

# KCSIE

# September 2022

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Striving for excellence



- The new version of [Keeping Children Safe in Education](#) (KCSIE) comes into force in September 2022.

## **Part 1 - key things to know**

New paragraphs on:

- Explaining that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL) (paragraph 19)
- Domestic abuse (paragraph 43), notably:
  - Children who witness domestic abuse are also victims
  - Witnessing domestic abuse can have a lasting impact on children
  - Children can be victims in their own relationships too

## Part 2 - key things to know

- All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge (paragraph 81)
- New sections adding greater detail on the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED) - the duties **aren't new**, but KCSIE explains how they apply to safeguarding (paragraphs 83 to 93)
- Schools play a crucial role in preventative education (paragraph 130). This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by:
  - Your behaviour policy
  - A pastoral support system
  - A planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
- A focus on reinforcing the importance of online safety, including making parents aware of what you ask children to do online (e.g. sites they need to visit or who they'll be interacting with online) (paragraph 139)
- Child-on-child abuse is the new name for peer-on-peer abuse (paragraph 155)
- New paragraphs around the additional barriers faced by children who are lesbian, gay, bi or trans (LGBT). See paragraphs 202 to 204. KCSIE highlights that:
  - These children can be targeted by other children
  - It's vital you provide a safe space for these children to speak out and share their concerns with members of staff

### **Part 3 - key thing to know**

- You should consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online (paragraph 220)

### **Part 4 - key things to know**

Additional clarity around low-level concerns, including that:

- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure (paragraph 427)
- Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and headteacher in this (paragraph 432)
- In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating pupils' (paragraph 425)

## Part 5 - key things to know

- The DfE's standalone guidance on sexual violence and sexual harassment is now absorbed fully within KCSIE
- It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them (paragraph 468)
- You should consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment (paragraph 482)
- Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements (paragraph 492)
- Children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their needs (paragraph 533)

## Annex C - key things to know

- The DSL is expected to be aware that children must have an 'appropriate adult'.

### Under **Working with others**

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

### Police and Criminal Evidence Act 1984

- 1.7 A The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons (see [paragraphs 1.4](#) and [1.5](#)) to whom the provisions of this and any other Code of Practice apply. For this reason, the appropriate adult is expected, amongst other things, to:
  - support, advise and assist them when, in accordance with this Code or any other Code of Practice, they are given or asked to provide information or participate in any procedure;
  - observe whether the police are acting properly and fairly to respect their rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not;
  - assist them to communicate with the police whilst respecting their right to say nothing unless they want to as set out in the terms of the caution (see [paragraphs 10.5](#) and [10.6](#));
  - help them to understand their rights and ensure that those rights are protected and respected (see paragraphs [3.15](#), [3.17](#), [6.5A](#) and [11.17](#)).

<https://www.tes.com/magazine/analysis/general/safeguarding-schools-kcsie-appropriate-adult>

# Useful Documents & Summaries

- <https://national.lgfl.net/digisafe/kcsie>
- <https://www.tes.com/magazine/analysis/general/kcsie-2022-23-update-10-changes-schools-need-know>
- <https://learning.nspcc.org.uk/research-resources/schools/keeping-children-safe-in-education-caspar-briefing>
- <https://schoolleaders.thekeysupport.com/pupils-and-parents/safeguarding/managing-safeguarding/keeping-children-in-safe-education-kcsie-changes-september-2022/>
- <https://national.lgfl.net/digisafe/kcsie>