

2022 Changes to the KCSIE – Updates

1. Transferring of data

Children who leave school should have their pupil files, especially child protection files, transferred to their new school within 5 days of the move. This is from early years through to further education.

2. An appropriate Adult

An appropriate adult should ALWAYS be with a child during any police investigation (usually a parent, guardian or social worker)

- appropriate adult should support, advise and assist the young person
- observe whether the police are acting properly and respectfully
- inform an officer of rank if the above is not the case

3. Online checks for new staff

“As part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This 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.”

Although these searches are clearly not compulsory, the instruction that they “should consider” seems clear that this practice could become par for the course for education job applications.

4. All Governors to receive Safeguarding training

Training should equip all governors with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This should be regularly updated.

Online safety Additions to the guidance state that governing bodies and proprietors should regularly review the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively
- know how to escalate concerns when identified. Schools and colleges should use communications with parents and carers to reinforce the importance of children being safe online. Schools should share information with parents/carers about:
 - what systems they have in place to filter and monitor online use
 - what they are asking children to do online, including the sites they will be asked to access
 - who from the school or college (if anyone) their child is going to be interacting with online.

Virtual school head Guidance has been updated to reflect the extension of the role of virtual school head to include a non-statutory responsibility for oversight of the attendance, attainment and progress of children with a social worker.

Virtual school heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children. LGBTQ+ pupils Guidance now emphasises the importance of providing LGBTQ+ children with a safe space for them to speak out or to share their concerns with a member of staff

5. Detail on effects of Domestic Abuse

“Domestic abuse...can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.”

On page 10, another addition has been made to “indicators of abuse and neglect” where more text has been included. It now says:

“Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.”

Disclosure

The updated guidance includes a new paragraph setting out that children may not feel ready or know how to tell someone they are being abused.

Domestic abuse

Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The guidance makes it clear that domestic abuse:

- can be psychological, physical, sexual, financial, or emotional
- can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

6. PEER on PEER has changed to CHILD on CHILD ABUSE

School documents need to be altered to address the change in name

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This section has been expanded to incorporate guidance previously covered in the DfE's Sexual violence and sexual harassment between children in schools and colleges advice. It also provides new information, emphasising:

- the importance of explaining to children that the law is in place to protect rather than criminalise them
- the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- the need for schools and colleges to be part of discussions with statutory safeguarding partners.

7. New Focus on "Early Intervention"

2021 KCSIE referred to "early help" this is now the "early help assessment"

In addition to this, there has also been a restructuring of section two "Concerns and/or allegations that do not meet the harm threshold", on page 98. In this new structure, a paragraph (422) has been added that includes the instruction for schools to have policies and processes to deal with "[A]ny concerns (including allegations) which do not meet the harm threshold, referred to in this guidance as 'low-level' concerns".

These additions and changes indicate a closer focus on record keeping around low-level concerns, and schools should ensure that this closer focus on early intervention is included in their safeguarding training for all staff.

8. Prevent Update

Under the "opportunities to teach safeguarding" section on page 33, a paragraph has been included describing how the new relationship and sexual health education (RSHE) curriculum will help schools prepare students for life in modern Britain.

Specifically, the new text explains why the RSHE curriculum will help with the school's "crucial" role in preventative education, on a raft of issues covered under the following text:

"Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment... These will 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."

As well as this extra information, there is also a new link to [Educate Against Hate](#), where signs of radicalisation are shared, which are intended to help teachers inform themselves how to spot a pupil who may be becoming radicalised.

9. Human Rights and Equality Act reminders

Another notable change to the KCSIE is found in sections 82-93, in which the states: *"Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements."*

The following paragraphs then detail the specific elements of these laws that schools should be mindful of, underlining just how far-reaching safeguarding is within a school.

10. Allegations made against/concerns raised in relation to teachers

Low level concerns Information has been updated to make it clear that a low level concerns policy should contain a clear procedure for confidentially sharing concerns. The school can decide whether concerns are initially shared with the Designated Safeguarding Lead (DSL)/nominated person or directly with the headteacher/principal. The headteacher should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL

Guidance also clarifies that low level concerns which are shared about supply staff and contractors should be notified to their employers; and schools and colleges should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

11. New resources added

Finally, as well as providing guidance on safeguarding, KCSIE contains a number of links to resources for schools to use when training their staff, along with teaching resources for use with pupils.

This year, several new resources have been added to the document, including:

- A [video on supporting children](#) who are victims of sexual abuse.
- A link to [South West Grid for Learning](#), a charity that provides support regarding abuse and technology, and [The Marie Collins Foundation](#), a harmful-sexual-behaviour support service.
- A [county lines toolkit for professionals](#).
- Government guidance on [forced marriage](#).
- LGFL "[Undressed](#)" - a website that features a video and song that schools can use to teach young children about the risk of being tricked into getting undressed online.