

KCSIE 2023 Update

SEYES DSL Leads Meeting

27 June 2023

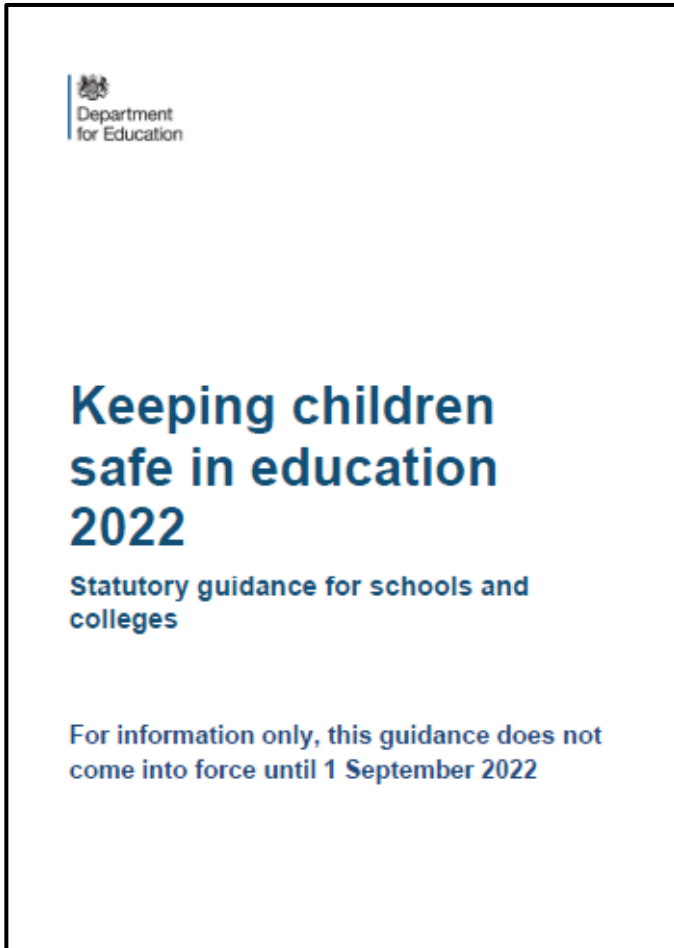
Angela Corbett

Education & safeguarding consultant, AJC Education

Outline for session

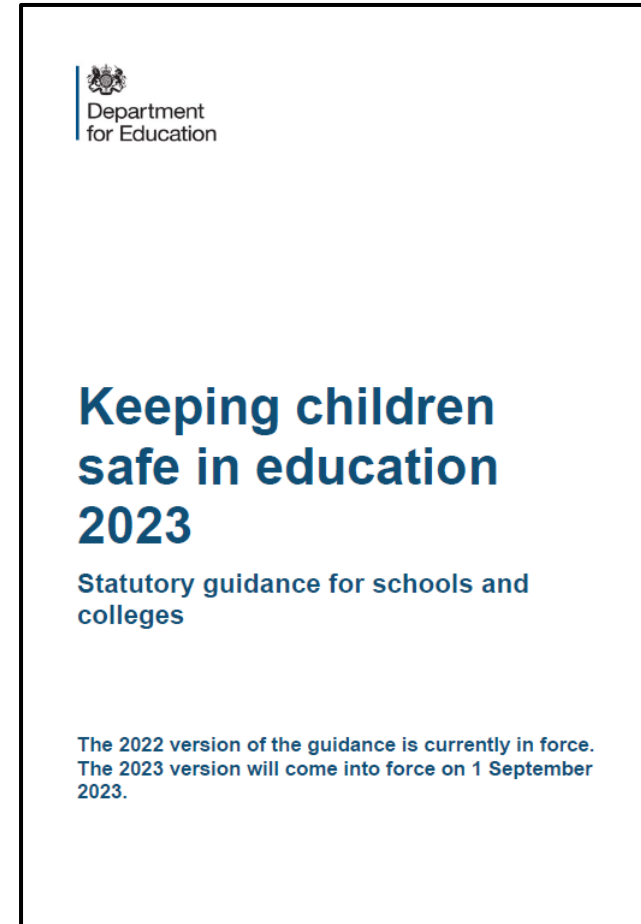
- ✓ KCSIE 2023 - key messages / points to note
- ✓ Part by part guide to changes
- ✓ Key issues for schools
 - ✓ Leadership and management of online safety
 - ✓ Digital standards – filtering and monitoring
 - ✓ Cybersecurity
 - ✓ Low level concerns
 - ✓ Implications of generative AI
- ✓ KCSIE 2023 - actions to take

KCSIE 2023 release



Remains 179 pages long

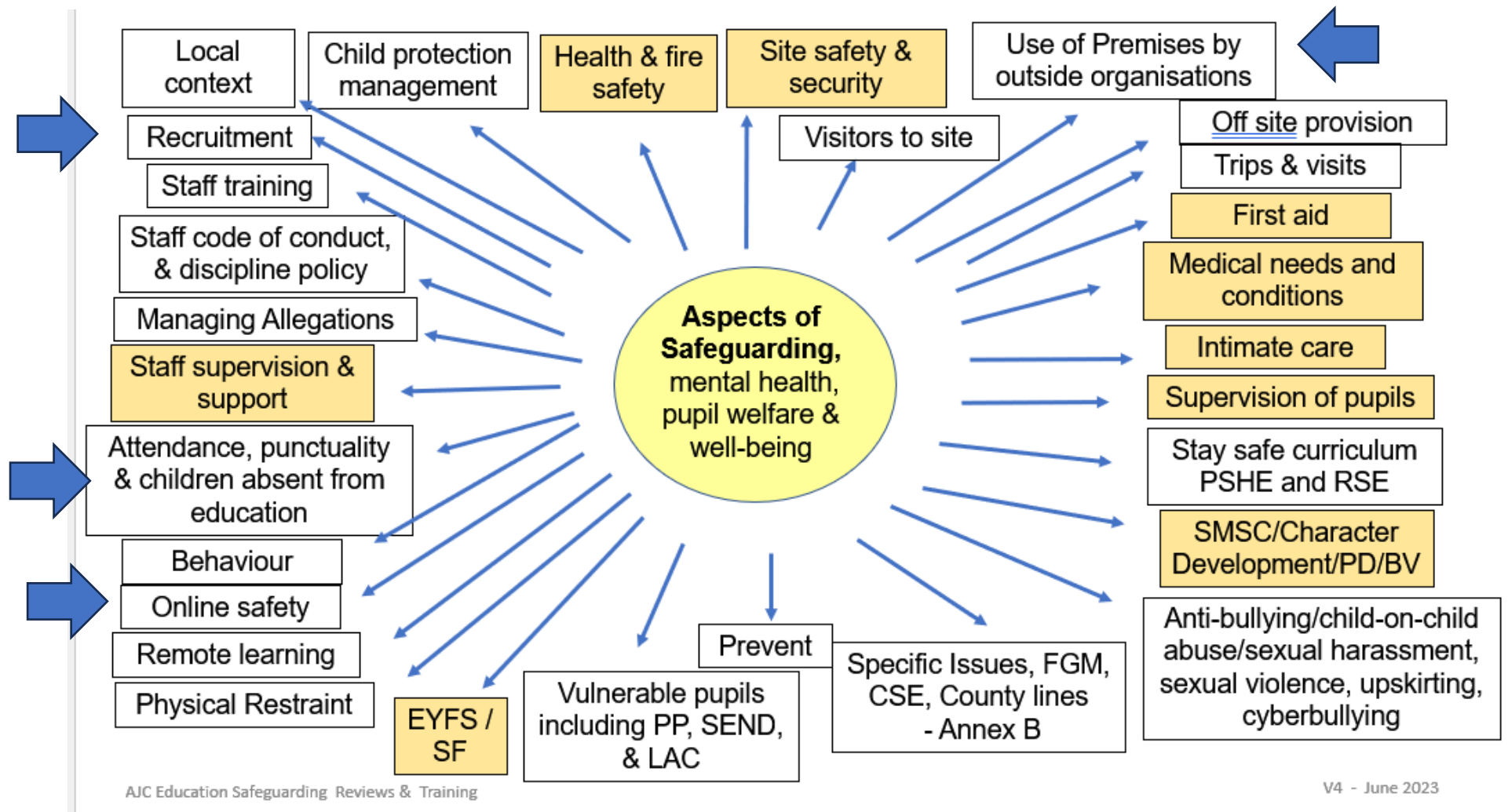
Two paragraph number changes
para 278 deleted and 377 inserted



Unlikely to change significantly for 1 September 2023

Paragraph numbers may change

What does safeguarding cover?



References and resources

Online resources and sources of advice:

- KCSIE 2023
- Andrew Hall
- DfE website
- NSPCC
- Judicium Education
- The SchoolBus
- Safeguarding Network
- SWGfL
- National Centre for Cyber Security
- Farrer & Co

Shared resources for presentation:

- Added detail to Annex F table of changes
- Summary sheet on new digital standards
- PPT slides

Key aspects to note

- **Focus on embedding practice from KSCIE 2022**
- **Online safety – filtering and monitoring**
- Children missing in education replaced by children absent from education
- Greater emphasis on checking safeguarding arrangements for organisations that use your premises; this includes reporting concerns about an adult working with an organisation whose activities take place on the school's premises
- Updates to Annex B - forced marriage and law change in age of marriage

DfE Guidance update - RSE

- No changes to RE / RSHE statutory curriculum for September 2023
 - Review by expert panel underway
 - Material being developed by Oak National Academy
 - Panel will draw on close work with Ofsted
 - Panel will run June – September 2023
- SoS letter to schools about sharing curriculum resources with parents – 30 March 2023

[Secretary of State letter to schools about sharing curriculum resources with parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/secretary-of-state-letter-to-schools-about-sharing-curriculum-resources-with-parents)

Other DfE Guidance update

- **Revised version of Suspension and Exclusions** – published May 2023 and in effect from September 2023
[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)
- **Use of reasonable force and restrictive practices in schools**
Opened 13 February closed 11 May 2023
[Use of reasonable force and restrictive practices in schools - Call for evidence - Department for Education - Citizen Space](#)
- **Information sharing advice for safeguarding practitioner**
Opened 23 June closes 6 September
[Information sharing advice for safeguarding practitioners - Department for Education - Citizen Space](#)
- **Working Together to Safeguard Children: changes to statutory guidance**
Opened 23 June closes 6 September
[Working Together to Safeguard Children: changes to statutory guidance - Department for Education - Citizen Space](#)
- New guidance on how to **manage and care for trans pupils**, promised but not yet published – *watch for this*

KCSIE September 2023

Summary of changes - Part 1

- Updated link to the September 2023 guidance 'Behaviour in schools' (Para 13)
- Text added – filtering and monitoring (Para 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) at induction. **The training should be regularly updated.***

*In addition, **all** staff should receive safeguarding and child protection (including **online safety**) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.'*

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Summary of changes - Part 2

- Filtering and monitoring (Paras 103, 124, 138, 141 and 142)
 - [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)
 - Staff awareness through training
 - Policy revision
 - School practice
 - Evaluation of effectiveness of systems
- Cybersecurity standards (Para 144)
 - Linked to the security of the network and use of properly configured firewalls
 - Firewalls prevent attacks and make scanning from external hackers much harder
 - Schools should already be meeting this standard for the security of networks
 - If not, then this should be a priority to review each device in your network
 - Trustees/governors should consider if their school meets the standards [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-cyber-security-standards-for-schools-and-colleges)

Back

FEATURE

Frankie Thomas: The tragic pupil death all schools must learn from

The parents of a child who died by suicide after accessing inappropriate material at school explain why they are campaigning to make the government, Ofsted and schools aware of the importance of ensuring that e-filtering and monitoring systems are working properly

KCSIE September 2023

Summary of changes - Part 2 cont

- **Staff working in organisations that use the school's premises** (Para 167)
 - Schools should expect providers/organisations to have safeguarding arrangements in place as detailed in the guidance:
[Keeping children safe in out-of-school settings: code of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-out-of-school-settings)
 - Actively verify this is the case – safeguarding leadership, training, procedures and vigilance
 - Links to new para 377 – schools should follow their safeguarding policies relating to any incidents involving an individual or organisations using their premises and report to LADA
- **Children absent from education** was children missing in education (para 175)
 - Focus on those absent from school for prolonged periods and/or on repeat occasions
 - Seen as a possible indicator of safeguarding concerns eg sexual/criminal abuse – eg county lines
 - Preventative in helping them not become children missing in education
- Additional signpost to **specialist organisations** for children with special educational needs – SANDIASS (Para 202)

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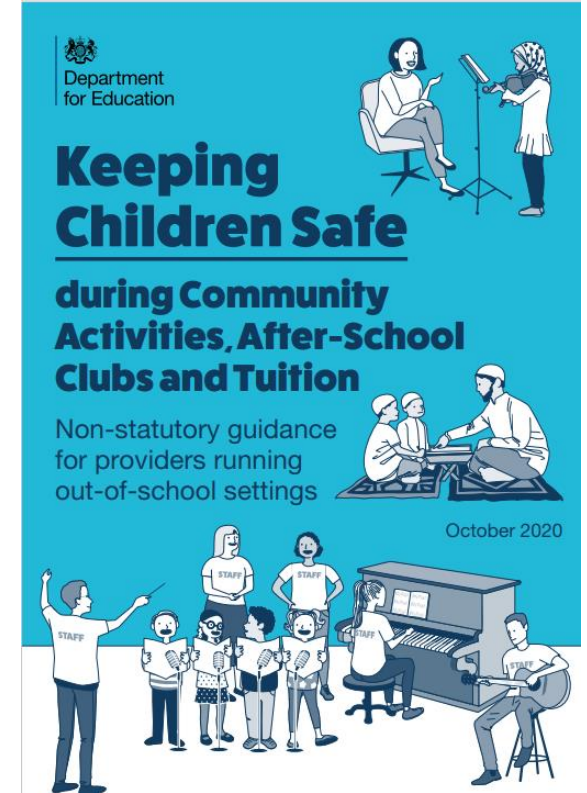
Summary of changes - Part 3

- Due diligence when shortlisting:
Clarification that it is good practice for schools to inform candidates that online searches will be carried out if they are shortlisted (para 221)
- Retention of documents:
 - Paragraphs 276-277 reordered for better flow
 - Text remains the same but now in two paragraphs not three
 - Renumbering from paragraph 278
 - Covers retention of right to work, identity required qualifications DBS and other recruitment documentsNote: Emboldened '**do not have**' to keep copies of DBS certificates – for clarity.

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Summary of changes - Part 4

- Organisations or individuals using school premises (Para 377)
If school receives 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 - schools should follow their safeguarding policies and procedures, including informing the LADO.
- Ongoing vigilance – now makes also reference to inappropriate behaviour online both in and outside workplace (Para 343)
- Requirement to preserve records which contain information about allegations of sexual abuse for the independent inquiry removed (Para 417)



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Summary of changes - Part 5

- No key changes
- Revised to reflect wording in behaviour guidance
- Wording remains the same except 'discipline' changes for 'sanction'
- *Changes found are in **paras 542 and 544** – now refers and links to DfE September 2022 (updated October 2022) guidance Behaviour in schools - GOV.UK (www.gov.uk) and Suspension and Permanent Exclusions (New guidance from September 2023)*
- Change of name CEOP – now National Crime Agency CEOP (para 468)

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Summary of changes - Annexes

Annex A

- Added text – raising awareness for relevant staff to understand filtering and monitoring (Para 3)
- Revised text to align with para 72 - concerns or allegation about the headteacher:
 - Did read: ‘..... should speak to another member of the school’s or college’s senior leadership team’.
 - Now reads: ‘speak to the chair of governors, chair of the management committee, or the proprietor of an independent school’.

Annex B

- Children absent from education – page 144
- Mental Health – page 149
- Prevent (and Chanel referrals) - pages 149, 151 and 160
- Forced Marriage – page 155
- Child Exploitation – page 157

Annex C

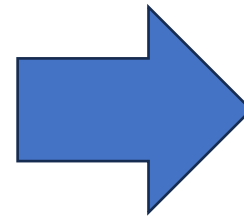
- Added reference to filtering and monitoring standards
- Linked to the expectation that DSL leads on online safety

Digital standards - overview

- Standard 1
You should identify and assign roles and responsibilities to **manage** your filtering and monitoring systems
- Standard 2
You should **review** your filtering and monitoring provision at least annually
- Standard 3
Your filtering system should **block** harmful and inappropriate content, without unreasonably impacting teaching and learning
- Standard 4
You should have effective **monitoring strategies** that meet the safeguarding needs of your school or college

Digital standard 1 - manage

- Identified groups with responsibilities:
 - SLT
 - Staff
 - DSL and DDSLs
 - Technical staff including the network manager
 - Internet service providers
 - Trustees/governors
 - Pupils
 - Parents

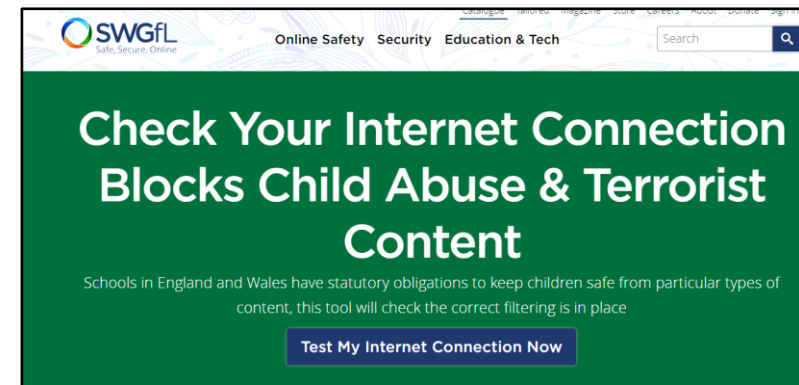


- Clarity of roles & responsibilities
- Awareness of expectations of role
- DSL is seen as overall lead.

Digital standard 2 – review

- Schools should **annually** identify current provision, gaps and needs of staff and pupils, this covers a range of issues, including
 - risks of the profile of your pupils
 - school's filtering systems
 - digital resilience of pupils
 - teaching requirements, eg RSE and PHSE
 - use of all technologies including BOYD, Ipads, laptops etc
 - school policies
 - what is in place and how are checks handled.

Audit tools can be found on SWGfL (360°) and LGfL (Online safety audit) websites



The screenshot shows the SWGfL website header with the logo and navigation links: 'Online Safety', 'Security', and 'Education & Tech'. A search bar is visible on the right. The main banner is green with white text that reads: 'Check Your Internet Connection Blocks Child Abuse & Terrorist Content'. Below the banner, there is a small paragraph of text: 'Schools in England and Wales have statutory obligations to keep children safe from particular types of content, this tool will check the correct filtering is in place'. At the bottom of the banner is a blue button with white text: 'Test My Internet Connection Now'.

Digital standard 3 - filtering

- The provision of **safe environment** for pupils to learn, coupled with understanding of filtering system, its limitations and how risk is mitigated.
- The filtering system should not **unreasonably impact teaching** or school administration or restrict pupils for learning how to assess and manage risk => 'overblocking'
- The filtering service should **work on all devices**
- Staff should **understand** the filtering systems, when and how to report and be alert to any unreasonable restrictions that may affect their teaching, notice any misspellings or abbreviations that circumvent filtering.

Digital standard 4 – monitoring

- Have a variety of monitoring strategies in place to minimise safeguarding risks on internet connected devices and may include:
 - physical monitoring by staff watching screens of users
 - live supervision by staff on a console with device management software
 - network monitoring using log files of internet traffic and web access
 - individual device monitoring through software or third-party services .
- The DSL is expected to take the responsibility of any safeguarding/child protection matters picked up through monitoring.
- Monitoring systems should be able to identify the user(s) concerned, including guest account.
- Monitoring system should be able to identify and alert DSL to any behaviour associated with the 4 areas of online safety risk set out in KCSIE – content, conduct, contact and commerce.

Online Safety Leadership - weaknesses

- KCSIE assigns this to the DSL
- DSL may not have the necessary time and/or expertise of this.
- 2022-23 review work across primary and secondary schools indicates this is weakest aspect of safeguarding leadership & management:
 - lacks clarity of what is required
 - key responsibilities across the areas of online safety identified
 - how responsibilities are delegated
 - lack of integrated working between key staff
 - poor training for staff

Online Safety Leadership

Key tasks of the online safety lead?

- Policies and Procedures
- Infrastructure and Technology
- Education and Training
- Evaluation of systems, incidents and effectiveness
- Possible approach
 - may help to build resilience
 - incorporate a wide range of experience
 - involve key members of the school community
 - establish a shared ownership for all aspects of online safety

- Designated Safeguarding Lead
- Member of leadership team
- PSHE/RSE lead
- Computing lead
- Technical staff e.g. network manager, technicians
- Safeguarding Governor
- SENCO
- Pastoral/support staff

Online Safety Policy

- Reflects the context of the school
- Aligns to KCSIE para 138 & the 4 C's of online safety (paras 142-143)
- Reflective of everchanging online world & available technologies, including use of mobile phones, social media and cyberbullying
- Sets out responsibilities of governors, leaders, technical staff, all other staff, pupils, parents and visitors to school
- Deals with the use of a range of devices, including those used off site and those bought into schools (BOYD)
- Covers filtering and monitoring and cybersecurity standards
- Reporting and dealing with concerns
- Teaching pupils about online safety and responsible use of the internet
- Information for parents
- Evaluation of online safety – annually undertaken

Useful resources:

■ Policies for schools

[These policy templates](#) from SWGfL
flexible approach allowing each school

▲ 360 Safe

(www.360safe.org.uk) – a free, award
resource links and a number of tem

Actions to take KCSIE 2023

- Review the main safeguarding/child protection policy AND policies for:
 - Online safety, covering filtering and monitoring
 - Recruitment
 - Managing allegations against staff
 - Anti-bullying (move to child-on-child abuse plus AB strategy)
 - Staff code of conduct
 - Attendance - CME and prolonged/repeat absence
- Review lease/rental contracts/agreements and alert organisations of the new expectations in relation to concerns about their staff
- Review, clarify and allocate the leadership of online safety
- Check the school meets the standards for filtering and monitoring (and cyber security standards)
- Review staff training session for September 2023 (include filtering and monitoring and cyber security)
- Plan other training for 2023-24, including in online safety and another specific safeguarding issue
- Low level concerns – how well has an open culture of sharing been established?

Strategies, protocols and audits

Strategies

- Online safety
- Mental health
- Anti-bullying
- Staff & governor training
- Pupils and staff views
- RE/RSE – linked to SMSC/PD/PSHE/online safety teaching

Protocols

- Self-harm/suicide
- Police investigations
- SVSH incident
- Inappropriate material found on a mobile phone
- Use of alternative provision

Audits

- Safeguarding systems
- Health and safety
- Online safety

AI – where are we?

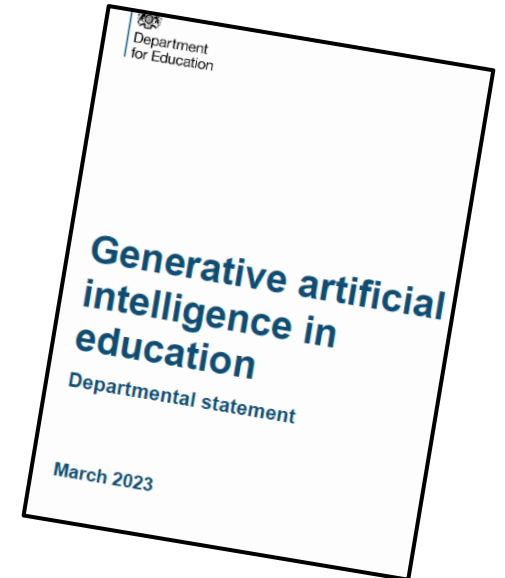
- AI has the potential to transform education and other aspects of our lives for good BUT many potential risks/areas of concern:
 - Misinformation
 - Plagiarism
 - Pupil reliance / loss of creativity
- Recent article by Dam Milmo published in the Guardian: UK schools 'bewildered' by AI and do not trust tech firms, headteachers say Sat 20 May 2023
[UK schools 'bewildered' by AI and do not trust tech firms, headteachers say | Artificial intelligence \(AI\) | The Guardian](#)
- No guidance from DfE – published as statement in March 2023
[DfE external document template \(publishing.service.gov.uk\)](#)
- **New drive to better understand the role of AI in education launched at London Tech Week 14 June 2023** – The DfE is seeking views on how generative AI is being used across education in England and the opportunities and risks its use in schools presents
[New drive to better understand the role of AI in education - GOV.UK \(www.gov.uk\)](#)

Implications of AI for schools

- Use of generative AI is not new – now accessible to the public eg CHATGPT
- Opportunities to reduce workload and free up teachers' time

DfE March statement:

- Schools must protect data, resources, staff and pupils
- Key aspects to consider:
 - Helping pupils to understand the potential benefits and risks of generative AI and how to harness it
 - Personal and sensitive data must be protected and not entered into generative AI tools
 - Review and strengthen cybersecurity
 - Protect pupils from harmful online content
 - Take reasonable steps to prevent malpractice (assessments)
 - Help staff and pupils understand that generative AI can produce believable content of all kinds – may seem more authoritative and believable - may not be the case



**Policy statement – added to online safety policy covering these areas
Raise awareness with staff, pupils and parents**

Thank you for listening

Any questions?