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| **Table of changes of model Safeguarding Child Protection Policy 2021-22** | | | |
| Ref | Changes made | Reasons why |  |
| 1.2 | Added - Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. | Raises a prevalence of point to reflect KCSIE 2021 for all members of staff. |  |
| Added EYFS 2021 - delete if appropriate. | In recognition for EYs settings to include the most recent version. |  |
| Added - **Specific topical safeguarding issues –** a collection of up-to-date guidance can be found on the Safeguarding in Education Team’s guidance page. <https://www.bristolsafeguardingineducation.org/guidance/> | This has been developed since last year and will be a ‘one stop shop’ for up-to-date guidance both local and nationally. |  |
| Added  what the behaviour police should include removed the requirement to have a separate anti-bullying policy/peer on peer. | Reflects para 13 of KCSIE 2021. Clear need to ensure that policy and procedures peer on peer abuse should be included in the Safeguarding/ child protection policy. |  |
| 1.3 | Hyperlinked legislation.  Added  This will be in line with our Special Educational Needs and Disability Policy (**HYPERLINK**) | This is to recognise local learning from statutory reviews where children with SEN had experienced significant and serious harm. |  |
| Added  **[name of setting]** also adheres to the principals of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](https://www.unicef.org.uk/what-we-do/un-convention-child-rights/#:~:text=The%20United%20Nations%20Convention%20on%20the%20Rights%20of,in%20history.%20What%20makes%20the%20UNCRC%20so%20special%3F) and the [Human Rights Act 1998](https://www.legislation.gov.uk/ukpga/1998/42?timeline=false). | Consideration of including anti-oppressive practice to reflect adherence to statutory guidance and legislation in providing proportionate responses. |  |
| 1.4 | Removed paragraph - Ensuring all policies which address issues of power and potential harm, for example anti-bullying, equalities, use of reasonable force, positive behaviour, will be linked to ensure a whole school approach | Covered by previous section which is encompassing of **this** document. Legal statutory duties should cover other related documents. |  |
| 1.5.1 | Added/amended  All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2021). Those working directly with children will also read Annex B. **[Those who do not work directly with children will have the option of reading Annex A instead – delete as appropriate]** | Updated to reflect structural changes in KSCIE 2021. |  |
| Amended to include online safety.  Be clear as to the setting’s policy and procedures about [peer on peer abuse](#_Respond_to_incidents), children missing education and [those requiring mental health support](#_2.9__Mental), and the [impact of technology in relation to online safety](#_2.10_Online_Safety). | Need to ensure profile of online safety is reflected in policy in line with change in profile in KSCIE 2021. New section Online Safety added in policy to reflect this (2.10) |  |
| 1.5.2 | Added paragraph  The DSL works with the headteacher, and relevant strategic leads taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that learners in need are experiencing or have experienced, and identifying the impact that these issues might be having on learner’s attendance, engagement and achievement at school or college | To raise the profile of the changes in the role of the DSL and the need to raise educational outcomes for children with a social worker. It is likely that this will become a salient feature in future inspections. |  |
| Amended paragraph  Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential. | Reflect KCSIE new duties around the role of the DSL (Annex C). |  |
| Amended  Ensure the successful transfer of the Safeguarding/Child Protection File when a learner moves on to a new setting within 5 days for in year transfer or the first 5 days of the start of a new term | To reflect changes in KCSIE para 112 (part 2) and the Role of the DSL (Annex C). |  |
| 1.5.3 | Amended  Ensure that the DSL is an appropriate senior member of setting’s senior leadership team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively. | To reflect the need for changes in KCSIE (part 2) and the Role of the DSL. |  |
| Amended  Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) and [Delete as appropriate] Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk). | To reflect updates in guidance and differentiate which piece of legislation covers different phases. |  |
| Amended  To ensure that Teachers, including supply teachers, other staff, volunteers and contractors have appropriate checks carried out in line with Part 3 of statutory guidance Keeping Children Safe In Education (2021).  Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers and contractors who may not be suitable to work with or pose a risk to children, this includes having a process to manage low level concerns | Added contractors to the list in line with KCSIE 2021 |  |
| Amended   * Ensure that systems are in place for learners to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback. | To reflect the weight of changes added from the Ofsted review of sexual abuse and sexual harassment in schools. |  |
|  | Amended  Ensure that the setting has systems in place to prevent, identify and respond to peer on peer harm (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting’s online safety practices. | Added part to address weight of online safety in new version of KCSIE. |  |
| 1.6.3 | Added  Members of the Senior Leadership Team must make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration. | To reflect the changes in the role of the DSL (annex C), additional duties in relation to increasing educational outcomes and to highlight duties in line with KCSIE, Part 2.  This also reflects learning from local statutory reviews. |  |
| Amended  Training around safeguarding topics in Annex B (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach. | Adjusted to reflect discourse and changes to KCSIE. |  |
| 1.7 | Added  We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable learners, victims of abuse and some SEND children might be needed. |  |
| Amended  Working within statutory guidance in respect to [Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education); and [Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) [Delete as appropriate] | to include reference to relevant documents. |  |
| 1.9 | Added  These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address which are hyperlinked:  List amended to reflect updates in KCSIE 2021. | Changed to create ease of reading and to reflect changes in statutory guidance.  Note additional topics under Peer on peer abuse. |  |
| Part 2 - Procedures | | |  |
| 2.1 | Added section for setting to complete  At **[name of setting]** learners can raise their concerns via **[add what mechanism you have at your setting, how promote them, how they can be accessed and understood]** and they will be treated seriously. | Added to create greater salience with developments with Ofsted’s review of sexual violence and sexual harassment in schools and updated from KCSIE.  Please complete this. |  |
| 2.2 | Updated reference to **UK GDPR** and throughout document | This is in line with changes bought around by Brexit. |  |
| 2.2 | Added under times when information will be shared without consent.  ‘by doing so will compromise a criminal investigation’ | This is consistent with statutory guidance. |  |
| 2.3 | Added  Learners who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential. | To be consistent with new duties around increasing educational outcomes for learners (Part 2 and Role of the DSL – Annex C) |  |
| 2.5 | Amended to reflect guidance.   * Suspensions, permanent exclusions, and commission of Alternative provision – | Discourse adjusted to reflect updates in national and local guidance. |  |
| Added  **[Name of setting]** will exercise their legal duties in relation to their interventions. This includes:   * whether a statutory assessment should be considered in line with the principles of [Children Act 1989](https://www.legislation.gov.uk/ukpga/1989/41/contents), * that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) (including having regard to the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)) * and takes into consideration the learner’s rights under the [Human Rights Act 1998](https://www.legislation.gov.uk/ukpga/1998/42/contents). * Interventions will be consistent with statutory guidance [School suspensions and permanent exclusions - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-exclusion) | To reflect need from local statutory reviews around adherence to legislation and statutory guidance. |  |
| 2.6 | Amended  A learner missing from education is a potential indicator of abuse or neglect, or maybe an indicator of the need for early help support. | To reflect the need to provide early intervention from a safeguarding perspective. |  |
| 2.6 | Added section on  **Elective Home Education**  **[Name of setting]** will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children’s social care should be made in line with the Children Act 1989. | To make salient information and duties on schools in adherence to national and local guidance. This is particularly important to the rise in numbers of learners going into EHE arrangements following the COVID pandemic. |  |
| 2.7 | Responding to incidents of peer on peer harm. Section has been re-written to reflect updates in statutory guidance with more salient sections on Actions to take in relation to sexual violence and sexual harassment. | reflect new changes in KSCIE and Sexual violence and sexual harassment in schools and colleges. |  |
| 2.8 | Added reference to contractors being included in scope of work | To reflect changes in KCSIE 2021. |  |
| 2.8.1 | Added  If there is a conflict of interest which inhibits this process, staff can report directly to the LADO. | To reflect changes in KCSIE |  |
| 2.8.2 | Added section Low Level concerns | To reflect changes in KCSIE. May need to rewrite elements of your staff code of conduct to ensure consistency. |  |
| 2.9 | Added  [Delete as appropriate] The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. This colleague will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively. | This is not mandatory however you may need to consider resourcing this as good practice. There is more on this topic in Part 2 of KCSIE 2021. |  |
| Added  Ensure that learners can report and share concerns in line with section [2.1 Reporting a concern](#_Reporting_Concerns) of this policy. | To reflect the requirement in KCSIE 2021. |  |
| 2.10 | New section added - Online Safety   * Ensure that you link to your policy on mobile smart technology as required. | To highlight changes in KCSIE 2021. |  |