

**Nottinghamshire Safeguarding Children in Education: Self-audit tool 2021-2022**

This guidance supports completion of the annual safeguarding in education self-audit 2020-2021 and reflects the statutory requirements within DfE Keeping Children Safe in Education KCSiE 2021 issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Education and Training( Welfare of Children) Act 2021. Schools and colleges in England **must** have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of the guidance set out in KCSiE 2021 children includes everyone under the age of 18.

To complete the safeguarding self-audit, you may find it helpful to consult DfE Keeping Children Safe in Education 2021, which will come into force on the 1st September 2021 and replace KCSiE 2020 (updated January 2021).

**Please note:**

* KCSiE 2021 has removed the references to Covid-19 with in the ‘Summery’ section on page 3

* KCSiE 2021 sets out what schools and colleges **should** and **must** do to safeguard children and Annex G (pages 161 to 166) inform of the substantive changes from KCSiE 2020. These have been included within this year’s self-auditing tool kit and marked as ‘New’ in green type font.
* The guidance in KCSiE 2020 has been further strengthened to make clear the roles and responsibilities of all staff but particularly those with Designated Safeguarding Lead (DSL) responsibilities, Head teachers and Governing bodies. Clarity of those responsibilities can be found in KCSiE 2021 and within each of the 29 Questions in the SiE annual audit form.

Governing bodies and proprietors have a strategic leadership responsibility for their school’s or college’s safeguarding arrangements and **must** ensure that they comply with their duty under legislation. They **must** have regard to KCSiE 2021 guidance, ensuring policies, procedures and training in their schools or colleges are effective, and always comply with the law.

Headteachers and principals **should** ensure that policies and procedures adopted by their governing bodies or proprietors (particularly those concerning referrals od cases of suspected abuse and neglect), are understood, and followed by all staff. This includes adopting a ‘whole school approach to safeguarding’.

KCSiE 2021 makes clear Governing bodies and proprietors, and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware and follow their local safeguarding arrangements. Working Together to Safeguard Children 2018 is very clear that all schools (including those in a multi-academy trusts) and colleges in the local area **should** be fully engaged, involved, and included in safeguarding arrangements. As a relevant agency, schools, and colleges, in the same way as other agencies, are under a statutory duty to co-operate with the local arrangements published by the Nottinghamshire Safeguarding Children Partnership (NSCP).

The Department for Education in KCSiE which comes into force on the 1 September 2021, places the responsibility on Governing bodies and proprietors; they should ensure that those staff who work directly with children read at least Part one of KCSiE 2021. Governing bodies and proprietors, working with their senior leadership teams and especially with their designated safeguarding lead, **should** ensure that those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of KCSiE 2021. This is a matter for each school or college to decide and should be based on their assessment of which guidance will be most effective for their staff to safeguard and promote the welfare of children.

We recommend staff read Part Five Child on child sexual violence and sexual harassment, so they are able to recognise the risk factors and indicators in and outside of school. KCSiE 2021 Part five paragraph 441 highlights the need to be aware that children might not tell staff about their abuse and that it may be that staff overhear a conversation or the child’s behaviour changes. KCSIE paragraph 450 highlights a zero-tolerance approach to sexual violence or sexual harassment.

The senior designated safeguarding lead, members of the senior leadership team and any deputy DSLs **should** be fully conversant with all of KCSiE 2021, to ensure the schools ‘safeguarding arrangements’ are compliant with all statutory requirements and all actions are taken in a timely manner to keep children safe.

Link: [https://www.gov.uk/government/publications/keeping-children-safe-in-education--2](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fkeeping-children-safe-in-education--2&data=04%7C01%7Ccheryl.stollery%40nottscc.gov.uk%7C8f1f0fa2e8884503f4c608d9407dc6ce%7C6e5a37bba9614e4fbaae2798a2245f30%7C0%7C0%7C637611731213261643%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=9FntyusgR9BEd9hIpSM0VEt8XCojKh%2FjPfrS5KHISTE%3D&reserved=0)

As we move through the pandemic it will remain essential for the Head teacher, the Senior Designated Safeguarding Lead and Governing body or Trust to ensure they remain up to date with any changes that may come in to force from Government Offices.

**Completing the NCC & NSCP SiE Annual Audit for 2021-2022**

To support clarity, we have highlighted which questions are a ‘statutory requirement’ and **must** be in place, and those which are ‘best practice’ and **should** be in place from the NSCP or Local Authority, as part of their advice, policy and practice guidance to schools and colleges.

This guidance is to support you in completing the NCC & NSCP SiE Annual Self-Audit toolkit for academic year 2021-2022. and references the revisions made from KCSiE 2020 to KCSiE 2021 and included in Annex G.

You will be able to refer to the new statutory revisions made to KCSiE 2021 that have been included in the 2021-2022 SiE audit form, as the paragraphs and or pages have been added beneath each question.

**Please note:** Two new questions have been added to the SiE audit form, the first refers to new statutory requirements for Alternative Education Provision and Elective Home Education. The second which is ‘best practice’ and takes account of the national and local actions being taken to address child neglect and sits within the NSCP and NCSCP cross-authority Neglect Strategy launched May 2021.

**Evidence**

The SiE annual self-audit provides space for supporting evidence to be detailed, you may have other evidence to add in addition to the examples we have provided for each question. The evidence gathered will also support a robust response to checking whether you school or academy is compliant with the ‘safeguarding arrangements required within KCSiE 2021. When your setting’s ‘safeguarding arrangements’ are inspected, either by Ofsted, or as part of an external safeguarding review, this recording of evidence will be helpful.

The audit form has some new areas highlighted in green type font for you to seek ‘*evidence’* and which reflects the revisions made to KCSiE 2021 and set out in Annex G.

Governing bodies, Academy Trusts and Management Committees should take an active role in understanding how statutory requirements are managed within their school, academy, or college, and how these arrangements are reflected within the whole school child protection policy. Where any shortfalls in policy or practices are identified through the self-audit, settings are advised to generate an appropriate Safeguarding Action Plan (SAP) and where required a risk assessment.

**Q1. GOVERNOR SAFEGUARDING LEAD** (KCSiE 2021 Summary, Part one and Part Two Leadership and Management)

This question reflects guidance in KCSiE 2021 that there are mechanisms in place to help staff to understand what they need to do to ‘discharge their roles and responsibilities’. They must have regard to [KCSiE 2021](file:///C:/Users/ccs1/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/IPN7Q8Z0/201718%20Safeguarding%20in%20Education%20Audit%20GUIDANCE%20NOTES.odt) to ensure that the policies, procedures and training in their setting are effective and comply with the statutory requirements of the law at all times. Every Governing body or Trust has a responsibility to nominate a Safeguarding Governor who will champion the schools or academies ‘safeguarding arrangements’ and who will need to work closely with the Head teacher, Senior Designated Safeguarding lead and DSL team.

The Governing body or Trust has a collective responsibility to ensure the schools safeguarding arrangements are appropriate, reflect statutory safeguarding guidance and in a position to remedy any concerns, should they arise.

KCSiE 2021 places a greater responsibility on Governing bodies and proprietors to ensure the schools, academies, colleges and alternative education providers maintain an overview of statutory ‘safeguarding arrangements’ in place and meet with the Head teacher, senior leadership team and designated safeguarding leads to carry out reviews.

Governors are encouraged to attend the school or academy’s whole school child protection/safeguarding training. Training for the Chair of Governors and Named Safeguarding Governor is available at venues around the County and can be booked through Governor Services, NCC Learning and Workforce Development or through on-line training provided by Nottinghamshire Safeguarding Children Partnership (NSCP) or through other bespoke commissioned arrangements.

In my role as SCiEO, I along with Steve Baumber, NSCP Partnership Manager, will be offering Safeguarding Governors and Chairs of Governing bodies/Trusts the opportunity to engage with a newly established Governors Safeguarding Focus Group Network meeting. Information has already been circulated to Governing bodies and is on Governor Hub. We hope to arrange the first meeting in the autumn term, this is likely to be a virtual meeting due to ongoing concerns regarding Covid-19.

**Q2. WHOLE SCHOOL CHILD PROTECTION POLICY**

(KCSiE 2021 Part One Safeguarding Information for All Staff and KCSiE 2021Summary Page 4. Part Two Leadership and Management and paragraphs 79 – 175 Annex A, B and C). The school or academy should have an effective child protection policy that has been agreed by the Governing Body or Trust and is available to parents on request and published on the school website. As a minimum the policy should be updated annually, and the policy should reflect:

* The Education Act 2002
* HM Working Together to Safeguard Children 2018
* DfE KCSiE 2021 which came into force from 1st September 2021
* The NSCP guidance
* NCC Pathway to Provision version 9 (revised March 2021)

A template policy with additional guidance and entitled ‘Whole School Child Protection Policy’ is available on the safeguarding section of NCC School’s Portal, and a copy is also available on the NSCP website:[www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp)

**Q3 SAFEGUARDING POLICIES AND PROCEDURES** (KCSiE 2021 Part one Safeguarding Information for All Staff and or Annex A ,B , C Part four Section 2 and Part five) As a minimum, all staff (teaching and non-teaching) should be provided with and Read Part one and or Annex A of KCSiE 2021 as agreed by the Governing body, Proprietor or Trust. All newly appointed staff should be provided with a copy at their induction and before being asked to work with children. Supply staff and volunteers are also required to be conversant with what to do should they be concerned about a child’s wellbeing, or when abuse or harm is disclosed to them. The Senior DSL is required to ensure that all staff have suitable training and are kept up to date with any changes to statutory guidance, or to the schools own safeguarding arrangements.

All school staff should be aware of the arrangements which support safeguarding, including the child protection policy, the staff behaviour policy (code of conduct) and all other statutory policies. To ensure safeguarding is effective and managed well all staff must understand and the role and responsibilities held by the senior designated safeguarding lead and deputy DSLs. The staff behaviour policy/code of conduct should include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. All staff should be aware of the ‘whistle blowing’ policy and procedures and how to escalate concerns including low-level concerns as described in Part 4 Section 2.

**Q4 CHILD PROTECTION PROCEDURES** KCSiE 2021 Part one Safeguarding Information for All Staff and staff roles and responsibilities identified throughout this guidance including Annex and Part two The management of safeguarding- responsibilities of governing bodies, proprietors, and management committees).

The child protection policy should describe procedures which are in accordance with government guidance KCSiE 2021 and should refer to locally agreed inter-agency procedures put in place by the Nottinghamshire Safeguarding Children Partnership (NSCP). The policy must be reviewed and updated annually (as a minimum), and be available publicly, either via the school or college website or by other means.

The policy should be specifically tailored to reflect the individual setting’s particular safeguarding arrangements, and the setting’s child population.

DfE KCSiE 2021 broadened the guidance to include ‘specific vulnerable groups. This was to reflect the emerging threats and concerns found within communities (both off and online). These safeguarding factors also include incidents involving behaviours associated with factors outside of the school and family home and is referred to as ‘contextualised safeguarding’. All staff, but especially the DSLs should consider when such incidents and behaviours occur.

Schools and academies are encouraged to adopt the Nottinghamshire Safeguarding Children Partnership Inter-agency Safeguarding Children Procedures [NSCP safeguarding procedures](http://nottinghamshirescb.proceduresonline.com/). These procedures are available in electronic format only; it is advised that these should not be downloaded and printed off as they are regularly subject to change.

Staff should have the opportunity to contribute to reviewing and revising school policies and procedures and in particular the child protection policy.

All staff, supply staff, volunteers and contractors know who the designated Safeguarding leads are in the schools and know how to report concerns.

**Q5 DESIGNATED SAFEGARDING LEADS FOR CHILD PROTECTION**

(KCSiE 2021 Part one paragraphs 10,11, 21, 33, 37, 43,45 to 47, 54, 59, 67 to 73, 87 to 88, 109 to 112, Annex A & Annex C Role of the Designated Safeguarding Lead pages 145 to 155).

The Senior Designated Safeguarding Lead must be a senior member of staff from the school or academy leadership team, who takes lead responsibility for safeguarding and child protection. The role of all DSLs should be explicit in the role-holders job description. The Senior DSL should receive appropriate supervision from the Head teacher or Exec Head teacher/ Principal including CPD.

There should be at least one Deputy DSL and they must be trained to the same standard as the Senior DSL. Schools and Academies are responsible for determining how many DSLs they need to ensure children are kept safe and all safeguarding actions and support are effective, this will largely be dependent on the size of the school or academy and the number of child protection and safeguarding concerns held. Whilst activities can be delegated, the ultimate lead responsibility for safeguarding a child remains with the Senior DSL and this responsibility must not be delegated. The Senior DSL and any Deputy DSL should liaise with the Local Authority and safeguarding agencies as informed by KCSiE 2021 and HM Working Together to Safeguard Children 2018 and our local NSCP Policy and Practice guidance.

The Senior DSL and deputies (DSL team) maintain a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see page 147.

**Q6 COVER ARRANGEMENTS FOR THE DESIGNATED SAFEGUARDING LEAD** (KCSIE 2021 Part one paragraph 21, 47, 55 to 60 Part two Annex A & Annex C Role of the Designated Safeguarding Lead pages 145 and 146). KCSiE 2021 provides clarity on the role and responsibility for the Senior Designated Safeguarding Lead and any cover arrangements necessary. During term time the Senior DSL and/or a Deputy DSL should always be available (during school hours) for staff in the school or academy to discuss any safeguarding concerns. It is a matter for individual schools, academies and the respective Senior DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. Training should be undertaken by those with designated safeguarding lead status before taking on the responsibility.

**Q7 DESIGNATED SAFEGUARDING LEAD TRAINING** KCSiE 2021 Part one paragraph 13,14, Part two 117 to 118 & Annex C Role of the Designated Safeguarding Lead pages page 149). This question reflects the requirement for the Senior DSL and all deputy DSLs to update their knowledge and skills at least annually for example through e-bulletins or meeting other safeguarding leads, research, training and safeguarding partnership opportunities, to provide them with the knowledge and skills required to carry out the role. The more formal DSL training should be refreshed within every two years.

Many opportunities exist for DSLs to access face to face and on-line training.

The half -termly DSL Focus Group meetings also provide opportunities to keep up to date with new safeguarding information from partner safeguarding agencies and network with other County DSLs.

We advise all schools and academies should maintain a data base or record of all safeguarding training accessed and completed for all staff but most importantly the DSL team. Copies of certificates from training should also be kept to evidence training compliance.

**Note:** Evidence provided for questions 5, 6 and 7 is combined and should be documented within the linked SiE Annual Training Form for 2021/2022. This will also support NCC and NSCP collation of data to inform arrangements for future training needs.

**Q8 CHILD PROTECTION TRAINING**  (KCSiE 2021 Part one paragraphs13 to18,19 to 31, 32,33 to 50, 50 to 54, 55 to 60 114 to 143, 144 to 146, and 450 Part Five Sexual Violence and Sexual Harassment and Annex A and G). There is a requirement for all staff members to receive child protection training and regular safeguarding updates. These must be as a minimum annually but should be on a regular basis. All staff members should undergo safeguarding and child protection training at induction and before working with children.

All staff should be aware that safeguarding incidents and or behaviours can be associated with factors outside the schools or college and can occur between children outside of these environments.

Extra- familial harms take a variety of different forms and children can be vulnerable to multiple harms including sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Peer on Peer Abuse (child on child) can take the form of abusive harassing, misogynistic messages, the non-sharing of indecent images, especially around chat groups, the sharing of abusive images and pornography to those who do not want to receive such content. See Part five Sexual Violence and Sexually Abusive Behaviour and Annex G for further information and statutory responsibilities.

Staff should be alert to safeguarding concerns that can increase a child’s vulnerability to risks of harm, abuse or neglect and always speak to the DSL or deputy without delay or refer to the Head teacher or nominated SLT member if the DSL is not available.

Zero tolerance to incidents of sexual violence and sexual harassment and should be always applied as informed by KCSiE 2021 paragraph 450.

**Access to NCC & NSCP training:**

**Safeguarding Children -** The role of the Designated Safeguarding Lead and whole schools training can be accessed via: <https://www.nottinghamshire.gov.uk/education/for-schools/safeguarding-in-schools-training>

**The NSCP provide a variety of safeguarding training through face to face, online learning courses and current virtual training (due to restriction for Covid-19).**

**If you** **don’t have an account** – you will need to create one via: <https://nottscc.learningpool.com/login/index.php>

**The Registration Key for NCC Maintained Schools** is **719283** and for **Academies** is **525232** (You will only need to use the key the first time you register, then after this you can just log in with your username and password).

**NCC Whole school training.** This can be accessed via [safeguarding.training@nottscc.gov.uk](mailto:safeguarding.training@nottscc.gov.uk%20) or telephone: 01159 772347

**The Designated Safeguarding Lead Focus Group meeting**: is held half termly and provides an opportunity for DSLs to network and access presentations from key safeguarding leads, guest speakers and organisations and agencies linked to safeguarding. The DSL Focus Group is organised by the Safeguarding Children in Education Officer. These have been limited during summer term 2020 to spring term 2021 due to Covid-19 and additional pressures on schools and services.

**NOTE: Evidence for all safeguarding training should be included with in the SiE Training Form, part of the SiE Annual Self-Check Audit toolkit for 2021/2022**

**Q9 CONCERNS ABOUT PRACTICE/WHISTLE BLOWING** (KCSiE 2021 Part one paragraphs 74 to 77 and Part four Allegations of abuse made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors). There should be a culture where all staff are able to raise concerns about poor or unsafe practice, and for all concerns to be taken seriously by the leadership team and Governing body or Trust. Appropriate whistleblowing policy and procedures, which are suitably reflected in staff training and staff behaviour polices, should be in place to enable this.

New addition: The Government haveadded contractors to this list and a new section on low-level concerns. KCSiE 2021 Part four is now in into two sections:

1. Allegations that may meet the harms threshold.
2. Allegations/concerns that do not meet the threshold i.e. low-level concerns. This includes what a low-level concern is, making the link between low-level concerns, staff code of conduct and safeguarding policies.

Schools are required to have their own procedures for dealing with concerns and or allegations against those working in or on behalf of schools or colleges. These procedures should be consistent with local safeguarding procedures and practice guidance. Low-level concerns should be linked to either the staff behaviour policy or code of conduct.

**Note:** All staff volunteers and contractors should be informed of what constitutes a low-level concern and to report such concerns to the designated safeguarding lead or nominated Senior member of the leadership team as defined in your whistle blowing policy, staff behaviour policy/code of conduct, and the school child protection policy.

The whistle blowing policy should point staff to which member of the leadership team they can report or raise concerns and should include reference to the NSPCC whistleblowing helpline for staff who do not feel they can raise concerns internally.

[Whistleblowing advice line NSPCC](https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/)

**Q10 LOOKED AFTER CHILDREN** KCSiE 2021 paragraphs 175 to 184, & Annex A and Annex C). All staff should have the information they need in relation to a child’s looked after legal status, including contact arrangements and Parental Responsibility (PR), including the level of authority delegated to the carer by the Local Authority.

Every school or academy must have a named Designated Teacher for LAC who should take the lead for liaising with the child’s social worker and members of the Virtual School. The Designated Teacher for LAC should have an appropriate understanding and training to be able to carry out the responsibilities to ensure the educational achievement of children who have LAC status is promoted.

The Designated Teacher for LAC should work with NCC Virtual School team to discuss how Pupil Premium plus funding can best be used to support the progress of looked after children in the school, with the aim of meeting the needs identified in the child’s Personal Education Plan (PEP).

The Senior DSL (DSL team) and DT meet to discuss the arrangements in place to keep call children with looked after status safe and agree how to raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see page 147

The Designated Teacher for LAC that they should liaise with the Aftercare Advisor when required and for children with LAC status who have left Local Authority care.

**Q11 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES** (KCSiE 2021 Part one and paragraphs 19, 38, 82,123 to130, 152 to 154 157 to 158,185 to187 Annex A and B). The child protection policy should reflect the additional barriers that exist for children with SEND when recognising abuse and neglect.

The Government has made it important for all staff to be aware that additional barriers can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges.

The SENCO will have an important role in liaising regularly with the snr designated safeguarding lead and deputies to ensure all children with SEND are kept safe, free from child on child abuse and know how to report concerns that occur inside and outside of schools, college or alternative provision placements.

The child protection policy should reflect the additional barriers for this vulnerable group and staff are conversant with the Early Help offer and the NCC Pathway to Provision v 9 2021. The school or academies child protection policy should describe and refer to the additional pastoral support which should be put in place for children with SEND.

**Q12** **VULNERABLE GROUPS** (KCSiE 2021 Part one paragraphs 19 to 54, 119 to 122, 123 to 135, 144 to 145, 157 to 158, 159 to 187. Part 5 Sexual Violence and Sexual Harassment, Annex A, B and G). All staff should be fully conversant with the statutory requirements for responding to children with specific vulnerabilities and know when mandatory referring, or reporting is required.

**Note:** from 1 September 2020: Relationship, Sex and Health Education (RSHE) became mandatory, however, due to Covid-19 schools were given additional time to put in place teaching and resources for RSHE.

KCSIE 2021 informs the Government have out in place a one-stop shop for teachers to include training modules. It is likely that Ofsted will inspect on the schools, academy response to this during future inspections. KCSIE 2021 broadens the guidance for children who attend alternative education and acknowledges they often have complex needs, and places importance on Governing bodies and Trusts to ensure children are fully supported and the alternative setting is aware of any additional risks of harm that pupils maybe vulnerable to.

The vulnerable groups include children subject toa special educational need (whether they have a statutory Education Health and Care Plan). Private Fostering. Honour based violence. Child criminal exploitation or shows signs of being drawn into anti-social or criminal behaviour, including gang involvement and associations with organised crime groups or county lines. Female Genital Mutilation (FGM), Forced Marriage. At risk of modern slavery, trafficking, sexual or criminal exploitation. Children missing and or children missing education. Mental health needs. Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse. Young Carer’s. Looked After Children. Care leavers. Children in the Court system;Children with family members in prison. Peer on Peer (child on child) abuse. Children who have a family member in prison or are affected by parental offending.

All schools, academies, colleges, and alternative education providers must have policies and procedures in place to reflect how the school or academy will safeguarding children from these vulnerable groups and referenced in the school or academies whole school child protection policy.

All policies must be communicated widely to all staff, volunteers, parents and agencies and agreed and signed off by the Governing body/Trust in order to keep children safe, and free from harm and abuse.

Copies of policies including the whole school child protection policy must be made available on the school or academy website.

**Q13 COMPLAINTS**

(KCSiE 2021 Part two The Management of Safeguarding, Part four Section two). The school/college should have a Formal Complaints Policy which is made known and available on the school or academy website. All schools and academies, should have a comprehensive system in place for children and families to make complaints, so that parents/carers and children know that they will be listened to and their concerns robustly addressed. A review of the number of complaints made during previous academic year 2020/21 should be made to check whether similar complaints raised reflect a pattern of concerns which needs to be addressed at a systems level within the organisation. The leadership team and Governors or Trust should robustly review any complaints which have been made by parents, carers, members of the school community to Ofsted, these are known as Ofsted Qualifying Complaints.

On occasions when complaints are not addressed, parents will refer concerns directly to Ofsted and could result in an early inspection or Local Authority involvement, especially if linked to a safeguarding or child protection concern.

New guidance added to KCSiE 2021 informs Part four - Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors, is made up of two parts.

The Second part includes low- level concerns, these concerns could transfer into formal complaints and will need to be considered under Part four Section two Concerns that do not meet the harm threshold. Schools, colleges, and trusts will need to review their staff codes of conduct or staff behaviour policies to take into account the new requirements set out in Part four paragraphs 406 to 427.

**Q14 SAFER RECRUITMENT** (KCSiE 2021 Part Three Safer Recruitment, NCC HR or your learning environments own HR). Safer Recruitment is an integral part of safeguarding and must continue to remain high on every schools or academies agenda.

All schools must create a culture of safe recruitment and safe working practices, and adopt recruitment procedures that help deter, reject, or identify people who might abuse or harm children. Schools and academies should have written recruitment and selection policy and procedures which makes clear all appropriate checks are carried out on staff and volunteers who work with children. This should be evidenced through the maintenance of a Single Central Record. The Government have broadened the responsibilities of Governing bodies, proprietors, and trusts; The Education and Training (Welfare of Children) Act 2021 has been added, which extends safeguarding provisions to Post 16 education. Governors should determine whether staff read Part one and Annex A or if not working directly with children just Annex A (a shorter vision of Part one).All new staff should be provided with KCSIE 2021 Part one or Annex B on induction and should be informed of the role and responsibilities of the designated safeguarding lead and how to make contact with them.

Further advice and guidance are provided by NCC Schools HR via the NCC School HR Duty Desk Tel: 0115 9774433 and on the HR School’s Portal.

**Q15 SAFER RECRUITMENT TRAINING** (KCSiE 2021 Part three. NCC HR Schools’ Portal or your learning environments own HR). The School Staffing (England) Regulations 2009, Part One, paragraph 9 states that with effect from 1 January 2010 the Governing body must ensure that at least one person on any appointment panel has undertaken safe recruitment training. This can be accessed through:

* On-line [NSPCC safer recruitment training](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/) at the time of writing is at a cost of £35, and the anticipated time to complete the course is four hours.
* The NSCP has an online safer recruitment course but NCC HR have reviewed this and advised it is only suitable for refresher training.

NCC maintained schools should continue to access safer recruitment training through the NSPCC, on-line courses, considered robust to stand up to scrutiny.

Governing bodies are advised to review the school Single Central Register as a ‘critical friend’ to ensure ‘safeguarding compliance’ and support your school remaining a safe environment for children, and staff and in not falling short during Ofsted inspections.

It remains the Head teacher’s responsibility whether they choose to wholly undertake this piece of work. However, the Head teacher should regularly undertake the work undertaken on their behalf to ensure it remains compliant.

If the Head teacher and Governors elects to nominate somebody to undertake tis work on their behalf, they must ensure that person can access the relevant training and support to enable them to undertake these duties.

**Q16 & Q17 MANAGING ALLEGATIONS** (KCSiE 2021 Part one paragraphs 73 to 77. Part four Allegations of abuse made against teachers, and other staff, including supply teachers, volunteers and contractors & NCC HR Schools Portal, or your learning environments HR).

There is a duty to fully investigate allegations and concerns about members of staff or volunteers. There must be procedures in place to do this which comply with KCSiE 2021 and the NSCP procedures. The NSCP criteria are slightly different to the DfE guidance which recognises that personal concerns about those who work with children should be responded to. The NSCP procedures make it more explicit that concerns about a person’s private life can have implications for their work life, for example if there is domestic violence, or if their own children become subject to child protection concerns.

**Note**: New KCSiE 2021 Part four is made up of two parts. The Second part includes low- level concerns, these concerns could transfer into formal complaints and will need to be considered under Part four Section two - Concerns that do not meet the harm threshold. Schools, colleges, and trusts will need to review their staff codes of conduct or staff behaviour policies to take into account the new requirements set out in Part four paragraphs 406 to 427.

The procedures must also to consider the scenario where allegations are made against the Head teacher or Principal. The Chair of Governors would generally be the lead governor if this arose, and they would link with the Local Authority. All allegations must be discussed with the Local Authority Designated Officer (LADO) on the day the allegation is made known to the school or within 24 hours, and advice sought from the LADO and HR Services.

Further guidance on local arrangements can be found on the NSCP website: [www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp)

**Q18. CHILDREN MISSING FROM EDUCATION (**KCSIE 2021 Part one paragraph 31. Part two Management of safeguarding and paragraphs 164 & Annex A and B)

KCSIE 2021 continues to reinforce the need for schools and academies to have at least two telephone contact numbers available for responsible adults. All staff should be aware of and follow the procedure relating to children missing from education, and children missing from home or care. All staff should know how to contact the NCC Children Missing Officer to report concerns, and know they are able to report concerns independently from the DSL, however, the Snr DSL should be informed at the earliest opportunity. Children missing education, home and care can be at significant risk of harm and or abuse.

**Q19 CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT**

The DfE published ‘Sexual Violence and Sexual Harassment between children in schools and colleges on 6 July 2021 as a separate piece of guidance, that is also referred in KCSiE 2021 Part Five and in other sections of the statutory guidance.

This has broadened the roles and responsibilities of schools, academies, colleges, and alternative education providers. This section of guidance only informs of the new guidance but does not cover the full responsibilities, so should be read in full and I the context it is written. It included detailed advice to support schools and colleges in having clearer awareness and understanding of the impact of sexual violence and sexual harassment on children and young people. It provides guidance on how to address incidents, concerns and how to support the children involved. Reference to child on child sexual violence and sexual harassment should be included in the school’s child protection policy. The statutory guidance advises that DSLs should take the lead role within the school in this area, and work closely with other agencies. This guidance is extensive, and training should be accessed to support DSLs understanding.

**New responsibilities from September 2021 include:**

* The DSL is aware of national and local guidance regarding how to respond to incidences of child on child sexual violence and sexual harassment.
* All staff do adopt the view that ‘it can happen here’ and can occur inside and outside of schools/college and online.
* All staff are provided with raining and guidance and know how to respond to incidents including how to support children involved in incidents.

(KCSIE 2021 Part one paragraphs 23 to 24, 32 to 39, 51 to 54,144 to 147. Part Five & Annex A, Annex B, and the new stand-alone Government guidance SVSH published 06/07/2021 referred to in the accompanying letter to this SiE toolkit).

The school or colleges child protection policy must include information on peer on peer abuse (child on child) and sexual violence and sexually harmful behaviour between children.

The Head teacher and DSLs are all fully conversant with how to respond to incidents of SVSH in accordance with revised guidance and continue to maintain an up to date knowledge and training.

Further advice can be accessed through the DfE on-line resources and from the NSCP and TETC section of the Schools Portal.

**Q20 CHILD PROTECTION AND CONFIDENTIAL FILE AUDIT** (KCSIE 2021 Part one paragraphs 71 to 73, Part two management of safeguarding paragraphs 112 to 113. Part Five SVSH, Annex A, Annex C pages 147 to 148 and 151). The Government have strengthened the responsibilities of Designated safeguarding Leads in KCSIE 2021 and informs:

A record or data on the cohort of children having or have had a social worker and social care involvement should be maintained by the Senior Designated Safeguarding Lead, that should be shared when children transfer or transition to other schools or educational placements.

Additional guidance has also been included to inform on file transfer, keeping and storing records, where a concern about a child has been identified in Annex C.

NCC and the NSCP continues to make available and advise on completing the Child Protection and Confidential File Audit, and for the named Governor for Child Protection & Safeguarding or Chair of Governors confirms that the school/academy maintains appropriate record keeping in relation to vulnerable children (Children subject to Child Protection Plans, Child in Need Plans, safeguarding concerns or children who have Looked-After status). The toolkit including guidance for the child protection and confidential file audit are available on the safeguarding site of the Schools Portal and the NSCP website in the section *Resources, Schools.* The audit tool was revised in January 2021 to reflect the learning from two local Serious Case Reviews and revisions made to Working Together 2018.

The audit can be undertaken by the Head, Deputy Head, Senior Designated Safeguarding Lead or Deputy Designated Safeguarding Lead with the Chair of Governors, lead governor for safeguarding, or any combination of these people.

The Governor should not read through all the documents, reports and confidential records, but should check the school or academy has in place appropriate management and recording practices and processes to keep children safe.

The aim of the audit is to learn how effective the school’s record keeping is in relation to children of concern and ensure all actions are taken in accordance with national and local child protection guidance. It is equally important to ensure recording include the impact on the child and family and evidence that the child’s voice has been listened to, heard and included in decision making processes. Lessons from the audit should be used to improve future practice.

NCC and NSCP advice is to continue to complete this audit annually (during the spring term) to demonstrate and evidence good quality ‘safeguarding arrangements’ are in place to maintain pupil records, especially in relation to child protection and confidential files. The audit can still be used by those schools, academies and college that use electronic recording systems, such as *CPOM’s or My Concerns* but will need to be adapted to reflect the electronic management of the files.

The auditing of individual children’s child protection and child in need files should evidence: the child and family’s story; the journey they have taken through safeguarding procedures; the support and interventions they have received with agencies and staff in school; and what actions have been taken over a period of time to support the and keep them safe.

The Child Protection and Confidential File Audit tool reflects current NSCP safeguarding guidance and has been formulated from ‘best practice’ principles and should support you in ensuring you and you’re school or academy is maintaining an essential oversight for the child, its siblings and family, especially when statutory services have closed cases.

**Please note** recent Ofsted inspections have demonstrated a greater focus by inspectors making a ‘deep dive’ into the management and processes being used to keep children safe, and how individual children’s well-being is being supported and addressed. Head teacher and Governors should ensure the responsibilities carried out by the DSL team are robust including actions in maintaining, recording and reporting concerns, as well as how aware and confident all the staff are in keeping children safe and reporting concerns.

**Q21 TRANSFER OF CHILD’S CHILD PROTECTION, CHILD IN NEED, LAC, OR CONFIDENTIAL FILE** (KCSIE 2021 paragraphs 71 to 73 and Annex C pages 146 to 148).

The Senior designated safeguarding lead should act on behalf of the school, academy, college or alternative education provision in accordance with statutory guidance to ensure all information for children subject to child protection and safeguarding concerns are shared in a timely way in order to protect and maintain the necessary safeguarding arrangements for individual children. This includes the transfer of child protection or confidential file, and in accordance with the policy and procedures written in the school/academy’s child protection policy. The statutory guidance to support this area of work, in HM Working Together 2018 and KCSiE 2021, has been revised and considers the revised Information Sharing guidance and GPDR. The introduction of GPDR does not prevent information sharing when dealing with child protection and safeguarding issues, however it is essential that schools, academies and colleges maintain practices which reflect the revised guidance and reaffirms a child’s welfare remains of paramount importance.

KCSiE 2021 makes clear the DSL’s statutory responsibility to share information and ensure the child’s wellbeing and safeguards in place through transfer of information and files.

Where children leave the school or academy, the setting should ensure that the child’s confidential/child protection file is transferred to the new school or academy within five days or sooner. The confidential file should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt of the file should be obtained. It would be good practice, wherever possible, for the file to be hand delivered to the Senior Designated Safeguarding Lead with a discussion taking place.

The Government through KCSiE 2021 has further strengthened the requirements placed on the designated safeguarding lead which include:

* The DSLs of the outgoing or receiving school, college or alternative placement should hold a discussion to share important information to support the child’s transfer to ensure the child remains safeguarded, has any ‘reasonable adjustments’ agreed and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.
* All schools must maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information should be considered for sharing ‘ if appropriate’ with the new schools or provider in advance of the child leaving to allow for the new schools to continue supporting the children who have had a social worker or been victims of abuse, or those who are currently receiving support through the ‘Channel’ programme. KCSiE paragraphs 113.
* Governing bodies, proprietors and trusts should ensure their Snr Designated Safeguarding Lead and the DSL team follows this guidance.

Schools and academies should not keep a copy of any child protection or safeguarding records unless if there is any ongoing legal action or where DSLs or staff are involved in ongoing case work or providing evidence. All information must be transferred at the same time a child leaves or transfers to another school. If the school or academy does decide to keep a copy of the CP file or information, it must be clearly be marked as a duplicate file, with a case record clarifying the reason for duplication and maintenance and be in accordance with the schools or academies retention policy and GDPR guidance.

**Q22** **INFORMATIOIN SHARING** (KCSIE 2021 Part two the Management of Safeguarding 105 to 112 & Annex A & C). Information sharing is vital in identifying and tackling all forms of abuse, and effective sharing of information between practitioners and safeguarding agencies is essential for the early identification of need, assessment, and service provision. Concerns about information sharing should not be a barrier to stand in the way of the need to promote the welfare, and protect the safety of children, which must be of paramount concern.

* HM Working Together to Safeguard Children July 2018 page18.
* HM Information Sharing- advice for practitioners providing safeguarding services to children, young people, parents and carers.
* DfE Keeping Children Safe in Education 1st September 2021 paragraph 105 to 113.
* Nottinghamshire Safeguarding Children Partnership PPGs.

New in KCSiE 2021 includes a new paragraph at 105 that makes clear the powers to hold and use information when promoting children’s welfare.

All staff, especially the DSLs, should be fully conversant with Information sharing protocols and the requirement to protect children and keep them safe.

**Q23 SPECIFIC SAFEGUARDING ISSUES**

(KCSiE 2021 Part one Safeguarding Information for All Staff, Part Five & Annex A). This question refers to the specific safeguarding issues and concerns which all schools, and academies need to be aware of. Governing bodies, proprietors, trusts and alternative education providers must ensure they have appropriate policies, procedures, and guidance in place to respond effectively to address and support all these areas of vulnerability that impact on children, families and within the community.

**SPECIFIC SAFEGUARDING ISSUES (statutory requirement links also to the vulnerabilities identified in Question 12)**

**New to KCSiE 2021 includes:**

* Governors and all staff are aware of the specific safeguarding concerns which can make children more vulnerable to risk, harm, abuse, and exploitation.
* Staff are conversant with the signs and indicators of drug and alcohol abuse, going missing/truanting, CSE, sexting, online-abuse, domestic violence, knife crime, trafficking and criminal exploitation which put children in danger.
* All staff are aware safeguarding issues can manifest themselves via peer on peer abuse.
* All staff are conversant with the term ‘extrafamilial’ safeguarding or safeguarding which occurs outside of the home or school environment.
* All staff are alert to the signs and impact of criminal child exploitation, linked to ‘County Lines’.
* Staff must be regularly reminded and clear of the school, academy or alternative providers policy and procedures with regards to all forms of abuse and risks of harm and know where to report concerns and seek support including incidents in our outside of schools, during or outside of schools hours.
* Staff are clear that victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment. KCSiE 2021 paragraph 18 and a zero-tolerance stance to sexual violence and sexual harassment is in place in line with paragraph 450
* Child Criminal Exploitation (CCE) makes clear the experiences of girls being criminally exploited can be different to boys, indicators of CCE may also be different for girls. KCSiE 2021 paragraph 23 to 35.
* CSE is a form of sexual abuse and includes what it may involve KCSiE 2021 paragraph 36-39.
* All staff and volunteers should be clear and reminded by the Snr DSL or DSL team as to the school, academy or alternative education providers policy and procedures with regards to peer on peer (child on child) abuse.
* All staff should be clear all incidents however small should be report it to the designated safeguarding lead without delay or the nominated snr member of the leadership team in their absence. The designated safeguarding Lead and or Senior Leadership team will have a broader understanding of the children involved and be able to action any decisions needed to be taken.
* If incidents occur outside of school hours and or in the community, all staff members still have a responsibility to act and where required inform the police.
* Where a child may be on placement or accessing alternative education placement the placement and schools or placing authority should be informed without delay as they remain responsible for the child’s safety and wellbeing.
* DSLs should access additional training to ensure that they know how to respond to specific safeguarding concerns, how to provide support to others, and be able to take appropriate actions in accordance with statutory guidance to keep children safe.

NCC LA have made available a Peer on Peer (child on child) Abuse Policy template policy for schools and academies to consider, however, if used it must be tailored to the school or academies own processes for managing peer on peer abuse and referenced within to the whole school child protection policy.

Teaching RSHE became mandatory from 1st September 2020 should be beneficial in helping to inform children how to keep themselves safe and where to access, advice, support, and intervention.

**Q24 OPPORTUNITIES TO TEACH SAFEGUARDING**  (KCSiE 2021 paragraphs 121, Annex A & Annex C Online Safety page 117 to 118). This question emphasises the responsibility of schools and academies to be a key part of teaching children in age appropriate ways about specific safeguarding issues, including risks of child sexual exploitation.

KCSiE 2021 paragraph 121 informs of the one stop shop for teachers which includes teacher training modules on RSHE.

The NSPCC provides the ‘Child-Line’ and ‘Stay Safe’ Programme free of charge for all Nottinghamshire Primary Schools.

**Note** Additional support and resources are available from NCC Tackling Emerging Threats to Children Team.

**Q25 ONLINE SAFETY** (KCSiE 2021 paragraphs 123 to 135, Annex A, C, D and G). This question relates to safeguarding children from potentially harmful and inappropriate material when working on-line. Governing bodies and Trusts should ensure appropriate filters and appropriate monitoring systems are in place. All schools should ensure all pupils are taught about how to appropriately use the World Wide Web and how to safe on-line, see KCSiE 2021 Part two management of safeguarding and Annex D for clear detailed advice and guidance including electronic links.

New paragraph was added to KCSiE 2020 Annex C last year and further revisions have been made to KCSiE 2021 inform of the importance of online safety training for staff and the requirement to ensure children are taught about safeguarding, including online safety see paragraps117 to 118.

New - All schools, academies, colleges and alternative education provision must ensure they have arrangements in pace that are communicated to staff, parents, and children that covers online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety provision and information and support. This includes information policies and risk assessments related to children who are are being asked to learn on-line from home, see paragraphs 123 to 136, Annex B and D.

**Q26 FEMALE GENITAL MUTILATION** **(FGM)**  (KCSIE 2021 paragraph 40, Annex A page 133 and 134). It is illegal under the FGM Act 2003 and is a form of child abuse. Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) introduced a mandatory reporting duty for Teachers to report ‘known’ cases of FGM from 31 October 2015 directly to the police. In such cases there should be discussion with the Designated Safeguarding Lead, and a referral to the MASH, in line with usual safeguarding practice. Failure to report known cases to the police will lead to employee disciplinary processes and regulatory body scrutiny. Procedural information can be found here: [Mandatory reporting of FGM procedural information](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)

FGM on-line training can be access from the Home Office website.

**Q27 RADICALISATION** **& EXTREMISM** (KCSIE 2021 paragraphs 19, Annex A pages 135 to 137). All schools and academies are subject to the ‘Prevent Duty’ under the Counter Terrorism & Security Act 2015. School staff must have due regard to the need to prevent people from being drawn into terrorism. Paragraphs 57-76 of the [Revised Prevent duty guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf) are specifically concerned with schools. There is separate guidance for colleges [Prevent duty guidance for further education institutions](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445915/Prevent_Duty_Guidance_For_Further_Education__England__Wales_-Interactive.pdf)

Essentially, the guidance for schools confirms the need to ensure that the Prevent Duty is incorporated into existing safeguarding policies, and advises against standalone policies. It is not intended to be burdensome and builds on existing responsibilities.

Schools and academies are expected to assess the risk of children being drawn into terrorism. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. All schools, academies and education settings should ensure their ‘safeguarding arrangements’ take into account NSCP policies and procedures. Schools and academies and places where children access learning and alternative education must ensure that children are safe from terrorism and extremist material when accessing the on-line content in education settings.

All those who work with children in either a paid or voluntary capacity should understand when it is appropriate to make a referral to the named Designated Safeguarding Lead for support to make a Prevent or Channel programme referral.

DSLs have completed Prevent/ Channel training and maintain an up to date knowledge of emerging threats.

Online Prevent training can be accessed through the Home Office website.

**Note:** KCSiE 2021 Annex B Preventing radicalisation. Additional information is provided on what terrorism looks like and more information on Channel. It includes Home Office links to further information, guidance, referrals forms and opportunities to access e-learning courses.

Other electronic links to access Prevent and Channel training including teaching resources can be found on page 137.

**Q 28 ALTERNATIVE PROVISION AND ELECTIVE HOME EDUCATION (statutory requirement)** (KCSiE Part one and Annex G page 63)

New - Changes from September 2021 including paragraphs in KCSiE 2021 on Alternative Provision and Elective Home Education have been further strengthened.

**Alternative Education -** The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these setting are aware of the additional risks of harm that their pupils may be vulnerable to. KCSiE 2021Part one paragraphs 157 and 158).

**Elective Home Education -** Many Home Educated Children have an overwhelmingly positive learning experience. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep the safe and supported in line with their needs. (KCSiE 2021 Part one paragraph 165 to168.

**Q 29 New Best Practice** **NSCP & NCCSP (cross authority) NEGLECT STRATEGY TOOLKIT 2021-2024** NSCP website- [www.nottinghamshire.gov.uk/nscp](http://www.nottinghamshire.gov.uk/nscp)

Nottinghamshire Safeguarding Children Partnership and Nottingham City Safeguarding Children Partnership have launched in May 2021 a cross-authority Neglect Strategy and toolkit for 2021-2024 it is to provide early intervention for children who may be at risk of neglect.

Child neglect has a lifelong impact on a person’s wellbeing, and it is vitally important that as a Partnership we do all we can to prevent it.

Both the Nottinghamshire and Nottingham City Safeguarding Children Partnerships recognise that tackling neglect must be a priority if we want to improve our children’s life chances and prevent poor outcomes later in life.

The joint strategy sets out what we intend to do over the next three years to prevent neglect and minimise its impact through strong and effective collaborative working across all organisations that have a duty to promote the welfare of children and protect them from harm. We need a Neglect Strategy because:

* Neglect is the most common reason for a child in Nottinghamshire and Nottingham City to be made the subject of a child protection plan.
* Neglect is the form of abuse more likely to be repeated.
* Neglect exposes children to other forms of abuse, e.g. exploitation/increased vulnerability.
* Neglect can be difficult to identify, making it hard for professionals to take action to protect a child.
* Neglect is an area where there can be drift and delay; professionals can become desensitised to a child’s living conditions and experiences of poor parenting.

As part of the local safeguarding partnership response we wish to confirm whether Governors, Headteachers and Designated Safeguarding Leads and staff are aware of the Neglect Strategy toolkit 2021-2024 and use it to assist them when considering concerns for neglect. This question and your response will enable us to form a view regarding the impact of the Neglect Strategy toolkit.