

KCSIE 2021

IMPLEMENTATION PLAN FOR SLT, DESIGNATED SAFEGUARDING LEADS AND GOVERNORS

Staff	Part 1	Part 2	Part 3	Part 4	Part 5	Annex A	Annex B	Annex C	Annex D	Annex E	Annex F	Annex G
Some staff (if assessed as appropriate by governors)						✓						
Everyone else	✓											
All staff with direct contact with children	✓						✓					
Headteachers, Principals, DSLs, Designated governor	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Designated staff, Behaviour leads						✓						
Proprietors		✓		✓	✓							
Governors		✓	✓	✓	✓							
Anyone involved in recruitment, managing volunteers or the SCR			✓								✓	
Anyone involved in MFL/school exchanges			✓							✓		
Work related co-ordinator			✓								✓	
HR staff			✓	✓							✓	
Anyone in classroom-based roles, ICT, Network staff									✓			

All staff with direct contact with children should read annex B and should also have read 'Sexual Violence & Sexual Harm between children in schools & colleges' (DfE May 2018)

Annex C should be included in the job description of the DSL

Staff		
	Requirement	Completion date/evidence/notes
Reading KCSIE 2021	<p>Staff must read and understand their responsibilities in the relevant sections of the guidance.</p> <p>Our short KCSIE 2021 online CPD training course can track this – visit www.cpd.cloud</p>	

PREVIEW ONLY

Headteachers/Principals		
	Requirement	Completion date/evidence/notes
Reading KCSIE 2021	<p>Ensure staff have read and understand their responsibilities in the relevant sections of the guidance.</p> <p>Our short KCSIE 2021 online CPD training course can track this for you – visit www.cpd.cloud</p>	
Managing allegations and safeguarding concerns	There has been substantial revision to Part 4, splitting it into two sections for allegations that may meet the threshold and for allegations/concerns that do not meet the threshold (low level concerns).	
	Ensure contractors are aware of the child protection policy and the school take the same responsibilities as they do for staff, volunteers and agency staff.	
	In the initial response to an allegation there is a need to consider the welfare of the child(ren) concerned as well as investigating and supporting the person subject to the allegation.	
Safer recruitment	Significant revision - more explicit about the safer recruitment process and ensuring the guidance fits with the different stages of the process that schools are expected to go through, with an emphasis on the need to ensure that those involved in recruitment and employment of staff have received safer recruitment training. The document is, however, clear that there are no changes to legal duties.	
	Ensure contractors are aware of the child protection policy and the school take the same responsibilities as they do for staff, volunteers and agency staff.	
Annex C – DSL role	<p>The role has been bolstered with greater emphasis on leadership. It now includes:</p> <ul style="list-style-type: none"> • Liaison with teachers and supportive engagement with parents and carers • In addition to lead responsibility for safeguarding and child protection, DSLs are asked to work with the Headteacher and relevant strategic leads “taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college” • The support they offer teaching staff for children who have, or have had, a social worker in promoting educational outcomes while present in previous guidance is given greater prominence in their core duties 	

Governors, Governing bodies, Proprietors		
	Requirement	Completion date/evidence/notes
Reading KCSIE 2021	Decide whether any staff or staff groups may only read the condensed Part one in Annex A. This is only relevant to staff who do not work directly with children and where it is judged to be more effective to safeguard and promote the welfare of children.	
Policies	<p>Ensure the child protection policy:</p> <ul style="list-style-type: none"> reflects the whole school/college approach to peer-on-peer abuse (see paragraph 145) reflects reporting systems that students know about and have confidence in describes procedures in accordance with government guidance refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners includes policies as reflected elsewhere in Part two, such as online safety (see paragraph Error! Reference source not found.), and special educational needs and disabilities (SEND) (see paragraphs Error! Reference source not found.5-187) where appropriate, reflects serious violence. Further advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt is available publicly either via the school or college website or by other means 	
	Ensure that the behaviour policy includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).	
	When hiring or renting premises or facilities to other organisations the governing body must ensure that appropriate safeguarding arrangements are in place (including inspecting these as needed) and that the presence of these is a requirement of any agreement between the school/college and the other organisation.	
	Alternative & SEND provision only: Recognition in your safeguarding policy that the governing body/proprietor is aware of the additional risk of harm their pupils may be vulnerable to. The safeguarding policy should explore the increased vulnerability that your student group hold and what you do as an organisation to minimise this risk	