KCSIE 2022

IMPLEMENTATION PLAN FOR SLT, DESIGNATED SAFEGUARDING LEADS AND GOVERNORS

JMB EDUCATION
www.jmbeducation.com

Staff	Part 1	Part 2	Part 3	Part 4	Part 5	Annex A	Annex B	Annex C	Annex D	Annex E	Annex F
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			✓	✓						✓	

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

Staff		
	Requirement	**Completion date/evidence/notes**
Reading KCSIE 2022	Staff must read and understand their responsibilities in the relevant sections of the guidance. Our short KCSIE 2022 online CPD training course can track this – visit www.cpd.cloud	

Headteachers/Principals/DSLs		
	Requirement	**Completion date/evidence/notes**
Reading KCSIE 2022	Ensure staff have read and understand their responsibilities in the relevant sections of the guidance. Our short KCSIE 2022 online CPD training course can track this for you – visit www.cpd.cloud	
Policies	Update safeguarding policy and any specific domestic abuse policy with definitions of Domestic Abuse from Domestic Abuse Act 2021, specifically that children can be victims of domestic abuse themselves. New definition: "Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."	
	Update Online Safety Policy to include: • Reference to misogynist and misandrist concerns • Reference to the fact that concerns can occur both online and offline simultaneously • Reference about the setting's monitoring and filtering systems and procedures for identifying and escalating concerns arising as a result of these systems	
	Update Managing Allegations Policy to include: • Terminology emphasised to be used consistently – concern or allegation – the policy needs to be clear about what a low-level concern is (eg. staff taking photographs of children on their mobile phone without prior agreement) and the procedure for reporting low level concerns • Ensure the broader definition of concerning behaviour as "humiliating pupils" is included in policy • Review reference to when suspension might be used • Include paragraph of learning lessons from cases: "For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made • Review of whole policy to ensure that it is clear, easy to understand and implement	

Headteachers/Principals/DSLs		
	Requirement	**Completion date/evidence/notes**
Policies	Review Staff Behaviour Policy/Code to Conduct. The policy should include, amongst other things: • The process for reporting low-level concerns • Allegations against staff • Whistleblowing • Acceptable use of technologies (including the use of mobile devices) • Staff/pupil relationships and communications including the use of social media The Safer Recruitment Consortium have updated "Guidance for Safer Working Practice". The updated document was published in February 2022 and provides an excellent base to consider your Staff Code of Conduct.	
	Ensure Safeguarding Policy and other relevant policies are clear and understandable, available and accessible to all stakeholders. It is recommended that settings have parent/student friendly versions of relevant policies and consider demographic of school population in order to ensure accessibility, eg. English as an Additional Language and SEND.	
Curriculum	Review Safeguarding Curriculum to ensure a joined-up approach between curriculum, values/ethos of school, relevant policies and pastoral systems with the following areas included: • Healthy and respectful relationships • Boundaries and consent • Stereotyping, prejudice and equality • Body confidence and self-esteem • How to recognise an abusive relationship, including coercive and controlling behaviour • The concepts of, and laws relating to: sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support • What constitutes sexual harassment and sexual violence and why these are always unacceptable	
	Ensure inclusivity in safeguarding curriculum, specifically considering LGBTQ+ children or those perceived to be.	

	Headteachers/Principals/DSLs	
	Requirement	**Completion date/evidence/notes**
Online safety	Work with parents to reinforce the importance of online safety and ensuring parents aware of what sites children and young people are being asked to visit if they are undertaking remote education.	
	Review filtering and monitoring systems: • Are filtering systems effective? • Are concerns identified? • Are concerns escalated? • How are children with additional barriers (eg. SEND) supported?	
Professional visitors	Ensure staff responsible for checking the ID and appropriateness of professional visitors are aware that if there has been an assurance from the professional's employing agency that due diligence has been completed, they should not ask to see the DBS certificate.	
Attendance	Work with staff who monitor attendance to ensure that where there are issues around non-attendance and specifically persistent non-attendance, these are flagged with the safeguarding team to consider whether there are safeguarding issues such as risk of criminal exploitation.	

		Requirement	**Completion date/evidence/notes**
Governors, Trustees, Governing bodies, Proprietors			
Reading KCSIE 2022		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.	
		The Governing Body should evidence that they have both read paragraphs 103-105 and Annex C in full, ensuring they have a full understanding of the role of the DSL. There should also be discussion to ensure the DSL has the time, status and authority to carry out the role in school.	
Policies		Ensure that that the following policies are reviewed: • Safeguarding • Online safety policy • Domestic abuse policy • Managing allegations policy • Staff behaviour/Code of Conduct	
Sole proprietor		Note - The DSL cannot be the proprietor. See KCSIE paragraph 102.	
Staff training		Ensure all governors have safeguarding training (including online risks) and that any future Governors receive this training at point of induction.	
		Ensure governors are aware of the requirements placed on them by the Human Rights Act 1998, the Equality Act 2010 (which includes the Public Sector Equality Duty) and what these mean in practice. Ensure governors have read paragraphs 82-93 of the guidance and agenda an item to consider any issues arising.	