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Description automatically generatedAs part of your school’s annual review of policies, it may be useful to consider whether the following points, taken from Keeping Children Safe in Education 2024 are included. This list is far from exhaustive; a thorough reading of KCSIE will make you think of other points, but this may aid your policy review process.

Note that when you are asked to have a ‘policy’ it does not always mean a standalone document; often this means embedded in another policy.

Find this document again alongside KCSIE updates, quizzes, guidance and translations at [kcsie.lgfl.net](https://kcsie.lgfl.net).

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| **Safeguarding and Child Protection Policy** (standalone document) | | |
| *KCSIE Paragraph number* |  |  |
| 11 | A whole school approach to child-on-child abuse (98 / Part 5 / see section below with details) |  |
| Safeguarding response to children who are absent from education particularly on repeat occasions and/or prolonged periods (para 11 / 98 / 178 – NB KCSIE does not specify which policy this should be part of – whether you have a standalone policy or not it needs cross-referencing in the CP policy and attendance policy) |  |
| Low-level concerns (see section below with details; see also behaviour policy) |  |
| Provided to safeguarding policies should be provided to all staff at induction |  |
| 43-45 | staff must follow safeguarding referral routes where they have a mental health concern that is also a safeguarding concern and be aware mental health problems are in some cases indicators of abuse |  |
| 49 | ‘it could happen here’ attitude and ‘culture of safeguarding’  (the former is not mentioned in the context of including in the policy and the latter is from the Ofsted Handbook. However, as both are core to safeguarding, it makes sense for them to be specific statements at the start of the policy and to encourage all staff to play their part in establishing both points, also relating to whistleblowing if not the case) |  |
| 76 | The policy is effective and comply with the law at all times |  |
| The policies and procedures are understood and followed by all staff |  |
| 90 | Specific consideration must be given when developing ALL policies about the equality implications |  |
| 94 | All systems, processes and policies should operate with the best interests of the child at their heart (these might be technical, e.g. filtering and monitoring, or safeguarding reporting systems, or non-technical, e.g. school processes and procedures) |  |
| 95 | The policy should be transparent, clear and easy to understand for staff, pupils, students, parents and carers |  |
| 96 | The policy should include reporting systems for children, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback |  |
| 97 | The policy should include how action must be taken in a timely manner |  |
| 98 | Describes procedures which are in accordance with government guidance |  |
| The policy must be publicly available via website or other means |  |
| The policy must be up to date with new/changing safeguarding issues inc. lessons learnt |  |
| The policy must be reviewed annually as a minimum, and updated where needed so it keeps up to date with issues as they emerge and evolve |  |
| 110 - 111 | Local area multi-agency safeguarding arrangements are reflected in the policy (para 98) including local criteria for action and the local protocol for assessment |  |
| 125 | Staff to contribute to and shape safeguarding arrangements and the child protection policy |  |
| 137 | The policy must include approach to Online Safety, including filtering and monitoring on school devices and networks |  |
| 155 | Procedures to manage safeguarding concerns |  |
| 156 | Procedures for staff to report concerns and allegations (para 350) |  |
| 157 | Procedures to make a referral to DBS if a person in regulated activity has been dismissed or removed due to safeguarding |  |
| 166-168 | The use of reasonable force (‘no contact’ policy not appropriate / also in behaviour policy) |  |
| 173 | Recognition and reflected in procedures that some children are potentially at greater risk of harm (both online and offline):   * Children who need a social worker * Children who are absent from education * Electively Home Educated children * Children requiring mental health support * Looked after and previously looked after children * Care Leavers * Children with SEND or health issues * Children who are lesbian, gay, bisexual or gender questioning |  |
| 202-204 | Reflects the fact that additional barriers can exist when recognising abuse and neglect in children with SEND |  |
| 218 | Provide a copy of this policy in application packs (when recruiting staff/volunteers) or refer to link on website |  |
| 310 | Set out arrangements for visitors coming onto the premises, which may include an assessment of the education value, age appropriateness of anything being delivered and whether relevant checks will be required |  |
| 349 | Processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour |  |
| 464 | Sexual violence and harassment procedures, incl. how these relate to behaviour policy and part of a whole-school safeguarding policy (including harmful sexual behaviour) |  |
| 470 | Sexual violence and harassment and harmful sexual behaviour response within this policy should be informed by conversations with police and social care colleagues |  |
| **Child-on-child abuse policy** (does not have to be a standalone policy document; must be reflected in CP) | | |
| 159 | All staff should be aware about the policies and procedures relating to child-on-child abuse |  |
| 30 | Important role that staff have in preventing and responding when they believe a child is at risk of child-on-child abuse |  |
| 32 | The important role staff have to play in proactive prevention and response |  |
| 160 / Annex A 13 | Procedures to minimise the risk (you may find it helpful to note how their effectiveness is monitored) |  |
| Systems in place for children to report concerns (well promoted, easily understood and easily accessible) |  |
| How allegations will be recorded, investigated, and dealt with |  |
| Clear support processes for victims, perpetrators and others affected |  |
| Recognition that no reporting does not mean it does not exist |  |
| Clear statement about zero-tolerance approach to abuse and not passing it off as “banter” etc |  |
| Recognition that girls most likely victims and boys perpetrators, but all is unacceptable and will be taken seriously |  |
| Different forms of child-on-child abuse (helpfully listed in para 160 and you may wish to copy – these include nudes, upskirting, initiations and various others) |  |
| **Allegations about Staff and Low-level concerns policy** (does not have to be a standalone policy document; must be reflected in CP) | | |
| 69-74 / 430-452 | What a low-level concern is (433) |  |
| Concern about staff that does not meet harm threshold should be shared following the low level concerns procedures |  |
| Importance of sharing all levels of concern |  |
| Purpose of the low levels concern policy (good explanation in 432 you could use) |  |
| Confidential, clear, easy to understand and implement procedure for sharing low level concerns (para 440) |  |
| How low-level concern processes are essentially an extension/reflection of the wider staff behaviour policy/code of conduct (para 451) |  |
| 449 | Procedure for responding to concerns raised by a third party |  |
| 360 | What an allegation is and how it meets the harm threshold |  |
| 359 | Clear procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools in a paid or unpaid capacity |  |
| 361 | Procedures align with local safeguarding procedures and practice guidance (from Children’s Social Care and LCSP) |  |
| 365 | Clarity about who allegations should be reported to in school (para 70 contains further info) |  |
| **Online safety policy** (does not have to be a standalone policy document; must be reflected in CP) | | |
| 134 - 137 | Approach to online safety |  |
| Filtering and monitoring on school devices and networks. |  |
| Recommended to be based on the 4Cs of content, contact, conduct, commerce |  |
| Use of mobile and smart technology |  |
| Mobile technology policy to consider children often have unrestricted mobile internet even at school which can lead to unmonitored sexual harassment, bullying, control, indecent images, pornography and other harmful content. |  |
| **Pupil Behaviour policy** (standalone document) | | |
| 11 / 98 | Measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying) |  |
| 130 | Including a clear set of values and standards for pupils to uphold |  |
| 532 | Policy and risk assessment reviewed if a child has received sexual offence caution/conviction to ensure relevant protections/actions (NB – not stated in KCSIE but this may be good practice if this happens for other offences) |  |
| 494 | Where sexual harassment cases do not require early help/referral, how these may be managed within the behaviour policy and pastoral support (is there consistency between behaviour and CP policy and cross-referencing?) |  |
| 537 | Action to be taken in the case of a false / malicious allegations |  |
| 538 | Reviewing the policy based on lessons learned |  |

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| **Staff behaviour policy / code of conduct** (standalone document) | | |
|  | Should include: |  |
| 11 / 98 | * Low-level concerns [see section above on this] (para 11) |  |
| * Allegations against staff (para 11) |  |
| * Whistleblowing (para 11) |  |
| * Acceptable use of technologies (including the use of mobile devices) |  |
| * Staff/pupil relationships |  |
| * Communications including the use of social media |  |
| 167 | * Use of reasonable force (‘no contact’ policy is not appropriate / also in CP policy) |  |
| 414 | * Action to be taken in the case of a false / malicious allegations |  |
| 439 | * Clarify what appropriate behaviour is and making a clear distinction to behaviour that is inappropriate, problematic and concerning. |  |
|  | * Empower staff to share low level concerns |  |
| **Whistleblowing Procedures** (standalone document) | | |
| 73 | Appropriate whistleblowing procedures should be put in place for concerns to be raised with the senior leadership team |  |
| **Data Policies and Processes** (does not have to be a standalone policy document) | | |
| 93 | Know what staff and pupil data to keep and follow good practices for preventing personal data breaches |  |
| 115 | Arrangements are in place that set out clearly the processes and principles for sharing information within the setting and with local authority children’s social care, safeguarding partners and other organisations. |  |
| 147 | Appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these periodically to keep up with evolving cyber-crime technologies |  |
| **Safer Recruitment Policies** (does not have to be a standalone policy document) | | |
| 101 | In accordance with Part 3 of KCSIE |  |
| In place, embedded and effective |  |
| 212 | Robust procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities. |  |