VISION for EDUCATION abc teachers .smart. teachers

SAFEGUARDING & CHILD PROTECTION UPDATE

ISSUE: 11 **September 2024**

Welcome to the new academic year!
We hope you had an exciting summer break and enjoyed some well-deserved rest.

In this Safeguarding Update, we provide useful information to keep your knowledge up-to-date, and relevant to the schools or settings we place you in. This includes an overview of the recent changes to Keeping Children Safe in Education (KCSIE) guidance.

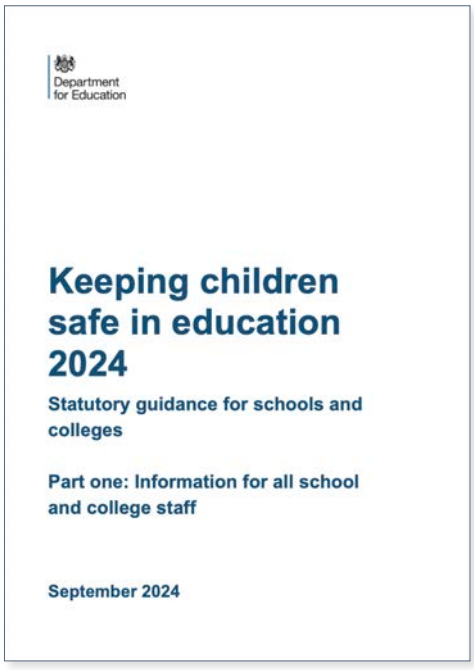
IMPORTANT: Keeping Children Safe in Education (KCSIE) 2024 update

The Department of Education (DfE) has updated their Keeping Children Safe in Education (KCSIE) guidance, which came into force on 2nd September 2024. To help keep you up-to-date, here's an overview of the KCSIE changes and guidance that will support you to fulfil your safeguarding responsibilities whilst working on supply.

Definition of safeguarding – *refer to page 7*

In the 2024 KCSIE guidance, the definition of 'safeguarding and promoting the welfare of children' has been updated to reflect changes made in **Working Together to Safeguard Children (DfE, 2023a).** The definition now contains the additional points of:

- **providing help and support to meet the needs of children as soon as problems emerge, and**
- protecting children from maltreatment, **inside or outside the home, including online.**


Department for Education

Keeping children safe in education 2024

Statutory guidance for schools and colleges

Part one: Information for all school and college staff

September 2024

Early help – *refer to paragraph 18 and paragraph 497*

The guidance on 'Early help' within the document has also been updated in line with **Working Together to Safeguard Children (DfE, 2023a).** It now includes that professionals should be alert to the need for early interventions of help for a child who:

- is frequently missing/goes missing **from education, home or care**
- **has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit,** and/or
- **has a parent or carer in custody** or is affected by parental offending.

Abuse neglect and exploitation – *refer to paragraph 19*

Where applicable, references to 'abuse and neglect' have been changed throughout the document to 'abuse, neglect and exploitation.'

The definition of 'abuse' has also been changed and it now clarifies that harm can include children witnessing the ill-treatment of others, and that this is particularly relevant in cases when children **see, hear or experience** domestic abuse and its effects (refer to paragraph 24).

Children absent from education – *refer to paragraph 29*

Where it outlines the signs that children may be at risk of harm, the guidance updates 'deliberately missing education' to 'unexplainable and/or persistent absences from education.'

Data protection – *refer to paragraph 92*

The updated guidance recommends that education professionals read the **DFE's Data protection in schools** (DfE, 2024b). This guidance is aimed at school staff, governors and trustees and it sets out how to:

- comply with data protection laws
- develop data policies
- understand what staff and pupil data to keep, and
- prevent personal data breaches.

Please familiarise yourself with this data protection guidance to ensure that you are mindful of how to comply with its requirements within your role in education.

Alternative provision – *refer to paragraph 171*

The guidance has been updated to clarify that when a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil.

Children and the court system – *refer to page 151*

The updated guidance now directs schools to two guides that support children in the court system, one for 5- to 11-year-olds (HM Courts and Tribunals Service, 2017a) and the other for 12- to 17-year-olds (HM Courts and Tribunals Service, 2017b).

Children who are lesbian, gay, bisexual, or questioning their gender – *refer to paragraphs 205-209*

The updated guidance has an additional disclaimer added, and additional text includes further clarification to comply with gender questioning children guidance terminology.

Preventing radicalisation – *refer to page 156*

A disclaimer has been added to clarify that this section remains under review, following the publication of a new definition of extremism on 14th March 2024, alongside minimal changes to wording, to clarify school and college duties in relation to Prevent.

Elective home education – *refer to paragraph 108*

Wording amended to reflect change in legislation – School Attendance (Pupil Registration) (England) Regulations 2024

Children with special educational needs, disabilities or health issues – *refer to paragraph 204*

Links have been added to the updated guidance to NSPCC advice on protecting children with SEN; and deaf/ disabled children and young people.

Individuals who have lived or worked outside the UK – *refer to page 78*

The reference to the 'UK Centre for Professional Qualifications' has been removed (including the link) as they no longer provide an advisory service on behalf of the UK Government regarding regulated professions and recognition of professional qualifications. This service ceased in December 2023.

In relation to the role of the Designation Safeguarding Lead (DSL), page 170, in bullet point 3, further guidance has been added regarding the rationale for making decisions.

The changes are reflected across the broader statutory guidance provided for schools and colleges. It's your responsibility as a staff member in education to ensure you have read the Keeping Children Safe in Education 2024: For school and college staff (part 1) guidance, which is a condensed version of the full guidance document.

Paragraph numbers and page numbers have been added in this guide to reflect the full **Keeping Children Safe in Education** guidance (185 pages).

Physical contact

We operate a no contact policy for supply staff with students, which should always be adhered to except in the following circumstances:

- **If a student is at risk of harming** themselves or others.
- **When providing personal care as part of your agreed job role.** You should always carry out the task with sensitivity and respect, and ensure another appropriate adult is in the vicinity and aware of the task to be undertaken.
- **Supply staff who are Team Teach trained** (please provide your consultant with proof of qualification if you have not already done so).
- **Supply staff who are first aid trained and in a situation where first aid is required** (please provide your consultant with current proof of qualification if you have not already done so).

When working with students who have an **Education, Health and Care Plan (EHCP)**, ensure you have a comprehensive understanding of their individual needs, including sensory, health, or social, emotional and mental health (SEMH) needs, particularly concerning physical contact.

If physical contact is necessary, always be mindful that physical contact and/or close physical proximity with a child, young person or vulnerable adult may be misinterpreted and may leave you open to scrutiny.

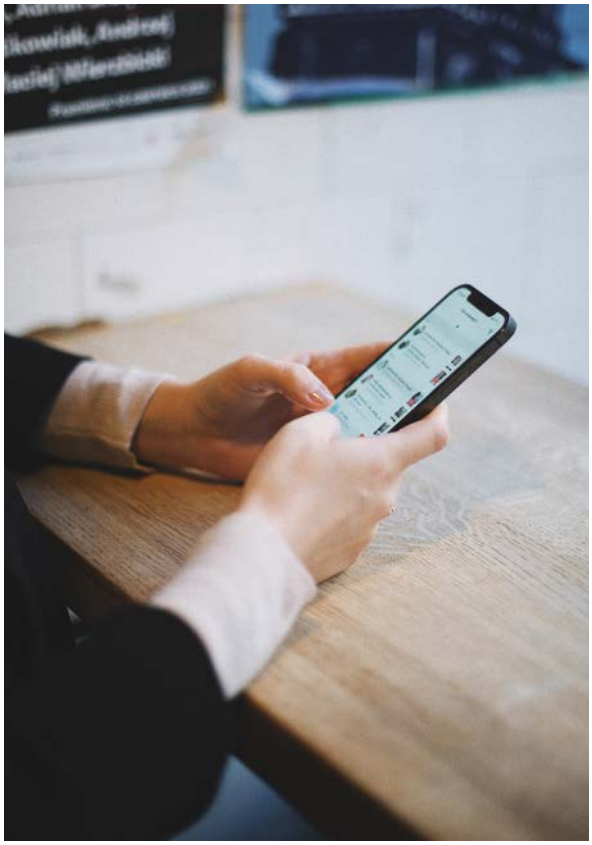
Generally, you should never be alone with a child. If unavoidable, make sure you keep the classroom door open and do not block any exits.

Social media

The Social Networking Policy within our **Staff Code of Conduct** includes important information about keeping your online activity safe and professional.

We recommend:

- Using an alternative or variation of your name that students would not know for your profile name.
- Maintaining a private account.
- Posting mindfully, taking care to represent yourself professionally online, and ensuring all profile photos are appropriate to your role in a position of trust.
- Considering the photographs and videos you post, and the content that others post of you. Specifically reviewing what information they reveal, making sure not to expose your home address and school locations etc.



Top tip:

Be mindful of your online connections. Do you have friends who live near the school you work in? Review any tagged social media photos and be aware that parents/carers/students may gain access to your weekend activities.

Professionalism

Whilst working with the agency, you represent both the school and the agency inside and outside of your school placement. This includes both the online and offline world.

Be mindful of your conduct in public as you could bump into a student or colleague from a school anytime, anywhere.

What should I do if I see a student in public?

- It's important to ensure you are acting and speaking appropriately at all times.
- It's ok to say 'hi' and briefly acknowledge a student.
- Avoid getting drawn into conversations or activities with a student outside of school.
- If a student is involved in something concerning, report it to the school's Designated Safeguarding Lead (DSL) team as soon as possible.
- We would recommend letting your consultant and school DSL know if you have ever bumped into a sixth-form student (they could be 18!) in an adult setting such as a nightclub or bar. Never buy a drink for a student. Remember, you work (or have previously worked) in a position of trust for that individual.
- If public interaction has made you feel uncomfortable, report it to the school and/or the agency.

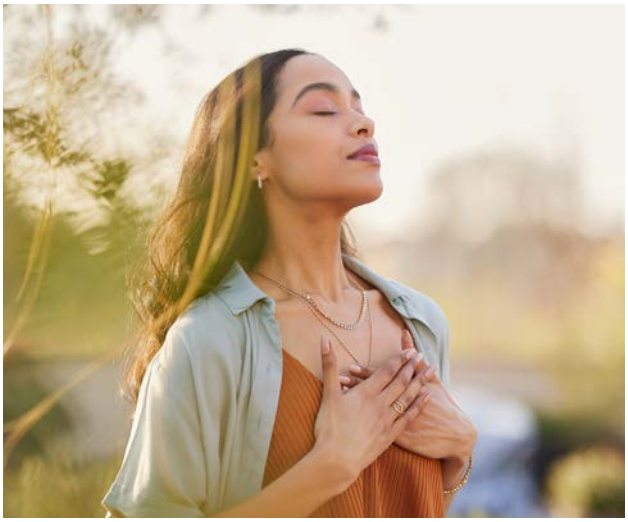
The importance of whistleblowing

Recently, the case involving ex-head teacher Neil Foden hit the headlines as he went to Criminal Court. When significant incidents like this occur, we must ask ourselves what we can learn.

Reports suggest that teachers around Foden observed his poor practice but were too afraid to report him.
Content warning *– this link contains sensitive content which some readers may find upsetting.*
"The other teachers were afraid of him too, they didn't step up and say anything about it."

This case highlights the importance of whistleblowing and reporting incidents. You can do this by speaking to relevant persons within the school such as the head teacher, HR manager or board of governors.

Self-care



Working with children and young people is demanding and sometimes stressful. We hope you also find the work rewarding. To encourage this balance, we emphasise the importance of self-care.

During school holidays, we encourage you to relax and recharge, whether through travelling, reading, exercising, or spending time with family and friends.

Remember, you can't pour from an empty cup, so it's important to prioritise your wellbeing during the holidays and throughout the winter term.

Anna Freud has developed a toolkit to help you look after your mental wellbeing during the winter, see – **Winter Self-Care Wellbeing Toolkit.**

Online safety

Below is an update to resources produced by Childnet's Education Team. The teaching resources on screen time and live streaming are available for use with 7-11-year-olds (Screen Time and Healthy Balance) and for ages 11+ (To Stream Or Not To Stream). Childnet's Education Team works directly with over 20,000 children and young people every year, enabling their researchers to understand current risks, opinions, and issues around key topics.

Childnet website: **New updates to teaching resources on screen time and live streaming**