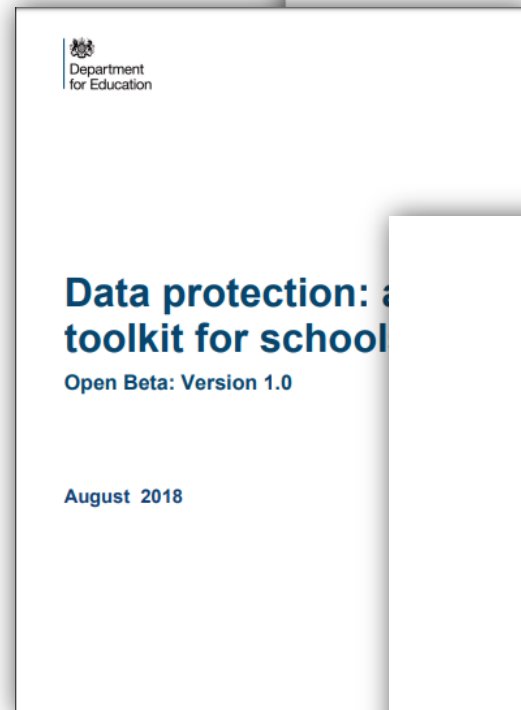


Managing information & Data Protection Principles (para 84)

- Reviewing processing of ‘special category personal data’.
- Considerations of sharing ‘without consent’ –

Where there is a good reason to do so will enhance the safeguarding of a child in a timely manner, but it’s not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent or if to gain consent would place a child at risk.

- Withholding data where serious harm test under legislation is met –
E.g, disclosing information to perpetrators of harm who have PR.



Children potentially at greater risk of harm

Children who need a social worker (~~CIN+CP~~) Para 109-112

- Local Authorities should share the fact a child has a social worker and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- Make reasonable adjustments – Trauma informed approach to behaviour and attendance.

Children requiring mental health support

Governing bodies and proprietors should ensure they have clear systems and processes in place for:

- **identifying** possible mental health problems including
- **routes to escalate** and
- **clear referral systems** and
- **accountability systems.**

[Click here for The Healthy school's Emotional Health and Wellbeing Directory](#)

No changes!



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Keeping children safe in education

Statutory guidance for schools and
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September 2020

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at that point KCSIE 20
continue to use KCSIE

Part three: Safer recruitment

**Part five: Child on Child Sexual Violence and Sexual
Harassment**





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Part four: Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers.

Keeping children safe in education

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Harm test (para 211)

New additional risk identified–

'behaved or may have behaved in a way that indicates they may not be suitable to work with children.'

How would you manage the **Transferrable Risk?**

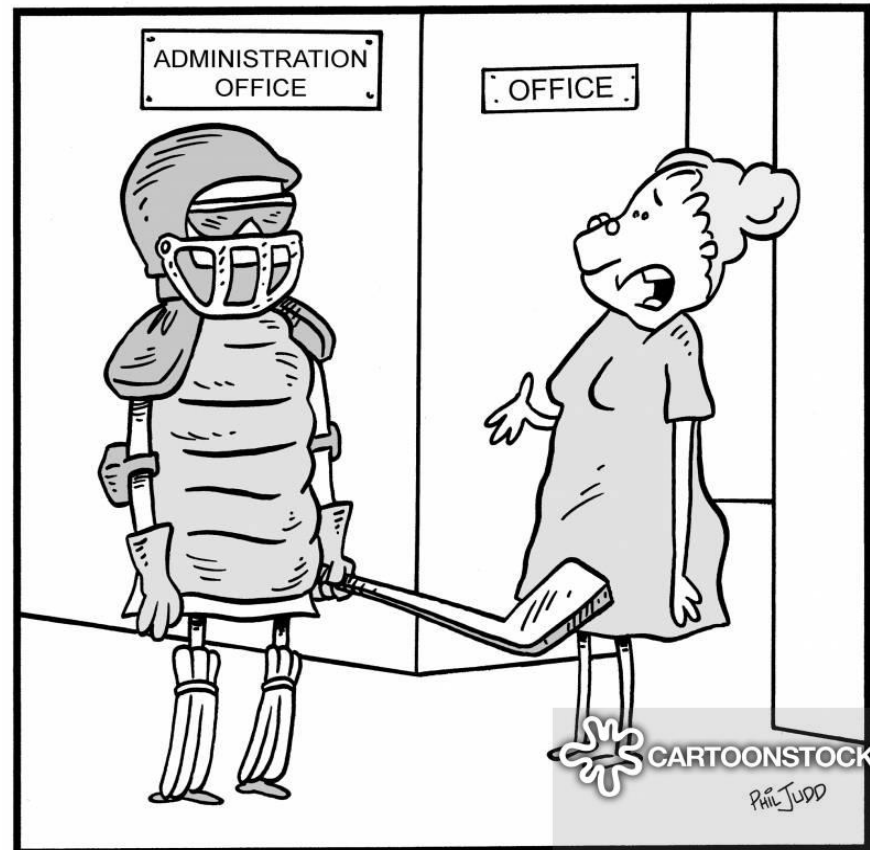
Considerations

- Seek advice from the LADO/SET.
- Confidentiality and duty of care.
- Do not make judgements but demonstrate due diligence.
- Accessible employee support
- Risk assessments (with employee)
- Targeted/whole staff training.
- Provide additional supervision/support from a member of SLT.
- Review safeguarding performance (reporting/recording keeping rates)
- Annual reminder of code of conduct
- Annual reminder of self-disclosure forms



Supply Teachers and Staff (para 214-217)

Inclusion of **supply staff and volunteers** in considerations of professionals who may pose a risk of children.



Search ID: pjun935

"I presume you're the substitute teacher?"

- Further information for Head Teachers/ Principals, SLT and Governing bodies who may managing allegations made against members of staff.
- With the LADO - settings need to take the lead in investigations as agencies will not have direct access to children or other school staff.
- Consider who has done internal investigations training.
- Consider reviewing processes around recruiting and managing supply staff.



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Annex B: Role of the designated safeguarding lead

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Raise Awareness

There is an additional duty for DSLs to share information with **staff/SLT** about the **welfare, safeguarding and child protection** issues (including those who have a social worker) that students **are** experiencing or **have** experienced.







- Sharing with teachers and staff who these children are
- Understand their academic progress and attainment
- Maintain a culture of high aspirations for the cohort
- Support teaching staff to identify the challenges that children in this group face
- Additional academic support and adjustments to support these children.

KCSIE 2020 - Preparation Checklist

Remember:

- **Do not** put yourself under unnecessary pressure!
- Safeguarding is **not** a tick box exercise
- Cultures **take time** to embed and be effective.
- Help and support is available.
- Utilise your governance.
- Do not work in isolation. The Education sector alone cannot solve society's issues!

  				
Keeping children safe in education 2020 changes checklist				
<p>Please note:</p> <ul style="list-style-type: none"> - Additional support and advice is available through safeguarding@bristol.gov.uk - The Safeguarding in Education Team are aiming to send updates to settings by the w/c 17th August 2020 these will include: <ul style="list-style-type: none"> ➢ The Model Child Protection/Safeguarding Policy ➢ Updated Safeguarding Awareness/Refresher slides ➢ Arrangements for connecting with the Local Safeguarding Partnership (LSP). ➢ Safeguarding Governance Networks ➢ Supporting guidance to fit alongside the s.175 audit action plans. <p> Click here to keep up to date with safeguarding information from the team.</p>				
Description	Actions	Date to complete by	Completed <input type="checkbox"/>	
Summary				
COVID-19 guidance and differentiation of policy and process (Pg 3)	<ul style="list-style-type: none"> Review any addendums and made to the Child Protection and Safeguarding policy and consider future proofing by hyperlinking and cross referencing to with government guidance: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers 		<input type="checkbox"/>	
Part one: Safeguarding information for all staff. Annex A: Information for all staff who work directly with students.				
Safeguarding definition to include preventing impairment of mental health and physical health or development (Page 4)	<ul style="list-style-type: none"> Ensure that you update any references in your Child Protection/Safeguarding policy. 		<input type="checkbox"/>	
	<ul style="list-style-type: none"> include change in any Safeguarding awareness/refreshers training 		<input type="checkbox"/>	
All staff should be aware of Child Sexual Exploitation (page 21)	<ul style="list-style-type: none"> Raise awareness of different forms of Child Sexual Exploitation and that students can be vulnerable to multiple harms: 			
	➢ Peer on peer		<input type="checkbox"/>	
	➢ Exploitation (CSE/CCE)		<input type="checkbox"/>	
	➢ Prevent		<input type="checkbox"/>	
	➢ Serious Youth Violence		<input type="checkbox"/>	
	<ul style="list-style-type: none"> All staff to be clear as to the setting's policy and procedures with regards to peer on peer abuse 		<input type="checkbox"/>	