



SAFEGUARDING

Creative Education Trust

Summary of change: Keeping Children Safe in Education (2023)(D)

The main changes appear to be around increased clarity of expectation around filtering and monitoring, and clarity around children absent from education.

13. Safeguarding response to children who *are absent* from education, *particularly on repeat occasions and/or prolonged periods*

14. All staff should receive appropriate safeguarding and child protection training (including online safety *which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information*)

89. Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with *certain* protected characteristics in order to meet their specific need. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. *There is also a duty to make reasonable adjustments for disabled children and young people.*

99. Appropriate safeguarding arrangements in place to respond to children who *are absent* from education, *particularly on repeat occasions and/or for prolonged periods* (more detailed information at paragraph 175).

103. The designated safeguarding lead should take **lead** responsibility for safeguarding and child protection (including online safety *and understanding the filtering and monitoring systems in place*).

124. Governing bodies and proprietors should ensure all staff undergo safeguarding and child protection training (including online safety *which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information*).

131. Online safety and the school or college's approach to it should be reflected in the child protection policy *which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks.*

141. ...Governing bodies and proprietors should consider the *number of and age range of children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.*

142. *To support schools and colleges to meet this duty, the DfE has published filtering and monitoring standards which set out that schools and colleges should:*

- *Identify and assign roles and responsibilities to manage filtering and monitoring systems*
- *Review filtering and monitoring provision at least annually*
- *Block harmful and inappropriate content without unreasonably impacting teaching and learning*

- *Have effective monitoring strategies in place that meet their safeguarding needs*

Governing bodies and proprietors should review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

Additional guidance...can be found XXX.

144. *...In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.*

167. *The guidance on Keeping Children Safe in Out-Of-School Settings details the safeguarding arrangements that schools and colleges should expect providers [hirers] to have in place.*

170. *Whilst all children should be protected...some groups of children are potentially at greater risk of harm than others (both on and offline).*

175. 'Children missing from education' replaced with 'Children who are absent from education'

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign... It is important that the school or college's response to persistently absent pupils and children missing education supports identifying abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future... Further information and support, includes:

- *Guidance on school attendance 'Working together to improve school attendance' including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.*

178. In relation to EHE: *Where a child has an EHCP, local authorities will need to review the plan, working closely with parents and carers.*

209. In relation to SEND: *Further information can be found...from specialist organisations such as:*

- *SENDIAS. SENDIAS offers information, advice and support for parents and carers of children and young people with SEND.*

221. *Added - Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks.*

276. *Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file as per the advice at paragraph 232.*

377. In relation to allegations: *Schools and colleges may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.*

417. Removed reference to schools having an obligation to schools preserving records which contain information about allegations of sexual abuse for the IICSA.

466. Reference to CEOP replaced with NCA's CEOP Safety Centre.

542. Link to behaviour and suspension guidance updated. The words 'teachers can discipline' have been replaced with 'teachers can sanction'.

544. Including Section Heading – 'Discipline' replaced with 'Sanction'

Annex A – 3. All staff should...receive appropriate safeguarding and child protection training (including online safety *which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 141 for further information*)

Annex A – 20. ...(unless [the allegation] relates to the head teacher or principal, in which case they should speak to *the chair of governors, chair of the management committee, or the proprietor of an independent school*).

Annex B – Children who absent from education (Changes as per the above)

Annex B Mental Health.

...It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, *attendance and progress at school*.

Annex B Preventing Radicalisation.

- Replaced children may be 'vulnerable' with children may be 'susceptible.'

Annex B Channel.

- Some terminology changes – including replacing 'vulnerable' with susceptible and clarifying that consent will be required before support can be delivered through the programme.

Annex B Forced Marriage

- *In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.*

Annex B Additional Advice and Support

- Additional links added on:
 - *Forced Marriage Resource Pack*
 - *Multi-Agency Practice Principles for Responding to Child Exploitation and Extrafamilial harm*
 - *Managing risk of radicalisation in your education setting*
 - Removed reference to - #Asktheawkward

Annex C Role of the RSL

- Paragraph 1 - The designated safeguarding lead should take **lead** responsibility for safeguarding and child protection (including online safety *and understanding the filtering and monitoring systems in place*).