

Focus on Safeguarding after the summer

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What is good to work on now to make sure lessons are learnt, policies stay up to date, and we maintain best practice?

1. Kevin - Updates from legislation and guidance
2. Laura - ideas forum for South West schools and collaborations that can support centres' safeguarding practices

Updates from legislation and guidance

Children and Social Work Act 2017

Keeping Children Safe in Education 2018

Working Together to Safeguard Children 2018

KCSIE/WTSC

Updated following legislation

Mainstream education

Fit to ELT

Children and Social Work Act 2017

LSCBs - Safeguarding Partnerships

NHS, Social care, Police

Timeframe - 18 months (now 12)

About this guidance

We use the terms “**must**” and “**should**” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to.

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Contextual Safeguarding

considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

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ELT context

ESOL context

FE/HE

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Peer-on-Peer Abuse

Sexual Violence and Sexual Harassment

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Gendered nature

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and

especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

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Relationship abuse

Understand impact of internet on safeguarding

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2/3s of children believe that teachers and parents don't understand their online lives.

They are right!



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The logo for EnglishUK, featuring the word "ENGLISHUK" in a blue sans-serif font. The "UK" is in a larger, bold font. To the right of the text is a stylized icon consisting of a blue diamond shape with a white horizontal line and a red horizontal line, resembling a flag or a directional symbol.



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The logo for EnglishUK features the word "ENGLISHUK" in a blue, sans-serif font. The "UK" is in a larger, bold font. To the right of the text is a graphic element consisting of a red diamond shape with a blue and white striped pattern inside, resembling a stylized flag or a logo element.

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- How much can you focus on this in a two/three week course?
Do agents even want you to?
- Policies on phone use
- Wifi off after certain times
- Filtering and monitoring
- In class - concepts of trust, privacy, risk, etc.

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Keeping Children Safe in Education (2018) expects schools to be clear how they manage pupils' use of their own devices whilst in school.

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Children missing education

Possible indicator of abuse

Policy - explain what school does when child's attendance is poor / they are regularly missing.

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Requirements

Written policy for all students, in clear language.
Absence, lateness and the follow up is recorded.

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Risk Assessing Volunteers

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160. The school or college should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they

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- Home-stays (Exchange Visits)
- 'DBS enhanced certificates with barred list information for volunteer roles can be obtained free of charge'
- Not according to DBS!

School/college arranged homestay – suitability of adults in UK host families

When arranging a homestay, schools should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

- Delayed DBS certificates
- How often do you check the Update Service?

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Two emergency contacts for children

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- Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum¹⁸ and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Requirements

Every student record holds local contact details and next of kin or other emergency contact.

Records complete and students reminded to update if there are any changes.

Information available to emergency phone holder.

S8

Requirements

Effective measures and information are in place to enable 24-hour contact with parents or legal guardians of students.

Parents, legal guardians or agents of students have a telephone number that can be used to contact the provider outside office opening hours.

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Para 75 -

'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.'

Retention periods: concerns about adults

If concerns have been raised about an adult's behaviour around children, you should keep the records in their personnel file either until they reach normal retirement age or for 10 years - whichever is longer (IRMS, 2016).

<https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance/>

You should keep records for the same amount of time regardless of whether the allegations were unfounded. However if you find that allegations are malicious you should destroy the record immediately.

Information should be kept for this length of time even if the person stops working or volunteering for the organisation.

Disqualification by Association

Disqualification by Association

Under 8s

No longer applies in schools - but does in
homestays

Safety and Security

Risk Assessments

References

135. The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should be scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed, including for any internal candidate. Obtaining references before interview, would allow any concerns they raise to be explored further with the referee and taken up with the candidate at interview. They

Single central record (SCR)

138. Schools and colleges must maintain a single central record of pre-appointment checks, referred to in the Regulations (listed in paragraph 144) as the register. The single

Questions?

Join the forum to continue the
discussion: [Linkedin - EUKSW](#)
[teams network](#)

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Thank you!