

KCSIE 2024 changes – what stood out to us...

What school and college staff need to know

3. For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

Points to ponder

This brings the definition of safeguarding in line with the latest version of Working Together to Safeguard Children – it was released this year; have you read it? You could discuss the definition with all staff and consider its implications – is there anything we tend to forget?

What about the changes? How do we do regarding point 1, and also when it comes to remembering contextual and online safeguarding from point 2?



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KCSIE 2024 changes – what stood out to us...

Indicators of abuse and neglect

24. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse-, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can-

Points to ponder

This highlights the fact that children who witness domestic violence are treated as victims. Are all staff aware of this?

Why not discuss with staff why this might be the case and how we as a school might need to support children and young people who experience this?

Is there anything else in the definition which surprises staff? It's always good to revisit these key definitions in inset.



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What school and college staff should look out for

Early help

20-18. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour including gang involvement and association with organised crime groups county lines
- is frequently missing/goes missing from ~~care or from~~ education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

Alternative Provision

171. Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

Points to ponder

How is the safeguarding team servicing this safeguarding responsibility for students in alternative provision? What are the potential gaps? How might you improve?

How can all staff help make the most of all and any contact time with these students?

Given the addition to the early help criteria, what is already in place in your area and/or school and what can be improved/how? Do all staff understand the relevance for those at risk of and post suspension/exclusion? How can they be your eyes and ears?



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Abuse and neglect and exploitation

All staff should be aware of the indicators of abuse and neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

21.19. All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be

Points to ponder

These are amongst several examples of exploitation being added after “abuse and neglect”.

Why do you think this is?

One of many reasons may be that victim-blaming is prevalent in cases of exploitation?

How do we tackle victim-blaming thoughts in our setting?



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Children who are lesbian, gay, bisexual, or trans (LGBT)gender questioning

The fact that aN.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

~~205.— LGBT inclusion is part of the statutory Relationships Education and Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic, and transphobic bullying and abuse.~~

Points to ponder

As noted in the draft, this section is under review.

The changes see language changes from trans to gender-questioning and some mentions removed, as well as further notes relating to the Cass review (see next slide).

How can you ensure that you continue to keep every child safe, regardless of the language used?



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203-205. However, the Cass review identified that caution is necessary for children questioning their gender as LGBT there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

206. It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

207. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Points to ponder

These points should be taken into consideration in the context of the DfE draft guidance on Gender Questioning Children, which is expected to be finalised soon.

Paragraphs here refer to the importance of involving parents (also referenced in the draft guidance) and seeking clinical help and advice.

How would this affect your practice in the next academic year?



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Preventing radicalisation

Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Children may be susceptible to ~~extremist ideology and~~ radicalisation into terrorism.

Radicalisation¹⁴⁹ ~~refers to~~¹⁵⁰ is the process ~~by which of~~ a person ~~comes to legitimising~~ support ~~terrorism and extremist ideologies associated with~~ for, or use of, terrorist groups. violence.

Points to ponder

The changes to this section are minimal but come in the light of the government changing the definition of extremism in March 2024 and the updated Prevent guidance.

Note the disclaimer that this remains under review.

Have you used the DfE risk assessment template which was published in September 23?



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Holding and sharing information

[...] the designated safeguarding lead should be equipped to:

- [...]
- be able to keep detailed, accurate, secure written records of ~~concerns and referrals and understand the purpose of this record-keeping~~all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Points to ponder

For the safeguarding team – what impact should this have on your record keeping?

How can you do this in a way that is helpful to your team in school and minimises extra workload?

Are some discussions or decisions not noted down? What about the rationale for these decisions?



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KCSIE 2024 changes – Annex F, DfE’s substantive changes

Annex F: Table of substantive changes from September 2023

This table explains where we made substantive changes.

Summary	About the guidance
Part one	Safeguarding information for all staff
Page 7	Definition of ‘safeguarding and promoting the welfare of children’ – amended to reflect the duties that relate to school and college staff within the updated ‘Working together to safeguard children 2023’
Paragraph 18	‘Early help’ – amended to reflect the duties which apply to school and college staff within the revised ‘Working Together’ guidance
Paragraph 19	‘Abuse and Neglect’ – heading amended to include ‘ <i>exploitation</i> ’ (also throughout the document as applicable)
Paragraph 24	‘Indicators of Abuse and neglect’ – additional text included ‘ <i>including where they see, hear, or experience its effects</i> ’ when referring to domestic violence.
Paragraph 29	‘Safeguarding Issues’ – ‘ <i>deliberately missing education</i> ’ amended to reflect revised definition of ‘ <i>unexplainable and or/persistent absences from education</i> ’

KCSIE 2024 changes – Annex F, DfE’s substantive changes

Part two	The management of safeguarding
Paragraph 92	Data Protection Act 2018 and UK GDPR – paragraph included to comply with DPA/UKGDPR requirements
Paragraph 171	‘Alternative Provision’ – text added to clarify school remains responsible for the pupils they place in alternative provision
Paragraph 180	Wording amended to reflect change in legislation – School Attendance (Pupil Registration) (England) Regulations 2024
Paragraph 204	Links added to NSPCC advice on protecting children with SEN; and deaf/disabled children and young people
Paragraphs 205 to 209	‘Children who are lesbian, gay, bisexual, or questioning their gender’ – disclaimer added, and additional text includes further clarification to comply with gender questioning children guidance terminology

KCSIE 2024 changes – Annex F, DfE’s substantive changes

Part three	Safer recruitment
Summary	About the guidance
Page 78	‘Individuals who have lived or worked outside the UK’ - reference to ‘UK Centre for Professional Qualifications’ removed (including the link) as they no longer provide an advisory service on behalf of the UK Government in regard to regulated professions and recognition of professional qualifications. This service ceased in December 2023
Part five	Child-on-child sexual violence and sexual harassment
Paragraph 497	‘Early help’ – text amended to reflect ‘Working Together to Safeguard Children 2023’

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Annex B	Further information
Page 151	‘Children and the court system’ – two separate age-appropriate guides for schools to support children in the court system now included
Page 156	‘Preventing radicalisation’ – disclaimer added, and minimal changes to wording, to clarify school and college duties in relation to Prevent
Annex C	Role of the designated safeguarding lead
Page 170	‘Holding and sharing information’ – bullet point 3 further guidance added regarding the rationale for making decisions

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